

GROSS'S PROCESS MODEL OF EMOTION REGULATION IN THE CHINESE UNIVERSITY CONTEXT: A CULTURAL AND CONTEXTUAL ANALYSIS

Received: 25-01-2026, Revised: 25-02-2026, Accepted: 04-04-2026, Published: 15-05-2026

Abstract:

Academic pressure, social expectations, and collectivist values collectively influence emotional regulation among Chinese university students. Utilising Gross's Process Model, this study investigates situational selection, situation modification, attentional deployment, cognitive reappraisal, and expressive suppression within the cultural framework of higher education. The findings indicate that culturally embedded strategies engage with cognitive processes, especially reappraisal, to promote well-being and social cohesion. Cognitive reappraisal—reinterpreting situations in constructive ways—consistently predicts positive outcomes, while expressive suppression helps preserve smooth interactions by preventing conflict, although its long-term intrapsychic effects remain uncertain. It is important to note that effective regulation does not depend on one method. Instead, a flexible combination of reappraisal and methods like prosocial inhibition works best when social and academic demands change. Cultural psychology provides a valuable complement to this process model, extending its theoretical scope while also generating applied insights for practice. Specifically, it illuminates how universities may cultivate student resilience and enhance psychological well-being by systematically integrating context-sensitive regulatory competencies into institutional support frameworks.

Keywords: Emotion regulation, Gross's Process Model, Cognitive reappraisal, Expressive suppression, Chinese university students.

Authors:

Chen Shuxia (Faculty of Liberal Arts, Perdana University, Malaysia)

Low Suet Fin (Faculty of Liberal Arts, Perdana University, Malaysia)

Correspondence: 24220011@perdanauniversity.edu.my

1. Introduction

Under the triple test of fierce academic competition, pressure from family and social expectations, and pressure from role adaptation, Chinese university students are facing increasingly prominent psychological problems (Li, 2024). Emotional regulation determines the timing and manner of emotional experience and expression, and is a fundamental component of mental health, adaptability, and resilience (Savarimuthu et al., 2024). In the field of higher education in China, empirical research is gradually focusing on exploring the mechanisms behind these emotional regulation processes. Students with enhanced self-regulation abilities exhibit higher psychological capital, which is attributed to higher learning satisfaction and engagement (Gebregergis & Csukonyi, 2024). Longitudinal studies further emphasized the protective effect of cognitive reappraisal: over time, cognitive reappraisal was positively correlated with a decrease in anxiety levels, while inhibitory strategies did not show a similar effect (Borah&Naila, 2024).

Despite these improvements, Chinese higher education still lacks a thorough study of the theoretical underpinnings of emotion regulation, particularly Gross's Process Model (Yang et al., 2023). Although Gross' process model has been widely validated in Western countries, the application and effectiveness evaluation of its strategies have not been fully explored in countries characterized by collectivism, filial piety culture, and high academic pressure (Huang & Zhang, 2024).

This article expands the Gross Process Model at the cultural level and fills this gap by combining recent empirical research results in China. The researcher considers how the cultural factors affect the choice, function, and outcome of adjustment strategies in Chinese university students. This article provides a basis for cultural and educational practice and mental health intervention, based on the actual state of higher education in China.

2. Theoretical Background

2.1 *Gross's Process Model*

James J. Gross's Process Model was advocated for the first time in the late 1990s and became a central framework of emotional research. This model divides emotional control into five stages: situational selection, situation correction, distraction, cognitive change, and reaction control. These strategies are generally classified into two types. An exogenous focused strategy and a reaction focus strategy (Rueth & Lohaus, 2022).

Experimental and neurological evidence supports this temporal distinction. For example, cognitive reappraisal activates prefrontal regions associated with cognitive control and semantic formation and realizes emotional control in the early stages of emotion generation. Conversely, expressive suppression transpires subsequently and is frequently linked to heightened physiological and cognitive expenses.

