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THE INTERPLAY OF COGNITIVE EMOTIONAL REGULATION, EMOTIONAL REACTIVITY, AND ANXIETY IN YOUNG ADULTS

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ABSTRACT

The present study aimed to investigate the interplay by examining how cognitive emotional regulation strategies influence emotional reactivity in young adults with varying levels of anxiety. Young adulthood highlights the importance of emotional regulation skills. However, some young

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adults experience heightened emotional reactivity, meaning they have stronger or more immediate emotional responses to events often linked to anxiety disorders. A random sample of 128 Indian young adults (64 males and 64 females) were selected with age range 18-30 years. The findings suggest adaptive cognitive emotional regulation strategies showed significant positive correlation with general positive reactivity, insignificant low positive correlation with anxiety and maladaptive cognitive emotional regulation showed significant positive correlation with general negative reactivity, strong significant positive correlation with anxiety. General positive reactivity showed insignificant negative correlation with anxiety whereas general negative reactivity showed significant positive correlation with anxiety. Potential gender differences in adaptive cognitive emotion regulation strategies showed significant difference between Male and Female Indian Young adults. Similarly, emotional reactivity with gender difference and revealed there was significant difference between male and female young Indian adults in their general negative emotional reactivity. Comparing the significant difference between Anxiety with Gender difference revealed that there is no significant difference between Male and Female Indian Young adults. However, exploring the underlying reasons for this disparity is vital.

Keywords: *Cognitive emotional regulation, Adaptive and Maladaptive Strategies, Emotional Reactivity, General positive reactivity, General negative reactivity, Anxiety and Young adults*.

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INTRODUCTION

Emotions are a powerful force, shaping our thoughts, behaviors, and interactions with the world. Adolescence and youth-adulthood are critical phases of development from an emotional standpoint and are ages where emotional disorders can first become apparent. High-intensity negative emotions of fear and anxiety can disrupt goal attainment, social functioning, and interfere with healthy transition to independence in young adults.

Cognitive-emotional regulation is a multifaceted process that involves the management and regulation of both cognitive (thought-based) and emotional (feeling-based) aspects of our internal experiences. It encompasses a range of mental processes and strategies aimed at effectively coping with and responding to various situations, stressors, and stimuli in our environment. The Cognitive Emotion Regulation Questionnaire (CERQ) identifies nine specific strategies that individuals may use to regulate their emotions. The four maladaptive CER strategies are rumination, self-blame, blaming of others and catastrophizing. By contrast, positive refocusing, refocusing on planning, acceptance, putting into perspective and positive reappraisal are the five adaptive strategies that are related to better mental health and well-being.

Self-blame*:* This strategy involves attributing responsibility for negative events or outcomes to oneself.

Other-blame*:* In contrast to self-blame, other-blame involves attributing responsibility for negative events to external factors or other people.

Acceptance*:* Acceptance involves acknowledging and accepting the reality of a situation without judgment or resistance.

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Positive refocusing: Positive refocusing entails shifting one's attention away from negative aspects of a situation toward more positive or constructive elements.

Refocus on planning: This strategy involves redirecting one's attention toward problem-solving and planning. Refocusing on planning can foster a sense of agency and empowerment, helping individuals regain a sense of control over their circumstances.

Positive reappraisal: Positive reappraisal involves reinterpreting the meaning of a situation in a more positive light.

Putting into perspective: Putting into perspective involves viewing a situation in a broader context or considering the bigger picture This strategy can help prevent individuals from becoming overwhelmed by temporary setbacks or minor inconveniences.

Catastrophizing: Catastrophizing involves magnifying the negative aspects of a situation and imagining the worst possible outcomes.

***Blaming others*:** Blaming others involves attributing responsibility for negative events or outcomes to external factors or other people. Blaming others can strain relationships and hinder conflict resolution, as it prevents individuals from taking ownership of their actions and working toward solutions collaboratively.

***Emotional reactivity*,** the intensity and speed with which individuals experience emotions, plays a crucial role in navigating the complex emotional landscape of young adulthood. While a certain level of emotional reactivity is necessary for a healthy emotional life, excessive reactivity can pose significant challenges. Individuals with high emotional reactivity experience emotions more intensely and rapidly, often leading to difficulty regulating their responses. However, it's important to acknowledge that emotional reactivity is not inherently negative. In fact, the ability

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to experience emotions vividly can enrich our lives, foster creativity, and enhance our capacity for empathy and connection with others. The challenge lies in finding a balance between experiencing emotions fully and managing them constructively. Several factors can influence emotional reactivity, including genetics, life experiences, and mental health conditions. Understanding these factors allows for a more nuanced approach to intervention.

