



RESEARCH PAPER

Mood, Emotional Regulation and Resilience among Unemployed Graduate Students

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ABSTRACT

The present study explored the relationship in Mood, Emotional Regulation and Resilience among Employed and Unemployed Graduate Students. The difference in demographic variables regarding above mentioned variables were also explored. Sample of the study was comprised of N= 200 participants according to Rule of Thumb formula. Correlational research design was used. Convenience sampling technique was used. The Patient Health Questionnaire (PHQ) was used to measure Mood, Emotional Regulation Questionnaire (ERQ) was used to examine Emotional Regulation and Nicholson McBride Resilience Questionnaire (NMRQ) was used to measure Resilience. Data was analyzed by using Pearson correlation to find out the relationship among Mood, Emotional Regulation and Resilience. The findings revealed significant positive relationship in emotional regulation and resilience and significant negative relationship in mood and emotional regulation and significant negative relationship in mood and resilience. The findings would be beneficial for students, people searching for jobs, psychologists, career counsellors and future researchers.

KEYWORDS Employment, Unemployment, Mood, Emotional Regulation, Resilience

Introduction

Mood refers to a basic part of human experience as a temporary emotional condition that includes positive feeling like happiness and excitement to negative feelings such as sadness and irritability. It is different from long term emotional traits because it is more fluid and can be affected or adjusted to changes in immediate circumstances and environment, and in to the inner voice. (Sekhon & Gupta, 2025).

There are biological, psychological, and environmental factors that go into affecting the fluctuations in moods. Neurotransmitters like serotonin, dopamine, and norepinephrine help regulate a person's mood, brain function and emotional responses; biologically, mood is regulated in this manner (Hasler, 2010).

Mood regulation is very important for graduate students, who oftentimes rely on the support and collaboration of peer and professional networks to build and keep relationships. In being able to manage mood well enough to be able to socialize in a supportive space and in turn contribute to one's personal and professional development (Paulus et al., 2021).

Especially where graduate students are involved, mood and stress are highly related issues. Negative moods, like anxiety or frustration, can be triggered by stressful situations, and if left unchecked, can cause you to become stressed out or burn out with a related mental health issue (Paulus et al., 2021). Motivation and goal achievement are also closely related to mood. Energy, focus, and persistence – these are all things that are internal attributes related to having a positive mood, and they are all very important when doing academic or professional work. But, unfortunately, procrastination, self-doubt and lack of motivation could be derived from negative moods (Shah, et al., 2024; Ali, et al., 2024; Kayani, et al., 2023). It is important for graduate students who often have several other things happening, that they understand the connection between mood and how mood influences motivation and therefore productivity and success (Sederlund et al., 2020).

Technology and the increase of digital communication have brought new dimensions to the mood regulation. Social media can be positive and negative influences on mood and for example, can offer opportunities to login or inspire feelings of envy and comparison (Ahmad, et al., 2021; Ahmad, 2018). Since graduate students commonly interact in places which are increasingly influenced by the digital, it is important for graduate students to have an understanding of how technology can impact mood (Ali, et al., 2021; Muhammad, et al., 2020; Farooq, et al., 2019).

Society together with culture directs emotional regulation through their developed rules which specify how people should express emotions (Ansari, Akhtar & Hafeez, 2024; Akhtar, et al., 2021). Some cultural environments reject particular emotions thus causing individuals to both hide their emotions and develop unhealthy regulation approaches (Ford & Mauss, 2015). Human emotional regulation development follows an enduring developmental trajectory starting from early childhood up to adulthood. The way individuals are parented during childhood and their experience of trauma together form essential bases that affect their future emotional management capability (Ford & Mauss, 2015).

Emotion regulation is strongly correlated with academic motivation and self-efficacy. Students who are capable of managing their emotions, especially anxiety and frustration, are more likely to have a positive motivational belief regarding their ability to cope with academic challenges (Shah, et al., 2025; Azhar, Iqbal & Imran 2025). By teaching emotional regulation skills, educators may foster enhanced academic achievement and lifelong success through the indirect channels of emotional self-regulation (Mega et al., 2014).