Converging meta-analytic findings consistently demonstrate that antecedent-focused strategies, such as reappraisal, predict more adaptive outcomes compared to suppression, highlighting the model's emphasis on timing and strategy selection (González-Gómez et al., 2023).

2.2 Applications in Mental Health

Gross's process model clearly explains how coping strategies affect mental health levels. In recent years, multiple studies have shown that cognitive reappraisal is highly correlated with anxiety levels, depression levels, and stress levels, and also influences the improvement of life satisfaction and interpersonal communication functions (Kam et al., 2024). Meanwhile, expressive suppression is associated with pain levels and communication barriers, thereby increasing social costs (Abrahamsson et al., 2024). A series of empirical studies in Chinese universities have also fully confirmed the inferences about cognitive reappraisal and expressive suppression. For instance, a survey of a large number of students revealed that both cognitive reappraisal and expressive suppression ultimately affect sleep quality through their relationship with stressful life events, and also demonstrate their significant roles in the stress management process (Li et al., 2024). A cognitive reappraisal intervention training for Chinese university students indicates that cognitive reappraisal not only affects the cognition of the research subjects but also regulates negative emotions by adjusting individuals' confidence in managing emotions (Kam et al., 2024). In China, expressive suppression is very common, and it has good adaptability in some specific situations in a collectivist cultural context, but its reliability is relatively low (Cui et al., 2022). The above research emphasizes the importance of culturally sensitive intervention.

2.3 Psychometric Adaptation in China

The exploration and research on the localization application of the Gross model in China also require the use of stable, effective, and localized standardized measurement tools. For example, the standardized scales Emotion Regulation Questionnaire–Chinese version (ERQ-C), Cognitive Emotion Regulation Questionnaire–Chinese version (CERQ-C), and Behavioural Emotion Regulation Questionnaire–Chinese version (BERQ-C) has become widely used reliable measurement tools among Chinese university students. Confirmatory factor analysis found that the five-factor structure of the BERQ-C has good internal consistency and test-retest reliability (Mendonça et al., 2022). Subsequent research also found that the Chinese version of the Behavioural Emotion Regulation Questionnaire, when used in conjunction with cognitive measurement tools such as CERQ C, can effectively improve and supplement existing cognitive frameworks, thereby achieving multidimensional analysis of behavior and cognitive regulation (Ding et al., 2021). The ERQ developed by the authors of the Gross model and others also has a Chinese version, which is the most widely used standardized scale for measuring cognitive reappraisal and expression inhibition (Zhao et al., 2024). ERQ C, CERQ C, and BERQ C each have their own focuses, and together they have become the three pillars of measuring

psychological adaptability research in China. With the help of the above questionnaires, scholars have analyzed the effectiveness of various strategies mentioned in the gross model (Gao & Mohamad, 2024).

3. Methodology

This research utilized a theory-driven applied analysis to investigate the comprehension of Gross's Process Model of Emotion Regulation within the framework of Chinese university students. The focus of this study is not a systematic review, but to integrate the important results obtained from other published studies and understand their significance. The research subjects of the emotional control questionnaires ERQ-C, CERQ-C and BERQ-C were Chinese university students.

The research process mainly consists of three stages. First of all, from the research of the past five years, we thoroughly searched for the latest studies exploring the emotional control strategies of this group. Next, these research results were classified according to the five stages of the Gross model. This facilitated a systematic comparison between the theoretical framework and empirical findings within the context of Chinese higher education. Third, there was a focus on making sure that the measurement tools were culturally appropriate and valid for the local context.

The analysis underscores the relevance of Gross's framework while elucidating the unique cultural characteristics that manifest within the Chinese university context, by systematically integrating existing published studies into the model's stages (Zeng, 2023). This method guarantees that the study retains originality in its theoretical application, while being solidly based on evidence from contemporary empirical research.

