## Original Research

# Cognitive Emotion Regulation Strategies in Predicting Risky Behaviors in Students

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**Abstract:**

**Background:**

This study was conducted to investigate the effect of cognitive emotion regulation strategies in predicting risky behaviors of high school students of Yasouj.

**Method:**

The research method is correlation. The statistical population of the study includes all male and female high school juniors of Yasuj, which includes 22 high schools and 1301 male and female students in the academic year 2018-2019 and according to Morgan's table, the sample size is set at 300 people. Cognitive emotion regulation strategies and risky behaviors have been used to collect data and analyze it and Pearson correlation coefficient and regression methods have been used for statistical analysis at the inferential level.

**Result:**

Findings showed that cognitive emotion regulation can predict risky behaviors of high school students in Yasuj. The significance level for confirming the hypotheses was P<0.5.

**Conclusion:**

Cognitive Emotion regulation can predict risky behaviors of high school students of Yasuj". The results of correlation coefficient and regression analysis. Cognitive emotion regulation can predict risky behaviors among high school students of Yasuj (P <0.05). The results of this test showed that there is a significant relationship between the scores of variables related to high school students of Yasouj.

**Keywords**: Cognitive Emotion Regulation Strategies, Risky Behaviors, Yasuj High School Students

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**Introduction**

Numerous researches have been conducted around the world which shows that juvenile delinquency is important in several ways. Children and adolescents who are affected by this social problem often miss irreparable educational and working opportunities. Having such an unfavorable record has a great impact on their future lives. Due to their unacceptability in respectful and future-making working and educational circles, an outcast class of this people is created which in turn exacerbates the problem for future generations and causes more destruction to children and adolescents. The suffering and grief of the families of delinquent children and adolescents is also significant in terms of community health and may cause tensions between families and neighbors and others (1). On the other hand, if the values of a person and the values of the people who have a strong influence on him or her support criminal behavior instead of supporting non-criminal behavior, that person will probably become culprit. Cohesion, coherence, and stability of the family pillars provide a good focus for individuals to relatively fully internalize and rote learn generalized accepted norms, and to easily perform a given over and realized plans in the social arena as expected. Family is a small group whose basic and inseparable characteristic is its intimacy. Socializing the next generation is one of the most obvious and basic duties of the family. Love strengthens the family unit; hatred flows in the opposite direction and entails hypocrisy, separation, strife and dispute. When deep hatred and discord and strife find its way to family heart, maintenance of family order among its members becomes shaky and difficult

Another personality factors whose evaluation in explaining the readiness for delinquency seems logical is risky behavior. One of the most serious and threatening behaviors that in recent years due to rapid social change has been considered by health organizations, law enforcement and social policymakers as one of the most important problems in society is prevalence of risky behaviors among different classes of society. Consequently, when a person goes to jail for any reason, he or she is initially confused entering the prison, suffers from physical and mental discomfort due to environmental changes and restrictions … But after a while, he get addicted to the prison environment, becomes accustomed to it, and to a large extent, the prison environment becomes completely normal for him, but the specific limitations of the prison environment and the resulting problems which leads to non-alignment of the prisoner and negative reactions and risky behaviors in prison .

At a time when the world is rapidly moving towards scientific and economic development, the responsibility of the youth of any society is very heavy and undeniable. The life and dynamism of a society has a direct relationship with the number of creative youth of that society, and this is an advantage that exists in developing countries such as Iran compared to advanced industrial countries. Drug abuse and addiction is more prevalent in developing countries such as Iran compared to industrialized countries. Drug abuse and addiction, regardless of whether it is a disease or a mental injury or a purely social problem, is a chronic and recurrent phenomenon with serious physical, financial, family and social damage. Following substance dependence, these individuals experience a serious decline in individual and social functions.