Anxiety is a mental health condition characterized by excessive worry and fear, casts a long shadow over the lives of many young adults. This period of transition, marked by academic pressures, career exploration, and evolving relationships, presents a fertile ground for the development and exacerbation of anxiety. Unlike the fleeting nervousness experienced before a big exam, anxiety in young adults is often persistent and pervasive, interfering with daily functioning and overall well-being.

Understanding this intricate dance between emotional reactivity, CER, and anxiety is crucial for promoting mental well-being in young adults. By developing effective CER skills, young adults can learn to manage their emotional reactivity, preventing it from escalating into anxiety. This research explores this interplay further, investigating how young adults utilize CER strategies to manage their emotional responses and, in turn, how this interaction influences their anxiety levels. The present study aims to investigate the interplay by examining how cognitive emotional regulation strategies influence emotional reactivity in young adults with varying levels of anxiety. The study effectively explores several research gaps within the existing literature on emotional regulation, emotional reactivity, and anxiety in young adults. This knowledge can pave the way for culturally sensitive interventions to promote emotional well-being in this population.

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REVIEW OF LITERATURE

Jacob and Anto (2016) studied on Cognitive Emotion Regulation and Anxiety and Depression in Adults (2016) to examine the relationship between cognitive emotion regulation strategies and anxiety and depression among adults. A representative sample of 30 males and 30 females from Kottayam and Thrissur districts of Kerala aged between 20 and 40 years. Student's t-test results showed that both men and women have significant differences in certain dimensions of cognitive emotion regulation, such as positive appraisal, perspective-taking, and others - guilt and depressive symptoms, and one anxiety symptom called tension. And the coefficient correlation showed that self-blame, catastrophizing, rumination, and other guilt were associated with high levels of depression and anxiety, and subscales such as acceptance, positive appraisal and perspective-taking were associated with low levels of depression and anxiety. Thus, the study concluded that there is a relationship between cognitive emotion regulation strategies and anxiety and depression in adults.

Shapero et al. (2016) examined Emotional reactivity and internalizing symptoms: Moderating role of emotion regulation, which is important during adolescence, especially as stressful life events increase during this time. This study examined two emotion regulation strategies, cognitive reappraisal, and affective suppression, in interaction with self-report and biological measures of emotional reactivity as predictors of internalizing symptoms. A community sample of youth (n = 127) at risk for depression and anxiety completed self-report measures of emotional reactivity and internalizing symptoms. Findings suggest that trait reappraisal tendencies were associated with reduced effects of emotional reactivity on depressive symptoms but not on anxiety symptoms.

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Selvamani and Mathew (2023) investigated Trait Mindfulness, Cognitive Emotion Regulation and Emotional Reactivity Among Married and Unmarried Indian Adults investigate the connections between trait mindfulness, cognitive emotion regulation, and emotional reactivity in Indian adults who were either single or married. 180 individuals from diverse regions of India were selected using a non- probability convenience sampling method. The Cognitive Emotion Regulation Questionnaire - Short Version (CERQ), the Perth Emotional Response Scale Short Version (PERS), and the Mindful Awareness Scale (MAAS) were used (Brown, K.W., & Ryan, R.M., 2003). Pearson's correlation and independent sample t-test were used to analyze associations between single and married adults and differences in variables. The results of the study showed that there is a significant negative correlation between trait mindfulness and maladaptive cognitive emotion regulation strategies and a low positive correlation between trait mindfulness and adaptive cognitive emotion regulation strategies. Low positive and negative correlations were observed between trait attention and general positive and negative reactivity, respectively.

Domaradzka and Fajkowska (2018) studied cognitive emotion regulation strategies in anxiety and depression understood as personality types. The purpose of this study was to identify overlapping and different patterns of CERS use among the newly proposed types of anxiety and depression in the general population. A representative sample of 1,632 participants completed the Anxiety and Depression Questionnaire (measuring anxiety and valanced excited and fear types and anhedonia types of depression) and the Cognitive Emotion Regulation Questionnaire. Regression analyzes were performed as predictors of affective types. We found that reactive arousal was not related to any strategy, while regulatory shyness mainly predicted the use of rumination, which is thought to be related to the cognitive structural components of the type. Gender moderated the associations between depression types and self-blame and planning focus,

but the effect was small. These findings are consistent with the current trend to examine common and specific features of anxiety and depression, which may facilitate their differentiation by identifying CERS specific to certain types.