4. Cultural Context

4.1 Collectivism Psychometric Adaptation in China

In China, the group of university students is influenced by collectivist values and places great emphasis on harmonious interpersonal relationships, group cohesion, and fulfilling social responsibilities. The function of emotional regulation for Chinese university students is not only related to individual adaptation, but also to the stability of interpersonal relationships (Feng et al., 2024). Cross cultural research has also confirmed that the role of expression inhibition varies in different cultural environments, and in individualistic cultural environments, expression inhibition is often negative. In China, which advocates collectivism, expression inhibition is often the result of cognitive re-evaluation guided by the goal of harmony. It helps students maintain stable group relationships and alleviate tense interpersonal relationships (Skorinko et al., 2024). Overall, collectivism increases the adaptability of expression inhibition, so analyzing the gross model in the specific cultural context of China has its unique cultural significance.

4.2 *Psychological Suzhi and Stress*

Psychological suzhi (心理素质) is characterized as a multi-faceted self-organizing system that includes cognitive quality, personality, adaptability, developmental enhancement, adjustment, and creativity in China (Nie et al., 2021). Empirical research demonstrates that students with elevated psychological suzhi are more likely to utilize adaptive strategies, such as cognitive re-evaluation, while those with diminished psychological suzhi tend to exhibit avoidance and withdrawal behaviors. Students with high psychological suzhi are better able to handle stress in high-pressure situations, like exams (Zhao et al., 2022). This skill is very important for Chinese university students who are under a lot of stress from school and their friends.

4.3 *Stress and Well-being*

During the COVID-19 pandemic, students faced long-term uncertainty and a sense of isolation, and the risks of anxiety and depression rose rapidly in the short term. Students who apply cognitive reassessment strategies can reinterpret stressors and apply them to emotional regulation, thereby enhancing happiness during special periods. Meanwhile, students who apply expressive suppression strategies have worse learning outcomes under the same stress (Sun & Nolan, 2021). Overall, literature research during the COVID-19 pandemic has shown that among Chinese university students under campus lockdown, cognitive reassessment has been verified as an effective protective strategy, while the impact of expressive suppression strategies is unstable and more influenced by cultural factors. Suppression strategies aimed at maintaining harmony are less harmful (Zhang et al., 2023). From this, it can be concluded that when designing psychological intervention and related training for Chinese university students, cognitive re-evaluation training should be given priority. At the same time, it is necessary to be aware of the cultural motives and internal reasons of inhibitory strategies and understand their influence mechanisms.

4.4 *Measuring Emotion Regulation in China*

Relevant studies have shown that the simplified version of ERQ (ERQ-8) has good reliability, validity, internal consistency and transgener consistency among Chinese university students, indicating that the cognitive reassessment and inhibition dimensions are stable in the local context of China (Zhao et al., 2024). Scholars have also widely applied CERQ-C among Chinese university students and verified its applicability to the group of Chinese university students through relevant tests (Chang et al., 2024). In conclusion, the application and research results of the above scales among Chinese university students all demonstrate that Chinese university students have their own unique cultural characteristics in the choice and expression of emotional regulation strategies, which show relatively obvious differences from college students in Western countries. The intrinsic motivation for expression inhibition to be chosen is often to maintain collective interests and the harmony of interpersonal relationships, rather than maladjustment as perceived in Western countries (Zhang, 2022).

5. Cultural Extension of the Model

5.1 *Situation Selection and Modification*

Chinese university students are deeply influenced by collective culture and attach great importance to the maintenance of interpersonal relationships. When choosing academic teams, roommates and screening various extracurricular activities, they will consider how to avoid interpersonal conflicts to the greatest extent (Zhang, 2022). In interpersonal communication, making adjustments to relationships in advance is actually closely related to collectivist values. This value system will guide people to place greater emphasis on the stability of relationships and the formation of group consensus. Moreover, the collectivist cultural environment recognizes and reinforces this tendency (Zhang et al., 2024). All the above studies have found that the situation selection and modification strategy can largely facilitate students' rapid adaptation to the environment.