Juvenile delinquency which has negative emotional, physical and economic effects throughout society is one of the most important social issues in our society. Delinquency among adolescents seems more dangerous than any other age group because adolescents are in puberty and socializing age and can be corrected. The importance of this situation is such that these ages are considered critical ages. There are no reliable statistics on delinquency in Iran, but the available statistics



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show its increasing growth in recent investigations. The report of the state prison and security and corrective measures organization of Iran shows that the number of under 18 people who were arrested in June of 1997, 1998 and 1999 and handed over to prisons or reformatory is as follows: In June 1997, a total of 3,722 people under the age of 18 were arrested that 7% of them were girls. In 1997, the number of arrested under 18 people was 3,894, and in 1998 this number was 2,521 (2).

Technological, cultural and social changes can cause many physical, psychological, social problems and risky behaviors and social harms in people that one of the most serious and threatening behaviors that in recent years due to rapid social change has been considered by health organizations, law enforcement and social policymakers as one of the most important problems in society is prevalence of risky behaviors among different classes of society.

Consequently, when a person goes to jail for any reason, he or she is initially confused entering the prison, suffers from physical and mental discomfort due to environmental changes and restrictions … But after a while, he get addicted to the prison environment, becomes accustomed to it, and to a large extent, the prison environment becomes completely normal for him, but the specific limitations of the prison environment and the resulting problems which leads to non-alignment of the prisoner and negative reactions and risky behaviors in prison. From the past to the present, imprisonment has been used as a form of punishment for criminals in almost all societies. This type of punishment has evolved since its inception and over time has become the most common punishment for various crimes (3).

**Cognitive emotion regulation**

Cognitive emoti÷on regulation strategies are consciously or unconsciously extracting cognitive responses to emotion events for spontaneous events or emotional experiences in individuals (4). In recent years, a significant amount of the relationship between nature and mental disorders goes back to the use of emotion regulation strategies. These include depression (5) and generalized anxiety disorder (4). In general,it has been argued that several cognitive emotion regulation strategies negatively associated with psychological pathology. While other strategies are associated with the state and maintenance of mental disorders. The theory of stress and coping with it and cognitive and behavioral approaches were initially proposed about psychopathology. Evaluation and problem solving exist throughout the context of disorders. Reassessment involves positively interpreting a stressful situation as a way to reduce anxiety (4).

In the emotion regulation model, the evaluation strategy leads to positive emotional and physical reactions to emotions and stimuli, and in cognitive and behavioral therapy of anxiety and depression, it tries to focus on the evaluation skills. Problem solving answer is to consciously try to change a stressful situation or its consequences. Problem-solving measures can include recognizing a problem and focusing on problem-solving as a way to intervene with stressful situations. Problem solving can have beneficial effects on emotions or changing them or eliminating stressors, low problem solving tendencies, poor problem solving skills that can be associated with depression and anxiety. Problem-solving skills training is a cognitive and behavioral therapy solution for these disorders. In contrast to these maladaptive strategies, suppressing distressing thoughts has long been raised as an maladaptive response to a variety of stressors and a psychopathological risk factor (4).

**Emotion and Health Regulation**

Cognitive emotion regulation refers to the cognitive method of managing and manipulating the input of summoned



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information (6). In other words, cognitive emotion regulation strategies refer to how people think after a negative or traumatic experience for them. In recent years, (5) by critically reviewing the research background on cognitive coping strategies, conceptually have identified nine different cognitive emotion regulation strategies including self-blame, rumination, catastrophizing, other-blame, acceptance, positive refocusing, refocus on planning, putting into perspective, and positive reappraisal (6).

Among theoretically identified strategies, self-blame, rumination, catastrophizing, other-blame strategies are considered as maladaptive strategies of cognitive emotion regulation. While acceptance, positive refocusing, refocus on planning, putting into perspective, and positive reappraisal strategies are proposed as adaptive strategies of cognitive emotion regulation (6). Emotion regulation is widely associated with psychological pathology. Anxiety disorders and depression are widely accepted as a result of problems in emotion regulation (4). Theorists argue that people who are unable to effectively manage their emotional response to everyday events may experience longer and more severe periods of distress if they are diagnosed with depression and anxiety (7).