Omran (2011) studied relationships between cognitive emotion regulation strategies with depression and anxiety, psychometric properties of Cognitive Emotion Regulation Questionnaire (CERQ) in an Iranian sample were examined. The CERQ in Iran has high psychometric qualities, as demonstrated by the results of factor analysis, subscale correlations, internal consistency, and test-retest coefficients. Second, multiple regression analysis was used to examine the connections between cognitive emotion management techniques and anxiety and depression. The findings indicated that subscales measuring refocusing, positive reappraisal, and planning were associated with low levels of anxiety and depression, while subscales measuring catastrophizing, self-blame, and ruminating were associated with high levels of anxiety and sadness.

METHODOLOGY

AIM

The aim is to explore the relationship between cognitive emotional regulation, emotional reactivity, and anxiety in young adults, aiming to understand how these factors interact and influence mental health outcomes.

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RESEARCH OBJECTIVES

a) To assess the Relationship Between Specific Cognitive Emotional Regulation Strategies and Anxiety.

b) To Examine the Moderating Role of CER in the Relationship Between Emotional Reactivity and Anxiety.

c) To explores potential differences in CER strategies and anxiety levels between subgroups of young adults.

d) To investigating whether the relationship between emotional reactivity and anxiety is mediated by CER strategies.

HYPOTHESIS

1. There will be a significant difference on cognitive emotional regulation strategies among young adults (males and females).

2. There will be a significant difference on level of emotional reactivity among young adults (males and females).

3. There will be a significant difference on level of anxiety experienced among young adults (males and females).

4. There will be a significant relationship between cognitive emotional regulation strategies and emotional reactivity among young adults.

5. There will be a significant relationship between cognitive emotional regulation strategies and level of anxiety among young adults.

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6. There will be a significant relationship between emotional reactivity and level of anxiety among young adults.

SAMPLE

The research sample consists of 128 Indian young adults (64 males and 64 females). The age range of the participants are 18-30 years. Cognitive and Mental Impairment: Participants with significant cognitive and Mental impairments that may hinder their ability to comprehend and respond to cognitive and emotional assessments accurately will be excluded.

VARIABLES

***Independent Variable*:** Cognitive emotional regulation

***Dependent Variable*:** Emotional reactivity and anxiety levels

***Control Variable*:** Participants age group

DESCRIPTION OF TOOLS

- ***Cognitive Emotion Regulation Questionnaire-Short Version (CERQ-s)***

This scale measures cognitive coping, one of the many strategies for controlling emotions brought on by stress in daily life. It was created in 2007 by Garnefski, and Kraaij. The CERQ-s has nine separate subscales: four for maladaptive strategies (self-blame, rumination, catastrophizing, and blaming others) and five for adaptive methods (acceptance, positive

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refocusing, refocusing on planning, positive reappraisal, and putting into perspective). On a five-point scale from 1 ("Almost never") to 5 ("Almost always") in terms of frequency of use, two items are used to assess each CER strategy. For the various subscales, the internal consistency ranged from 0.65 to 0.82.

- ***Perth Emotional Reactivity Scale-Short version (PERS-s)***

It assesses the emotional reactivity of traits. It was created in 2018 by Preece, Becerra, and Campitelli. The original 30-item scale has been reduced to 18 items in this edition. There are six subscales: positive activation, intensity, and duration; negative activation, intensity, and duration. In addition to the individual subscale results, it offers a composite score, as well as overall positive and general negative reactivity results. All subscales had strong reliability (>.70).

- ***Hamilton Anxiety Rating Scale (HAM-A)***

The Hamilton Anxiety Rating Scale (HAM-A) is a widely used tool for assessing anxiety severity in adults. It consists of 14 items that evaluate both psychological (e.g., anxious mood, psychic symptoms) and physiological (e.g., muscle tension, insomnia) symptoms of anxiety. Scores range from 0 to 54, with higher scores indicating greater anxiety. Research suggests the HAM-A has good internal consistency (alpha = 0.77 to 0.92) and reasonable test-retest reliability. However, the scale's sensitivity to distinguish between anxiety and depression has been questioned. Overall, the HAM-A offers a reliable and valid measure of anxiety severity in adults, making it a valuable tool for clinical assessment and research.