Humans exhibit resilience when they show the ability to transform through adversity and coping with challenges and major source of stress. The absence of distress does not define resilience but it involves successfully traveling through difficult times to gain wisdom from those experiences while developing personal strength. Graduate students need resilience yet as a vital quality which helps them handle academic life's various challenges involving hard classes and research work along with career change. Knowledge about resilience together with its components enables support for mental health and sustained welfare and achievement in this demographic. The process requires people to join forces with personal qualities and outside resources and strategic adaptations (Fleming & Ledogar, 2008).

People need resilience because adversity occurs naturally during life and the capacity to recover from challenges leads to personal advancement (Oad, Zaidi, &

Phulpoto, 2023). Everyone can develop resilience through intentional practice which makes this capability stronger as time goes by (Rooh, et al., 2025; Naseer, et al., 2024). Through their cognitive emotional and behavioral operations people develop abilities which let them handle stress and stay focused and continue pushing through obstacles. Graduate students experiencing academic failures together with rejections and uncertainties need resilience to maintain their motivation and reach their goals. Such perspective enables students to convert challenges into learning opportunities more than impeding barriers (Zautra et al., 2010).

Mental health together with life well-being and overall life satisfaction depend on the fundamental quality of resilience. People with resilience can move through unsteady professional scenarios like changing markets and competition because their mindset allows them to handle challenges with better adaptability and confidence (Mir, Rana, & Waqas, 2021). Working towards resilience development enables institutions together with individuals to build settings which produce lasting achievement and wellness benefits (Egan et al., 2024).

The core connection exists between emotional regulation and resilience since emotional management forms an essential aspect of being resilient. Through emotional regulation people develop capabilities to handle stress along with keeping a clear perspective and dealing with obstacles in helpful ways (Danish, Akhtar & Imran, 2023). Graduate students facing academic and professional stress experience high emotional intensity so they need to develop effective emotional regulation skills to become resilient (Kayani, et al., 2023; Khan, et al., 2021). The combination of mindfulness practice with cognitive reappraisal methods alongside social support techniques enables people to increase both their emotional control skills and resilience which generates a self-reinforcing cycle of wellness improvement (Kay, 2016). Graduate students during their life transition need to develop resilience by acquiring new coping methods while finding mentors and performing regular self-assessments (Ali, et al., 2023; Yasmin, et al., 2020). Through workshops along with counseling and peer support groups graduate students gain practical abilities that strengthen their capacity to face education and professional obstacles (Masten & Gewirtz, 2006).

The dynamic process which involves multiple facets of resilience heavily influences the overall well-being of both individual persons and broader communities. The construction of resilience stands vital for graduate students because it supports their mental health and results in academic victories while helping them survive adversities. Strategies that develop resilience factors will help institutions along with individuals build wellbeing environments which promote lasting achievement. The research investigates graduate student resilience features by finding methods which strengthen their capacity to adapt while recovering and succeeding in challenging settings (Thannhauser et al., 2024).

In addition, resilience has a positive association with career adaptability, which defines an individual's degree of readiness to deal with changes in work and career surroundings. Graduate students often encounter volatile job markets, struggle with imposter syndrome or deal with changes in their chosen careers (Ahmed, & Imran, 2024; Imran, Zaidi, & Khanzada, 2023). Resilience is key in helping them manage these transitions because of the confidence and future-orientation required. Evidence suggests that individuals with higher resilience tend to engage in career planning more proactively and claim a stronger professional identity which leads to increased employability and long-term satisfaction (Hou et al., 2020).