Emotion regulation is defined as the conscious or unconscious processing of emotions that respond to the environmental demands of individuals. People use different strategies to change the size or type of emotion experience or their emotions event. The process of emotion regulation is defined distinct from the process of emotion creation (4).

**The concept of emotional response and emotional regulation**

Emotional response refers to the arousal of behavior, endocrine glands, central and autonomic nervous system response to environmental changes important for individual's goals and health. In other words, emotional response refers to the intensity and threshold of negative and positive emotional response that people tend to experience. For example, a child with high levels of emotional response is more likely to experience severe levels of negative emotion when in conflict with a friend and severe levels of positive emotion when playing with a friend, or both of them (7).

**Emotion and Emotion regulation**

Emotion refers to a wide variety of responses that can range from slight to severe, positive to negative, public to private, short to long term, primary (primary emotional response) to secondary (converting an emotional response to another emotional response). Every intense emotion has several general components. One of its components is our personal experience of emotion, that is, the emotional life or feelings that accompany emotion. Physical reactions are the second component of emotion. For example, when a person is angry, his/her body may shake or raise his voice without he wants to. The third component is a set of thoughts and beliefs that are accompanied by emotion and seem to be automatically found in the mind. With this example, the feeling of happiness is often accompanied by thinking about its reasons. The fourth component of emotional experience is facial expressions. The fifth component is general emotion reactions. For example, negative emotions may create a negative view of the world in the person. The sixth component is the emergence of the desire to achieve a certain perfection in relation to emotion, ie the series of behaviors that occur during emotional experience, such as anger, which may lead to aggression (7).

**Individual differences in emotion regulation**

Because emotion regulation involves heterogeneous growth processes, individual differences in emotion regulation are likely to occur across multiple dimensions rather than a



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single axis. For example, individuals may differ in their knowledge of the need to regulate emotion in specific situations, in their awareness of alternative strategies, in their flexibility in applying different regulation strategies, and in other components of emotion control. There is no need to prove why individuals have deficiency in all aspects of emotional regulation in all situations; individual patterns of skill, counseling, and compensation may prevail. What needs to be clearly defined is optimal emotion regulation. Optimal emotion regulation can be defined as a process or output for clinical or research purposes. Many emotion regulation formulations look at optimal regulation in terms of its output: The person has the ability to control emotions well, thereby providing an opportunity for interpersonal relationships and sociability, taking the lead in social relationships at the right time, empathizing with others, assertiveness when needed, or other symptoms of successful performance. Effective emotion regulation is believed to be a combination of these behaviors and the signs of regurgitation in emotion regulation usually appear in the absence of these abilities. But on the other hand, optimal emotion regulation can be considered as a process: Apply strategies that lead to quick and flexible reassessment of emotion-provoking situations, access to a wide range of emotions, and optimal goal orientation. In this regard, emotion regulation is defined in terms of emotional quality regardless of its other behavioral consequences. We must remember that the optimal emotion regulation varies among different people in different situations and with different goals.

**Intervention approaches in emotional problems through emotion regulation training**

In many cases, psychotherapists deal with clients who have a variety of emotional and mood disorders. Therefore, they directly intervene in these problems or indirectly have to work on these problems and solve them to facilitate treatment. For this purpose, they use methods and interventions to get the most results. Among these therapies we can point to emotionally focused therapy, attachment therapy, insight-oriented psychotherapy, dialectical behavior therapy, cognitive-behavioral therapy, and anger management training techniques. But the fact is that the core of these therapeutic approaches is the same skills of coping with discomfort and emotion regulation strategies (8).

In recent decades, significant advances have been made in the treatment of emotional and mood disorders. Many of these advances have been made in cognitive and behavioral theory. As a result of these advances, maladaptive thought and behavioral patterns have been identified as the main features of emotional disorders and one of the most important therapeutic goals. Experimental observations related to behavioral and cognitive therapy have supported the belief that changing negative beliefs and the resulting behavior has led to a change in mood disorders.