5.2 *Attentional Deployment*

Attentional deployment means making a conscious choice to turn your attention toward or away from things that stir up strong emotions (DiGirolamo et al., 2022). When Chinese university students feel stressed, their tendency to ruminate plays a partial role in connecting that stress to poor sleep (Chen et al., 2023). Reappraising situations—looking at them in a different light—significantly weakens this link, while suppressing emotions actually makes it stronger. Meanwhile, students who feel they have more social support don't suffer as much from the negative effects of suppressing their emotions (Jia & Cheng, 2024).

5.3 *Cognitive Reappraisal*

Cognitive reappraisal is a common coping mechanism used by Chinese university students. It involves changing the meaning of emotional stimuli. Higher initial participation in reappraisal is linked to significant reductions in generalized anxiety (Abbasi et al., 2024). An reappraisal-based intervention for undergraduates exhibiting depressive symptoms resulted in substantial symptom relief. What's more, students who redirect their attention to cues related to their goals get more out of reappraising situations—this is especially true when they're under heavy pressure, like during exams (Wang et al., 2022). Expressive suppression, which is when you hold back outward displays of emotion after you've been emotionally stirred up, plays a distinct role in Chinese cultural settings.

5.4 *Response Suppression*

Response suppression - the act of suppressing the external manifestations of emotions after feeling emotionally agitated - plays a unique role in the Chinese cultural context. This fits right in with collectivist values, which stress social empathy, respect, and steering clear of conflict (Ma, 2020). When people hold back their emotions to look out for others—what they refer to as prosocial inhibition—it doesn't hurt their mental health. But when that inhibition is self-protective, fueled by worries about

being judged, it tends to go hand in hand with poorer mental health (Chen & Dougherty, 2022). All in all, suppression helps keep group stability in check, but because it comes with emotional costs, it's most effective when used alongside other approaches: rethinking the situation, shifting your attention elsewhere, or focusing directly on solving the problem at hand.

6. Practical Recommendations

6.1 *Training in Psychological Services*

To effectively support the mental health of Chinese university students, campus counselling centers and related services should integrate structured emotion regulation training into their routine programming. Cognitive reappraisal can reduce symptoms of anxiety and depression and enhance psychological capital—comprising optimism, self-efficacy, hope, and resilience—during and after stressful events (Xu et al., 2020). Conducting relevant strategy teaching and practical activities in groups often leads to more significant results.

6.2 *Behavioral Measures for Early Identification*

In Chinese universities, reliable behavioral assessment tools can be an effective means of mental health prevention strategies. The Chinese version of the Behavior and Emotion Regulation Questionnaire (BERQ-C) shows that it is reliable and useful in predicting students' tendencies towards adaptive or maladaptive behavior regulation strategies (Xu et al., 2024). Simple annual health check-ups, online health surveys or evaluations for freshmen such as BERQ-C inclusion screening can help identify people at risk as early as possible. By incorporating these countermeasures into the health framework within the university, the university can shift mental health care from a post-emptive response type to a preventive one, reducing the risk of escalating clinical stress.

6.3 *Reappraisal and Learning Engagement*

Recent studies have shown that proficient emotional regulation ability can indirectly promote students' psychological capital by enhancing learning satisfaction and academic engagement (Zheng et al., 2024). This connection not only exists in the regular academic stage but is also significant in crisis situations. For instance, during the COVID-19 pandemic, despite significant disruptions to their studies, students who adopted adaptive emotion regulation strategies were still able to maintain a high level of engagement (Zhang et al., 2021). Integrating these training elements into the learning environment can not only make emotion regulation a common and routine skill, but also ensure that students apply it in a timely manner in real academic and social scenarios.