Literature Review

A longitudinal research was conducted that explored emotional regulation together with resilience and mood responses during times of stress. People with positive emotional regulation practices that include engaging in positive emotions and identifying meaning in hardship developed greater resilience together with stable mood patterns throughout the research period. The study investigated emotional regulation as a protective mechanism which helps people return to equilibrium after experiencing setbacks. The data indicate graduate students should develop strong positive emotional regulation techniques to boost their resilience and keep their emotional health intact (Tugade & Fredrickson, 2003).

A study was performed which examined the relationship between emotional regulation strategies and mood disorders particularly anxiety and depression. Research in the meta-analysis demonstrated that distressing behavior patterns like persistent thinking and ignoring emotions create higher probabilities of mood disorder development. The analysis of emotional regulation shows its key impact on mental health while demonstrating that treating maladaptive coping approaches would decrease mood disorder susceptibility. University students facing heightened academic and professional pressures must have easy access to mental health resources and skill-building programs because these findings show their vulnerability to anxiety and depression (Aldao et al., 2010).

A research was conducted which studied how emotional regulation affects academic performance along with mood changes among both undergraduate and graduate students. Higher emotional regulation abilities derived from emotional intelligence led students to experience better academic outcomes combined with more positive moods. The study team discovered that students need emotional regulation abilities to effectively control their stress and concentration in order to succeed academically. The research outcomes have specific importance for graduate students because they need to handle various obligations alongside complex emotional issues. Research findings indicate that universities should adopt emotional regulation training because it would improve academic results while simultaneously increasing student mood levels (Brackett et al., 2004).

An additional investigation was conducted to examine the relationship between emotion regulation flexibility and subjective well-being throughout the academic semesters in university students. The findings suggested that those with higher contextual adaptive strategy use, including reappraisal, acceptance, and distraction, had more favorable psychological well-being and mood trajectory over time (Raja, et al., 2022, Raja, 2022; Raja, et al., 2021). Unlike rigid or automatic emotional responses, flexible regulation enabled students to cope with a broad range of demanding academic and social interactions. This is particularly insightful for graduate students who deal with constantly shifting academic workloads, as it indicates that emotional flexibility might serve as an important resource for mood control and deepened academic involvement sustaining vigilance with regard to performing activities (Cote & Gagne, 2022).

A positive emotions implement the Broaden-and-Build Theory to develop individual flexibility through cognitive and behavior expansions. The authors confirmed that regular encounters with positive emotions create enduring psychological abilities through deepened social connections and improved problem-

solving abilities and effective coping mechanisms. Longitudinal research by the authors showed that people who intentionally build positive states of mood develop stronger capabilities to handle life challenges. The study established that positive outlook leads people to achieve post-traumatic growth which results in their development of stronger resilience during challenging times. According to their study positive emotional establishment represents a vital psychological mechanism which develops resilience capacity across extended time periods (Fredrickson et al., 2001).

Another research was conducted showed that resilient people harness positive emotions to achieve better stress recovery from adverse situations. The research enabled measurement of positive emotion frequency through experimental design and self-report findings involving physiological parameters. Participants showing regular use of positive emotions recovered from stress events quicker with decreased cortisol production along with faster heart rate normalization. Scientists confirmed resilient individuals avoid merely hiding their unpleasant feelings because they use positive emotions to keep their emotional state stable. Positive mood development functions as a psychological strength enabling people to remain resilient in difficult times (Tugade & Fredrickson, 2004).

A study examined resilience as an evolving process incorporating emotional control, cognitive reinterpretation, and shift in mood overtime in reaction to environmental changes. By employing longitudinal study design together with ecological momentary assessments, the researchers analyzed how individuals emotionally responded to daily stress and how these responses predicted psychological resilience. The results demonstrated that those who were able to maintain positive affect amidst daily challenges, and who flexibly adapted their emotions to the contextual demands, had much higher resilience scores over time. Notably, they demonstrated that variability in one's mood itself was not detrimental unless it tended toward being perpetually negative. This highlights the importance of actively managing one's mood as opposed to passively waiting for pleasant emotional states, especially among populations such as graduate students who face chronic academic stress, enabling enhanced emotional resilience and stability (Kalisch et al., 2021).