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PROCEDURE

A total of 128 young adults with age 18-30 years were randomly sampled and data was collected through Google Forms as well as physical questionnaire forms which contained an informed consent from the participant before proceeding to fill in the sociodemographic details and the questionnaires used in the study. Prior to completing the survey (both online and physical versions), participants provided informed consent by electronically checking a consent box or signing a physical consent form, respectively. The consent form outlined the purpose of the study, data collection procedures, confidentiality measures, and participant rights. All data collection procedures adhered to ethical research guidelines and ensured participant anonymity and confidentiality.

STATISTICAL ANALYSIS

Statistical analysis was performed by SPSS. Firstly mean, standard deviations, and maximum and minimum values for cognitive emotional regulation, emotional reactivity, and anxiety in young adults were calculated. Then Pearson correlation and independent sample t-test were calculated to test the hypothesis.

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RESULTS

Table 1

Descriptive Statistics young adults on maladaptive and adaptive cognitive emotional regulation, emotional reactivity, and anxiety

	N	M	SD	Min.	Max.
Anxiety	128	17.22	10.74	0	56
Maladaptive Cognitive Emotion Regulation Strategy	128	24.10	5.37	8	40
Adaptive Cognitive Emotion Regulation Strategy	128	36.36	6.12	10	50
General Negative Emotional Reactivity	128	33.63	7.78	9	45
General Positive Emotional Reactivity	128	31.02	5.90	10	45

Note: N= Sample size, M=Mean, SD=Standard Deviation

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Table 2

Descriptive Statistics, t-value and p-value of Males and Females Young Adults on Anxiety, cognitive emotional regulation strategies and emotional reactivity

		N	M	SD	t-value	p-value
Anxiety	Male	**64**	**18.38**	**12.736**	**1.220**	**0.225**
	Female	**64**	**16.06**	**8.234**		
Maladaptive Cognitive Emotion Regulation Strategy	Male	**64**	**24.16**	**6.001**	**0.115**	**0.909**
	Female	**64**	**24.05**	**4.705**		
Adaptive Cognitive Emotion Regulation Strategy	Male	**64**	**37.44**	**6.084**	**2.015**	**0.046**
	Female	**64**	**35.28**	**6.022**		
General Positive Emotional Reactivity	Male	**64**	**33.02**	**6.398**	**-1.184**	**0.239**
	Female	**64**	**34.25**	**5.351**		
General Negative Emotional Reactivity	Male	**64**	**29.47**	**7.978**	**-2.298**	**0.023**
	Female	**64**	**32.58**	**7.316**		

Note: N= Sample size, M=Mean, SD=Standard Deviation

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Table 3

Correlation between Cognitive Emotion Regulation Dimensions & Anxiety.

Pearson Correlation Coefficient	
	Anxiety
Adaptive Cognitive Emotion Regulation Strategies	**0.079**
Acceptance	**0.044**
Positive refocusing	**0.042**
Positive reappraisal	**-0.77**
Refocus on planning	**0.053**
Putting into perspective	**0.167**
Maladaptive Cognitive Emotion Regulation Strategies	**0.544****
Self – blame	**0.362****
Rumination	**0.332****
Catastrophizing	**0.411****
Other – blame	**0.423****

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

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Table 4

Correlation between Emotional reactivity & Anxiety

Pearson Correlation Coefficient		
	Positive reactivity	**Negative reactivity**
Anxiety	**-0.167**	**0.425****

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

Table 5

Correlation between Cognitive Emotion Regulation Dimensions & Emotional reactivity

Pearson Correlation Coefficient		
	Positive reactivity	**Negative reactivity**
Adaptive Cognitive Emotion Regulation Strategies	**0.371****	**-0.147**
Acceptance	0.219*	0.099
Positive refocusing	0.192*	-0.137

Positive reappraisal	0.348**	-0.193
Refocus on planning	0.232**	-0.110
Putting into perspective	0.178*	-0.112
Maladaptive Cognitive Emotion Regulation Strategies	**-0.053**	**0.567****
Self – blame	-0.006	0.306**
Rumination	0.028	0.473**
Catastrophizing	-0.122	0.497**
Other – blame	-0.038	0.307**