**The relationship between emotion regulation and psychic trauma**

Contemporary functional theories emphasize the important role that emotions play in behavioral response, memory enhancement decision making for important events, and facilitating interpersonal transactions. On the other hand, emotional experiences can also be traumatic. Inappropriate emotional responses can cause various forms of psychic trauma, social problems, and even physical illness. Thus, important issues are affected by the ability to successfully regulate emotions. Various studies have also shown that emotion regulation affects the way emotions are experienced and manifested. Emotion regulation has been increasingly incorporated into psychological trauma models. Various studies have shown that a person who is unable



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to manage his emotional responses to everyday events experiences long and difficult periods of disorders such as depression and anxiety (9).

**The relationship between emotion regulation and stress and anxiety**

Emotion plays an important role in various aspects of life such as adapting to life changes and stressful events. Basically, emotion can be considered as biological reactions to situations that we evaluate them as an important or challenging opportunity, and these biological reactions are accompanied by our response to environmental events. Although emotions have a biological basis, individuals are able to influence the ways of expressing these emotions. This ability, called emotion regulation, consisted of internal and external processes that are responsible for controlling, evaluating, and changing one's emotional reactions toward achieving goals. Therefore, emotion regulation is a basic principle in initiating, evaluating and organizing adaptive behavior as well as preventing negative emotions and maladaptive behaviors (5). This structure is a complex concept that encompasses a wide range of biological, social, behavioral processes as well as conscious and unconscious cognitive processes. In the other words, the term emotion regulation consists of strategies that reduce, maintain, or increase an emotion, and refers to processes that affect a person's current emotions and how to experience and express them. Emotion regulation has a pivotal role in normal evolution and weakness in it is an important factor in causing mental disorders.

Theorists believe that people who are unable to properly manage their emotions in confronting with everyday events are more likely to show diagnostic symptoms, internalization disorders such as depression, and anxiety. Therefore, it can be said that emotion regulation is a key and determining factor in mental well-being and effective functioning, which plays a key role in adapting to stressful life events to the extent that it can be said affects the overall quality of life (10).

**Risky behavior**

**Risky behaviors in adolescence**

Biological, psychological, and environmental-social changes that occur during adolescence may lead to engaging in self-destructive and harmful behaviors that are detrimental to health. These behaviors have a long-term effect on health and have psychological and social consequences. In recent decades, studies have shown that risk-taking behaviors are very common and frequent in adolescence. And many of these studies have focused on the negative consequences of risk-taking behavior, such as dauntlessness behavior, unhealthy sexual behaviors, smoking, wine drinking, substance abuse, and drug abuse (11).

Although no section of society is immune from the distasteful consequences of health-threatening behaviors but some social groups, including adolescents, are at greater risk. Therefore, many victims of risky behaviors in the future will be today's adolescents. Substance use, violence, and unsafe sexual behavior account for many of the deaths in adolescence and early adulthood (12). Recent research has shown that most adolescents and young adults can survive risky and stressful situations and achieve successful adaptability. Findings from these studies showed that at least 50% and often 70% of adolescents rose in distasteful environmental conditions such as poverty, war and addiction and mental illness of parents, despite being exposed to severe stress, have improved their social ability and prevailed over problems Psychologists use the term “resilience “in response to how some people can cope with difficulties and problems. Resilience means using one's strength and capacity to cope with difficult stressful situations and tolerate them.

**Causes of conducting risky behaviors**



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Today, risky behaviors are behaviors that endanger the health and well-being of adolescents, young people, and others in society. There are different points of view in derivation of the causes of risky behaviors that consider risky behaviors as the product of biological, environmental, social and cultural factors. For example, some theories have focused on aspects of the "person" itself in explaining such behaviors, while others have emphasized aspects of the "environment. There are other theories that consider a combination of aspects of the person and environment to be effective in risky behaviors (13).