6.4 Reappraisal, Coping, and Resilience

Trait resilience forecasts diminished social anxiety, partially via the mediating influences of reappraisal, suppression, and adaptive coping strategies, including help-seeking. This indicates that resilience is not solely an inherent personality trait but can be enhanced through skill-building interventions that increase students' regulatory flexibility (Liu, 2024). Universities can use this evidence to create courses that focus on resilience development and integrate psychological education into practical learning. Stress prevention training can help students learn to flexibly switch coping strategies according to different situations, while adaptive response workshops can make seeking help proactively and focusing on problem-solving a daily habit (Kassymova et al., 2023). A training intervention approach combining multiple strategies can not only enhance students' resilience awareness but also effectively alleviate their sense of burnout (Liu et al., 2023). This type of training has dual benefits in promoting mental health and cultivating academic perseverance.

6.5 Policy Recommendations

At the institutional level, incorporating emotion regulation into university mental health systems necessitates both structural policy commitments and culturally sensitive implementation. Recent research indicates that comprehensive mental health promotion on campus is most effective when prevention, early detection, and skill development are integrated into established academic and student life frameworks (Zuo, 2024). Funding dedicated to interdisciplinary research on culturally appropriate emotional control frameworks should be provided (Aka, 2023). This allows the university to refine interventions that match collectivist values and meet the needs of a wide range of students. By incorporating these strategies into policies, universities can not only help students with mental health challenges, but also create an environment in which they develop mental strength over time.

7. Conclusion

This review synthesizes the most recent evidence regarding the implementation and cultural adaptation of the Gross Affective Control process model in Chinese universities. Theoretical and empirical studies underscore that cognitive reassessment serves protective roles regarding psychological well-being, academic engagement, and increased resilience in both normative and crisis contexts (Stover et al., 2024). When it's used to support social harmony or group goals, people tend to view it as a practical, functional strategy in Chinese contexts. Even so, we can't overlook its long-term psychological effects (Shang et al., 2022). Local concepts like psychological *suzhi* carry strong cultural uniqueness, and they influence both how people choose emotion control strategies and how well those strategies work (da Cruz, 2023). Practical implications from current findings highlight the feasibility of early detection, skill-based training, and integrated intervention. Future research should focus on enhancing cultural evaluation tools, the adaptable implementation of longitudinal and ecological methodologies, and the

exploration of the interplay between universal restrictive frameworks and regional value systems (van de Vijver, 2020). Thus, universities can enhance mental health support to better align with the realities of Chinese students' lives, which will correlate with the enhancement of academic performance and the development of enduring mental resilience.