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

DISCUSSION

The aim of the present study is to explore the relationship between cognitive emotional regulation, emotional reactivity, and anxiety in young adults, aiming to understand how these factors interact and influence mental health outcomes. Understanding these interactions is crucial for promoting mental well-being in this population. The study employed Cognitive Emotion Regulation Questionnaire-Short Form (CERQ-S), Perth Reactivity Scale Short Version (PRSS-S)

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and Hamilton Anxiety Rating Scale (HAM-A) for variables Cognitive emotional regulation, Emotional reactivity, and Anxiety respectively.

The ***first hypothesis*** explored potential gender differences in Cognitive emotional regulation strategies. An independent sample t-test was conducted to compare the Maladaptive strategies and Gender difference and revealed that there exists no significant difference ($t=0.115$, $p= 0.909 >0.05$) between Male and Female Indian Young adults. There was significant difference ($t=2.015$, $p= 0.046 <0.05$) between Male and Female Young Indian adults in their Adaptive cognitive emotion regulation strategies. Since the mean for males (37.44) is higher than the mean for females (35.28) on the adaptive CER strategies measure, it suggests that males, on average, reported using more adaptive strategies compared to females in your study. This partially proves our hypothesis for Adaptive emotional regulation strategies. This result correlated with the study by Jacob and Anto (2016) showed that both men and women have significant differences in certain dimensions of cognitive emotion regulation, such as positive appraisal, perspective-taking, and others - guilt and depressive symptoms, and one anxiety symptom called tension. While research suggests some variation exists, the findings might be nuanced. However, other studies haven't found significant differences. Our study's findings on gender and CER strategies can contribute to this ongoing conversation.

The ***second hypothesis*** explored potential gender differences in Emotional reactivity. Like CER strategies, emotional reactivity might also show subtle gender variations. An independent sample t-test was conducted to compare the General positive emotional reactivity and General negative emotional reactivity with Gender difference and revealed that there exists no significant

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difference (t=1.184, p= 0.239 >0.05) between Male and Female Indian Young adults in their General positive emotional reactivity whereas there was significant difference (t=2.298, p= 0.023 <0.05) between Male and Female Young Indian adults in their General negative emotional reactivity with Females with mean (32.58) is higher than the mean for Males with mean (29.47) on General negative emotional reactivity measure, it suggests that Females, on average, tend to experience more intense negative emotional responses compared to males. This partially proves our hypothesis for General negative reactivity. This result correlated with the study by Kober et al. (2018) while men and women showed similar physiological responses, women reported experiencing more sadness. This aligns with the finding of females reporting higher negative emotional reactivity despite potentially similar physiological responses. However, biological, and social factors likely influence these findings. Our study's results on gender and emotional reactivity can add valuable data to this complex area.

The ***third hypothesis*** explored potential gender differences with Anxiety. An independent sample t-test was conducted to compare Anxiety with Gender difference and revealed that there exists no significant difference (t=1.220, p= 0.225 >0.05) between Male and Female Indian Young adults. This disapproves our hypothesis for gender difference for anxiety. There isn't a single definitive study proving no gender difference in anxiety. In fact, a significant body of research suggests that females are generally more likely to be diagnosed with anxiety disorders compared to males as by study Kessler et al., (2016) highlights that across various anxiety disorders, females are generally diagnosed more frequently than males. However, exploring the underlying reasons for this disparity is vital. Socialization, hormonal fluctuations, and coping mechanisms might all

play a role. Our study's findings on gender and anxiety levels can inform further research into these contributing factors.