Emotional self-regulation and resilience both bear a strong relation and are personal characteristics that enables a person to cope, recover and sustain from stress, trauma, and adversity. Emotional self-regulation and resilience are the abilities of adapting emotions and mood and the capability of bouncing back to a healthy state when faced with adversities respectively. Studies have indicated that individuals who possess good skills of emotion regulation are also likely to be more resilient since the ability enables them cope with negative emotions hence having a stable psychological state. In this section, five selected articles are discussed to explain how the regulation of emotions relates to resilience (Pasteuning et al., 2024).

A primary and foundational study was conducted with regard to emotion regulation strategies and its effects on the psychological well-being and they found out two basic regulation strategies namely cognitive reappraisal and expressive suppression. Their study also showed that people who apply cognitive reappraisal focus change negative stimuli into positive or neutral; thus, they respond to stress in a more neutral way and has higher level of resilience. On the other hand, those who employ the strategy of expressive suppression or, in other words, when people put a lid on their reactions directly suffer higher levels of stress and lesser resilience because they cannot deal with emotion that has be stored deep inside them. It was established

that matters of optimism and ER strategies like CR are vital for fostering resilience as individuals can handle negative events in constructive manner (Gross & John, 2003).

A study explain emotional resilience in relation to the field of positive emotions where strength is used to control pressure. They discovered that each time the positive emotions that include gratitude, hope, and joy are expressed or reported more, the body and mind's capabilities of getting back to normal from stress is faster. The studies conducted by the researchers included gathering of experimental and self-report data that proved that positive emotions enhance the process of emotional regulation via increasing the range of cognitive options and supporting the usage of effective coping strategies. They also differed that, while those with resilience do not exclude feelings of stress, despair or nervousness they effectively counter those feelings with positive sideline feelings that keep the person in good shape psychologically. This supported the modern thinking of not just as patients, how not to allow the negative emotions enter our mind, but more about focusing on the positive emotions in order to develop a healthy mental wellbeing (Tugade & Fredrickson, 2007).

A study explored psychological resilience in terms of military personnel and trauma survivors; they also paid special attention to the role of emotional regulation strategies that enable adaptation at the conditions of high level of stress. They found out that technique of stress management common among such individuals includes cognitive restructuring, acceptance, and positive emotion display. In interviews and case studies, it was established that individuals who are good at regulating emotions following trauma are more capable of recovery with no lifetime psychological issues. Furthermore, the study highlighted the call that there is a possibility of increasing one's ability to rebound by undertaking an endeavor to train those coping skills. The authors pointed out that effective dealing with emotions and feelings forms an important part of the coping factor of peoples' overall psychological well-being especially in samples of those from less favorable conditions (Southwick & Charney, 2012).

Hypotheses

1. There is a significant relationship between mood and emotional regulation among unemployed graduate students.
2. There is a significant relationship between mood and resilience among unemployed graduate students.
3. There is be a significant relationship between emotional regulation and resilience among unemployed graduate students.
4. There is a difference of gender and employment status on mood, emotional regulation and resilience among unemployed graduate students.

Material and Methods

Participants

Participants were employed and unemployed graduates recently doing MPhil or PhD, Demographic information was collected, including age, gender, employment status, job search, education level, type of university, family structure, economic status, family financial support and residential status. Participants completed standardized

self-report measures to assess mood (PHQ), emotional regulation (ERQ), and resilience (NMRQ).

Research Design

The study employed a comparative correlational research design to examine the relationship between mood, emotional regulation and resilience among employed and unemployed graduate students.

Sampling Technique

Convenience sampling technique was used to recruit the participants.