References

1. Abbasi, N. ul H., Li, Y., Yong, L., Xia, M., & Hadi, A. (2024). The effect of state gratitude on interpersonal trust under cognitive reappraisal among Chinese college students. *Psicologia-Reflexao E Critica*, 37(1). <https://doi.org/10.1186/s41155-024-00332-z>
2. Abrahamsson, P., Boersma, K., & Buhman, M. (2024). To speak or not to speak? A secondary data analysis to further explore the context-insensitive avoidance scale. *Scandinavian Journal of Pain*, 24(1). <https://doi.org/10.1515/sjpain-2024-0039>
3. Aka, B. T. (2023). Cultural Dimensions of Emotion Regulation. *Psikiyatri Guncel Yaklasimlar - Current Approaches in Psychiatry*, 15(3), 441–450. <https://doi.org/10.18863/pgy.1103621>
4. Borah, D., & Naila, P. (2024). A correlational study on emotional regulation and psychiatric distress in a non-clinical sample. *World Journal of Biology Pharmacy and Health Sciences*, 19(3), 145–151. <https://doi.org/10.30574/wjbphs.2024.19.3.0580>
5. Chang, B., Chang, B., Chang, B., & Chang, B. (2024). Longitudinal test of the social cognitive model of well-being among Chinese college students. *Acta Psychologica*, 248, 104332. <https://doi.org/10.1016/j.actpsy.2024.104332>
6. Chen, B., Xie, M., Zhang, Y., Zhang, H., Yu, N. X., & Lin, D. (2023). Is it a vicious circle and for whom? The reciprocal association between rumination and somatic symptoms and moderation by stress: A daily diary study among Chinese college students. <https://doi.org/10.1111/aphw.12499>
7. Chen, Z., & Dougherty, M. (2022). Inhibition Predicts the Course of Depression and Anxiety Symptoms Among Adolescents. *Journal of Nervous and Mental Disease*, 211(2), 100–107. <https://doi.org/10.1097/nmd.0000000000001584>
8. da Cruz, A. P. C. (2023). Chinese Emotionality in Chinese Emic Concepts and its Relevance for Discourse - Influences from Ecology, Thought Systems and Folk Religion. *Culture and Psychology*. <https://doi.org/10.1177/1354067x231191484>
9. DiGirolamo, M. A., Uysal, N. K., McCall, E. C., & Isaacowitz, D. M. (2022). Attention-focused emotion regulation in everyday life in adulthood and old age. *Emotion*. <https://doi.org/10.1037/emo0001158>
10. Ding, F., Wang, X., Cheng, C., He, J., Zhao, H., Wu, D., & Yao, S. (2021). Psychometric Properties and Measurement Invariance of the Cognitive Emotion Regulation Questionnaire in Chinese Adolescents With and Without Major Depressive Disorder: A Horizontal and Longitudinal Perspective. *Frontiers in Psychiatry*, 12, 736887. <https://doi.org/10.3389/FPSYT.2021.736887>
11. Feng, H., Wang, Y., & Wu, J. (2024). A Study on Emotional Control Ability and Interpersonal Relationships of Urban College Students. *Advances in Education, Humanities and Social Science Research*, 12(1), 330. <https://doi.org/10.56028/aehtsr.12.1.330.2024>
12. Gao, Q., & Mohamad, M. (2024). A Conceptual Model of Learning Adaptability of Higher Vocational Students in China. *Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-024-00921-7>
13. Gebregergis, W. T., & Csukonyi, C. (2024). A tanulói felhatalmazás és a hallgatói elkötelezettség kapcsolata a pszichológiai tőke fényében az egyetemi hallgatók körében. *OxIPO*, 6(2), 21–41. <https://doi.org/10.35405/oxipo.2024.2.21>
14. González-Gómez, H. V., Hudson, S., & Rychalski, A. (2023). When suppression is good and reappraisal is not: The boiling point of anger in a service encounter. *Recherche et Applications En Marketing*. <https://doi.org/10.1177/20515707231182488>