The ***fourth hypothesis*** explored significant relationship between cognitive emotional regulation strategies and emotional reactivity among young adults. A Pearson correlation suggested that Adaptive cognitive emotional regulation strategies like Acceptance, positive refocusing, positive reappraisal, refocusing on planning and putting into perspective showed significant positive correlation with General positive reactivity (r=0.371**) and showed insignificant negative correlation with General negative reactivity (r= -0.147) suggesting that young adults who use these strategies tend to experience more positive emotions. This aligns with the idea that adaptive strategies help individuals frame situations more constructively, leading to positive emotional responses. Whereas Maladaptive cognitive emotional regulation strategies like Self-blame, Rumination, Catastrophizing and Other blame showed significant positive correlation with General negative reactivity (r=0.567**) and showed insignificant negative correlation with General Positive reactivity (r= -0.053) suggesting that young adults who rely heavily on these strategies tend to experience more intense negative emotions. Maladaptive strategies might lead to dwelling on negative experiences, amplifying negative emotional responses. This partially proves our hypothesis. This result correlates with the study by Shapero, Abramson and Alloy (2016) examined two emotion regulation strategies, cognitive reappraisal, and affective suppression, in interaction with self-report and biological measures of emotional reactivity as predictors of internalizing symptoms Findings suggest that trait reappraisal tendencies were associated with reduced effects of emotional reactivity.

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The ***fifth hypothesis*** explored a significant relationship between cognitive emotional regulation strategies and level of anxiety among young adults. A Pearson correlation suggested that Adaptive cognitive emotional regulation strategies like Acceptance, Positive refocusing, Positive reappraisal, refocusing on planning and putting into perspective showed insignificant low positive correlation with Anxiety (r=0.079) whereas Maladaptive cognitive emotional regulation strategies like Self-blame, Rumination, Catastrophizing and Other-blame showed strong significant positive correlation with Anxiety (r=0.544**) aligning with expectations and hence proves our hypothesis suggesting that young adults who rely heavily on these strategies tend to experience higher levels of anxiety. Rumination and catastrophizing can fuel anxious thoughts and worsen anxious feelings. An unexpected finding is the insignificant positive correlation between adaptive strategies and anxiety. This suggests that while using adaptive strategies might not significantly reduce anxiety scores, the weak positive correlation could indicate other factors at play. This result is correlated by the study by Omran (2011) indicated that subscales measuring refocusing, positive reappraisal, and planning were associated with low levels of anxiety and depression, while subscales measuring catastrophizing, self-blame, and ruminating were associated with high levels of anxiety and sadness.

The ***sixth hypothesis*** explored a significant relationship between Emotional reactivity and level of anxiety among young adults. A Pearson correlation suggested that General positive reactivity showed insignificant negative correlation with Anxiety (r= -0.167) whereas General negative reactivity showed significant positive correlation with Anxiety (r=0.425**) The results partially support your hypothesis. As expected, a significant positive correlation exists between general negative reactivity (r=0.425) and anxiety. This aligns with the idea that young adults who

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experience stronger negative emotions are more likely to have higher anxiety levels. Negative emotional responses can trigger worry and rumination, fueling the anxious state. This also partially proves hypothesis. This result correlates with the study by Shapero, Abramson and Alloy (2016) completed self-report measures of emotional reactivity and internalizing symptoms. Findings suggest that trait reappraisal tendencies were associated with reduced effects of emotional reactivity on depressive symptoms but not on anxiety symptoms.

CONCLUSION

The purpose of the study is to explore the relationship between cognitive emotional regulation, emotional reactivity, and anxiety in young adults, aiming to understand how these factors interact and influence mental health outcomes. Understanding these relationships is crucial for developing effective interventions to promote mental well-being in this population. The findings suggest there was a partial significant relationship between cognitive emotional regulation strategies and emotional reactivity among young adults wherein Adaptive cognitive emotional regulation strategies showed significant positive correlation with General positive reactivity and maladaptive cognitive emotional regulation showed significant positive correlation with General negative reactivity. Maladaptive cognitive emotional regulation strategies showed strong significant positive correlation with Anxiety aligning with expectations and proving the hypothesis. General negative reactivity showed significant positive correlation with Anxiety aligning with the idea that young adults who experience stronger negative emotions are more likely to have higher anxiety levels.

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Potential gender differences in Cognitive emotional regulation strategies wherein Adaptive cognitive emotion regulation strategies showed significant difference partially proving the hypothesis. Similarly, Emotional reactivity with Gender difference and revealed partial significance with General negative emotional reactivity. Comparing the significant difference between Anxiety with Gender difference revealed that there is no significant difference. However, exploring the underlying reasons for this disparity is vital. The link between Cognitive Emotional Regulation strategies and both emotional reactivity and anxiety emphasizes the importance of interventions that target these strategies. Further research is needed to explore the specific mechanisms by which adaptive strategies influence anxiety and to understand the role of positive emotions in managing anxiety.

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