A review of different views indicates that, in the field of risky behaviors, a definite approach has not been presented, but different theories have considered different factors involved in the occurrence of risky behaviors; some have pointed to the lack of optimal use of leisure time in this area and another group have highlighted the role of social factors in this area. Some studies have pointed to family factors and poor parental supervision in this area. It is prone to high risk Intrinsic property theories believe that differences between individuals naturally predispose them to risky behaviors (14).

In addition, biological patterns have paid attention to genetic factors, hormonal effects, and pubertal events in emergence and occurrence of risky behaviors (13). Another growth approach refers to changes in the biological, psychological, and social contexts of adolescence and believes that risky behaviors are a way to cope with natural events during adolescence (13).

(3),(15) in a study compared resilience and risky behaviors of adolescents based on motivational structure. The results showed that there is a statistically significant difference in term of mean of resilience and risky behaviors based on motivational structure.

Eriksson, & (16), Arc simmons winkielman hitckock (2008), (16), have also done a lot of research on risky behaviors and believe that resilience increases capacity and ability of individuals for change, regardless of the threatening dangers.

**Methods and material**

The present study is a basic research in terms of purpose, a descriptive-correlational study in terms of how to collect data, and a field study in terms of location. The statistical population of the study includes all male and female high school juniors of Yasuj, which includes 22 high schools and 1301 male and female students in the academic year 2018-2019 and according to Morgan's table, the sample size is set at 300 people. Multi-stage cluster sampling method was used to select the sample.

**Result**

There are two parts in this section of the research, a descriptive part and an inferential part. In descriptive part, frequency distribution, percentage, mean, standard deviation, etc., and in the inferential part, Kolmogorov-Smirnov tests, Pearson correlation coefficient test and multivariate regression were used to check normality of Data.

**Descriptive findings**

**Description of demographic information:**

According to the data of table 1, frequency percentage of girls is 45.7% and of boys is 53.3%. Also, employed parents are 73.7 and unemployed parents are 26.3.

According to the data of Table 2, the mean and standard deviation of spiritual intelligence (total) is 60.47 and 10.40, respectively, and the mean and standard deviation of risky behaviors is respectively 167.86 and 32.37.

**Inferential findings**

Before testing the hypotheses, it is necessary to use the Kolmogorov-Smirnov test to check the normality of the data and the equality of variances. Therefore, Table 3 deals with this issue.



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According to the data of Table 3, the F value at the level of α=0.05 was not significant in any of the research variables and their components. Therefore, the variance homogeneity assumption of data was inferred and we can use parametric tests to check the research hypotheses.

In this section, according to the conditions of research hypotheses, Pearson correlation coefficient and multivariate regression tests have been used.

Research Hypothesis: cognitive emotion regulation can predict risky behaviors of high school students of Yasuj.

According to the data of Tables 4-8, investigating the observed correlation coefficients between cognitive emotion regulation and risky behaviors shows a negative and significant relationship between all cognitive emotion regulation and risky behaviors.

Table 5 shows that cognitive emotion regulation (R2=0.169) explains the variance of risky behaviors variable.

Investigating Table 6 shows that F-value (7.395) with degrees of freedom 8 and 290 is statistically significant, which indicates that cognitive emotion regulation can significantly explain risky behaviors. Table 7 reports the contribution of each component of cognitive emotion regulation separately in predicting risky behaviors.