15. Huang, T., & Zhang, Y. (2024). Filial beliefs reduce aggression in different cultures: a conditional process model. *Heliyon*. <https://doi.org/10.1016/j.heliyon.2024.e30995>
16. Jia, M., & Cheng, J. (2024). Effect of teacher social support on students' emotions and learning engagement: a U.S.-Chinese classroom investigation. *Humanities & Social Sciences Communications*, 11, 1–9. <https://doi.org/10.1057/s41599-024-02634-0>
17. Kam, J. W. Y., Kam, J. W. Y., Kam, J. W. Y., Kam, J. W. Y., Kam, J. W. Y., & Kam, J. W. Y. (2024). A brief reappraisal intervention leads to durable affective benefits. *Emotion*. <https://doi.org/10.1037/emo0001391>
18. Kassymova, G., Podberezniy, V. V., Arpentieva, M., Zhigitbekova, B., Schachl, H., Kosherbayeva, A., Aganina, K., Vafazov, F., Golubchikova, M. G., & Korobchenko, A. I. (2023). Building Resilience in Students: Managed and Minimised Stress in Students. *OBM Neurobiology*. <https://doi.org/10.21926/obm.neurobiol.2304193>
19. Li, L. (2024). Research on the Psychological Status and Countermeasures of Chinese College Students. *Journal of Education and Educational Research*, 8(1), 42–49. <https://doi.org/10.54097/xna9g156>
20. Li, Q., Ye, X., Li, Z., Yang, S., Yin, L., Li, B., & Wang, C. (2024). Association between stressful life events and sleep quality in Chinese university students: Mediating and moderating roles of emotion regulation. *Journal of Health Psychology*, 13591053241248940. <https://doi.org/10.1177/13591053241248940>
21. Li, S., Liu, S., Huang, P., Liu, S., Zhang, W., Guo, X., & Liu, Z. (2021). The modulation of attentional deployment on regret: an event-related potential study. *Neuroreport*, 32(7), 621–630. <https://doi.org/10.1097/WNR.0000000000001640>
22. Liu, X., Lei, L., Zhang, Y., Deng, Y., & Chen, J. (2023). Alleviating learning burnout of Chinese middle school students by school-based mindfulness training: The mediating role of psychological resilience. *Psychology in the Schools*, 61(3), 1034–1053. <https://doi.org/10.1002/pits.23101>
23. Ma, X. (2020). Research on Cognitive Reappraisal and Expression Inhibition Under the Background of Chinese Culture. <https://doi.org/10.2991/ASSEHR.K.201214.497>
24. Mendonça, G., Filho, A. P., Crochemore-Silva, I., & Júnior, J. C. de F. (2022). Reliability, validity and internal consistency of social support and self-efficacy scales for physical activity in adolescents with 10 to 14 years of age. *Revista Paulista De Pediatria*, 40. <https://doi.org/10.1590/1984-0462/2022/40/2020274>
25. Nie, Q., Nie, Q., Teng, Z., Teng, Z., Yang, C., Lu, X., Liu, C., Zhang, D., & Guo, C. (2021). Psychological suzhi and academic achievement in Chinese adolescents: A 2-year longitudinal study. *British Journal of Educational Psychology*, 91(2), 638–657. <https://doi.org/10.1111/BJEP.12384>
26. Pruessner, L., & Altan-Atalay, A. (2024). Cultural context shapes the selection and adaptiveness of interpersonal emotion regulation strategies. *Emotion*. <https://doi.org/10.1037/emo0001412>
27. Rueth, J. E., & Lohaus, A. (2022). Process-Oriented Measurement of Emotion Regulation: General and Specific Associations With Psychosocial Adjustment and Well-Being in (Pre-)Adolescence. *Frontiers in Psychiatry*, 13. <https://doi.org/10.3389/fpsy.2022.904389>
28. Savarimuthu, V. D. P., Joseph, D., & Irandi, M. (2024). Emotion Regulation through Cognitive Strategies. <https://doi.org/10.5772/intechopen.1006361>
29. Shang, Z., Cui, Z., & Kong, S. (2022). Superficial harmony and negative workplace gossip: Resulting from social anxiety in the workplace. *Academy of Management Proceedings*, 2022(1), 16949.
30. Skorinko, J. L. M., Sinclair, S., Marotta, S. A., Paris, M., Dai, X., John, M., Doyle, A. M., & Greenleaf, J. (2024). Avoiding Rejection or Seeking Harmony: The Underlying Motivation to Social Tune for Collectivists. *Basic and Applied Social Psychology*, 1–19. <https://doi.org/10.1080/01973533.2024.2368781>
31. Stover, A. D., Shulkin, J., Lac, A., & Rapp, T. (2024). A Meta-analysis of cognitive reappraisal and personal resilience. *Clinical Psychology Review*. <https://doi.org/10.1016/j.cpr.2024.102428>
32. Sun, Y., & Nolan, C. (2021). Emotion Regulation Strategies and Stress in Irish College Students and Chinese International College Students in Ireland. *Journal of International Students*, 11(4). <https://doi.org/10.32674/JIS.V11I4.2516>