Table 7 shows that cognitive emotion regulation shows a significant explanation of risky behaviors (R2=0.169). Therefore, it can be said that there is a significant relationship between cognitive emotion regulation and risky behaviors among high school students of Yasuj. To create a regression equation, we use the unstandardized regression coefficient (B). The regression equation for accurately predict the values of the dependent variable and its equation is as follows:

Y = a + bx

Cognitive Emotion regulation (2.980)+ acceptance (-1.669) + positive refocusing and planning (-2.162) + positive reappraisal and putting into perspective (-2.985) + Self-blame (-0.501) + Other blame (-4.453) + rumination (-2.088) + catastrophizing (-0.417) = 107.250

**Discussion**

Research Hypothesis: "cognitive Emotion regulation can predict risky behaviors of high school students of Yasuj". The results of correlation coefficient and regression analysis in Tables 4 showed that cognitive emotion regulation can predict risky behaviors among high school students of Yasuj (P<0.05). The results of this test showed that there is a significant relationship between the scores of variables related to high school students of Yasouj. This finding is consistent with the results of Soleimanian et al. (2015)(11), Rezaei et al. (2016)(3), Eriksson, & Lindström (2007)(16), and (15). According to the research results, the value of F at the level of α = 0.05 was not significant in any of the research variables and their components. Therefore, the hypothesis of homogeneity of data variance was inferred and we used parametric tests to test the research hypotheses. According to the results of the study, the value of F (7.395) with degrees of freedom of 8 and 290 is statistically significant, which shows that cognitive regulation of emotion can significantly explain high-risk behaviors. And the contribution of each component of cognitive emotion regulation separately in predicting high-risk behaviors. According to studies on high-risk behaviors, various factors are effective in the occurrence of these behaviors. Some have highlighted the role of social factors in this area due to the lack of optimal use of leisure time in this region and others. Family factors and poor parental supervision increase the risk of developing these high-risk behaviors. Differences between people naturally predispose them to high-risk behaviors.

Kaplan and Zaduk (2003)(13) point to another developmental approach to change in the biological, psychological, and social contexts



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of adolescence, and argue that high-risk behaviors are a way of coping with natural disasters during adolescence. In a study, they compared adolescents' flexibility and high-risk behaviors based on motivational structure, which showed different results in terms of resistance and high-risk behaviors.

**Conclusion**

In explaining the significance of this hypothesis, first of all, it should be said that in explaining these findings, it can be said that people with risky behaviors have little knowledge of effective ways to cope with negative emotions (such as reappraisal or distraction). In different situations, especially in emergencies where they need to make quick decisions, they are unable to regulate and manage their emotion and reaction using effective strategies. Especially when this group is confronted with negative feelings and emotions, they mostly use inefficient and inappropriate strategies.

**Research limitations**

The present research, like many other studies, has some limitations, the most important of which are mentioned.

1. The present study was performed on 18-15 age group and on a group of high school junior students (boys and girls) of Yasuj who had almost the same educational, intelligence and scientific conditions. Therefore, in generalizing it to other learners, caution must be exercised.
2. Another limitation of the research is related to the research design, which is a non-experimental design. Certainly, correlational study does not have the decisiveness of experimental designs. Therefore, the results can not indicate causal relationships between research variables.
3. Another limitation is related to the data collection tool. Since the necessary information was obtained through a questionnaire, students may have bias towards the research questions. Therefore, they may not care in answering the questions.
4. Lack of control over the type of drugs and the amount of consumption is one of the limitations of this study which obliged us to be careful in generalizing the results

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**Tables**

**Table 1: Frequency distribution and percentage of sample by gender, marital status, age and education**

| variable | Frequency | Frequency percentage |
|---|---|---|
| gender | - | - |
| male | 137 | 7.45 |
| female | 163 | 3.53 |
| Parents' job | - | - |
| Unemployed | 79 | 3.26 |
| Employed | 221 | 7.73 |

**Table 2: mean and standard deviation of score distribution of spiritual intelligence, cognitive emotion regulation, risky behaviors**

| variables | number | mean | Standard deviation |
|---|---|---|---|
| Spiritual intelligence (total) | 300 | 47.60 | 40.10 |
| Critical Thinking | 300 | 09.17 | 49.3 |
| Generate personal meaning | 300 | 54.12 | 72.2 |
| Transcendent consciousness | 300 | 73.18 | 49.3 |
| Expansion of consciousness | 300 | 10.12 | 67.2 |
| Cognitive emotion regulation (total) | 300 | 51.72 | 30.15 |
| Acceptance of conditions | 300 | 84.8 | 94.1 |
| Positive refocusing and planning | 300 | 75.19 | 71.2 |
| Positive evaluation and a broader perspective | 300 | 86.10 | 39.3 |
| Self-Blame | 300 | 98.6 | 86.1 |
| other Blame | 300 | 71.8 | 15.2 |
| Rumination | 300 | 29.9 | 39.2 |
| Catastrophizing | 300 | 44.8 | 31.2 |
| risky behaviors | 300 | 86.167 | 37.32 |

**Table 3: Kolmogorov-Smirnov test for data normality**

| variables | Z score | significance level |
|---|---|---|
| Critical Thinking | 102.1 | 493.0 |
| Generate personal meaning | 728.0 | 722.0 |
| Transcendent consciousness | 571.0 | 493.0 |
| Expansion of consciousness | 104.1 | 267.0 |
| Cognitive emotion regulation (total) | 251.1 | 330.0 |
| Acceptance of conditions | 876.0 | 194.0 |
| Positive refocusing and planning | 102.1 | 712.0 |
| Positive evaluation and a broader perspective | 728.0 | 392.0 |



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| | | |
|---|---|---|
| Self-Blame | 571.0 | 186.0 |
| other Blame | 104.1 | 215.0 |
| Rumination | 251.1 | 239.0 |
| Catastrophizing | 876.0 | 231.0 |
| risky behaviors | 102.1 | 237.0 |

**Table 4: Results of Pearson correlation matrix of research hypothesis**

| Correlation matrix | | risky behaviors |
|---|---|---|
| Cognitive emotion regulation (total) | The correlation coefficient | 389.0 |
| | Significance level | 001. |
| acceptance | The correlation coefficient | 297. |
| | Significance level | 001. |
| positive refocusing and planning | The correlation coefficient | 356. |
| | Significance level | 001. |
| positive reappraisal and putting into perspective | The correlation coefficient | 299. |
| | Significance level | 001. |
| Self-blame | The correlation coefficient | 336/0 |
| | Significance level | 001. |
| Other blame | The correlation coefficient | 269.0 |
| | Significance level | 001. |
| rumination | The correlation coefficient | 287. |
| | Significance level | 001.0 |
| catastrophizing | The correlation coefficient | 328. |
| | Significance level | 001.0 |

**Table 5: Summary of regression pattern between cognitive emotion regulation and risky behaviors**

| indicator | R | R2 | Standard error of estimate |
|---|---|---|---|
| value | 412.0 | 169.0 | 9239.29 |

**Table 6: F-test and significance level of cognitive emotion regulation and risky behaviors**

| test | Sum of squares | Degree of freedom | Mean squares | F | Sig |
|---|---|---|---|---|---|
| regression | 548.52974 | 8 | 818.6621 | 7.395 | 0.001 |
| resudal | 047.259678 | 290 | 442.895 | | |
| total | 592.312652 | 298 | | | |



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**Table 7: cognitive emotion regulation regression coefficients with risky behaviors**

| Components | Standard coefficients | | t | Sig. |
|---|---|---|---|---|
| | B | β | | |
| fixed | 250.107 | | 500.11 | 001.0 |
| Cognitive emotion regulation (total) | 980.2 | 408.1 | 378.1 | 001.0 |
| acceptance | 669.1- | 101.0- | 681. | 001.0 |
| positive refocusing and planning | 162.2- | 315.0- | 923. | 001.0 |
| positive reappraisal and putting into perspective | 985.2- | 313.0- | 211.1- | 001.0 |
| Self-blame | 501.0- | 029.0- | 191.0- | 001.0 |
| Other blame | 453.4- | 297.0- | 869.1- | 0.001 |
| rumination | 088.2- | 154.0- | 881.0- | 001.0 |
| catastrophizing | 417.0- | 030.0- | 185. | 001.0 |



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