33. van de Vijver, F. J. R. (2020). Key issues in cross-cultural assessment. *Psychology*. https://doi.org/10.12681/psy_hps.24061
34. Wang, X., He, Y., & Feng, Z. (2022). The antidepressant effect of cognitive reappraisal training on individuals cognitively vulnerable to depression: Could cognitive bias be modified through the prefrontal–amygdala circuits? *Frontiers in Human Neuroscience*, 16. <https://doi.org/10.3389/fnhum.2022.919002>
35. Xu, C., Xu, Y., Xu, S., Zhang, Q., Liu, X., Shao, Y., Xu, X., Peng, L., & Li, M. (2020). Cognitive Reappraisal and the Association Between Perceived Stress and Anxiety Symptoms in COVID-19 Isolated People. *Frontiers in Psychiatry*, 11(11), 858. <https://doi.org/10.3389/FPSYT.2020.00858>
36. Xu, Z., Shamsulariffin, S., Yaacob, A., & Xi, M. (2024). Psychometric properties of behavioural Regulation in Exercise Questionnaire-4 in Chinese adolescents. *Cogent Psychology*, 11(1). <https://doi.org/10.1080/23311908.2024.2395615>
37. Yang, L., Wu, Y., Liang, Y.-Y., & Yang, M. (2023). Unpacking the Complexities of Emotional Responses to External Feedback, Internal Feedback Orientation and Emotion Regulation in Higher Education: A Qualitative Exploration. *Systems*, 11(6), 315. <https://doi.org/10.3390/systems11060315>
38. Zeng, Y. G. (2023). Implementing a Lesson Study Model in Chinese Universities. *Psychology*, 14(03), 350–358. <https://doi.org/10.4236/psych.2023.143020>
39. Zhang, K., Wu, S., Xu, Y., Cao, W., Goetz, T., & Parks-Stamm, E. J. (2021). Adaptability Promotes Student Engagement Under COVID-19: The Multiple Mediating Effects of Academic Emotion. *Frontiers in Psychology*, 11, 633265. <https://doi.org/10.3389/FPSYG.2020.633265>
40. Zhang, L., Zhang, M., Jia, J., Peng, X., Zhu, J., & You, S. (2024). Collectivist culture, environmental regulation and pollution emissions: evidence from China. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1300601>
41. Zhang, W., Huang, L., Xu, F., Liu, H., & Wang, G. (2023). Impact of campus living conditions on Chinese medical school students' mental health during the COVID-19 campus lockdown: the chain mediating role of cognitive reappraisal and expression suppression. *Frontiers in Psychiatry*, 14. <https://doi.org/10.3389/fpsyg.2023.1171425>
42. Zhang, X. (2022). Analysis and Enlightenment of Interpersonal Relationship Conflicts of Freshmen in Dormitory. *Frontiers in Humanities and Social Sciences*, 2(10), 150–154. <https://doi.org/10.54691/fhss.v2i10.2428>
43. Zhang, Y. (2022). On what motivates us: a detailed review of intrinsic v. extrinsic motivation. *Psychological Medicine*, 52(10), 1801–1816. <https://doi.org/10.1017/s0033291722001611>
44. Zhao, C., Zhao, X., & Deng, C. (2022). A Research on Psychological Suzhi and Influencing Factors of Elementary School Students from Ethnic Minority Boarding Schools in Rural Tibet, China. *Academic Journal of Humanities & Social Sciences*, 5(13). <https://doi.org/10.25236/ajhss.2022.051306>
45. Zhao, M., Kuan, G., Zhou, K., Musa, R. M., Abdul Majeed, A. P. P., & Kueh, Y. C. (2024). Psychometric properties and gender invariance of the 8-item emotion regulation questionnaire (ERQ-8) among Chinese university students. *PLOS ONE*, 19. <https://doi.org/10.1371/journal.pone.0296035>
46. Zheng, X., Sun, L., Mei, R., & Mei, S. (2024). Emotional regulation, academic self-efficacy, and academic engagement among art education students: A cross-sectional study. *Social Behavior and Personality*, 52(10), 1–9. <https://doi.org/10.2224/sbp.13486>
47. Zuo, W. (2024). Research on Mental Health Education for College Students from the Perspective of Comprehensive Education. 1(1), 8–15. <https://doi.org/10.70088/23yzwq08>