Sample

A total of (N=200) participants both males and females (n= 100 males, n= 100 females) were recruited from Faisalabad and Gujranwala. This sample size was calculated from the Rule of Thumb formula. The participants were approached at their universities

Procedure

The English versions of three scales were administered to a sample of participants who were provided with informed consent regarding their willingness to participate in the research. The three scales PHQ developed by Kroenke et al. (2001), ERQ developed by Gross & John (2003) and NMRQ developed by Nicholson & McBride (2008) were used. The participants were then given instructions to provide personal information on a demographic sheet and asked to fill out the questionnaires.

Inclusion Criteria

1. Students who were employed and unemployed were include for comparison on Mood, Emotional Regulation and Resilience.
2. Participants were students of MPhil and PhD.
3. Participants with weekend classes were included.
4. Willingness to provide informed consent for participation in the study.

Exclusion Criteria

- Participants with regular classes were excluded because their main focus is study, not job, as job days are weekdays, Monday to Friday.
- Undergraduate students were excluded from the study.

Instruments

Various types of research instruments are described here.

Informed Consent

Informed consent was guaranteed from participants with debriefing that their data will be kept confidential throughout the process of research.

Demographic Sheet

Participants' personal information was obtained through a demographic sheet, which included information about participants' age, gender, employment status, job search, and education level, type of university, family structure, economic status, family financial support and residential status.

Patient Health Questionnaire (PHQ)

The PHQ-9 is a 9-item self-report questionnaire is designed to measure depression. This scale evaluates each of the 9 DSM-IV (the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition) criteria for major depressive disorder. The PHQ-9 asks how often respondents have been bothered by problems in the last 2 weeks. Items are rated on a 4-point Likert-type scale, ranging from 0 (not at all) to 3 (nearly every day). Total score can range from 0 to 27, with high scores meaning high depression. Based on the original validation studies, the total score can then be interpreted as suggesting no depression (0-4), mild (5-9), moderate (10-14), moderately severe (15-19), or severe (20-27). A cut off score of 10 is suggested as indicating a possible diagnosis of depressive disorder. In addition to making criteria-based diagnoses of depressive disorders, the PHQ-9 is also a reliable and valid measure of depression severity. These characteristics plus its brevity make the PHQ-9 a useful clinical and research tool (Kroenke et al., 2001).

Emotional Regulation Questionnaire (ERQ)

The 10-item ERQ developed was used to examine the use of two regulatory strategies: Cognitive Reappraisal and Expressive Suppression. Respondents indicate their tendency toward reappraisal (six items) and suppression (four items) through a seven-point Likert scale, ranging from 1 (strongly disagree) to 7 (strongly agree). Independent scores are computed for each ER strategy (Gross and John, 2003).

Nicholson McBride Resilience Questionnaire (NMRQ)

Nicholson McBride Resilience Questionnaire (NMRQ) is a 12-item measure on resilience. It is measured on a five-point Likert's scale, ranging from 'strongly disagree' to 'strongly agree'. Examples of test items include "I do not take criticism personally". Scores 0-37 indicate a developing level of resilience, scores 38-43 indicate an established level of resilience, scores 44-48 indicate a strong level of resilience and scores 49-60 indicate an exceptional level of resilience. This measure had high reliability with Cronbach's Alpha = .76 (Nicholson & McBride, 2008).

Statistical Analysis

Data analysis for the study was done with version 22 of the Statistical Package for the Social Sciences (SPSS). Various statistical techniques were used, including frequency distribution, descriptive statistics, percentage, average mean value, reliability, standard deviation, correlation, P-value, multivariate analysis of variance (MANOVA) and t-test.

Results and Discussion

Table 1
Demographic Characteristics of Research Participants (N = 200)

Variable	Categories	N	%
Age	20-22	24	12

	23-25	112	56
	26-28	40	20
	29-31	24	12
Gender	Male	100	50
	Female	100	50
Employment Status	Employed	100	50
	Unemployed	100	50
Searching for Job	Yes	122	61
	No	78	39
Education Level	MPhil	192	96
	PhD	8	4
Type of University	Government	71	35.5
	Private	129	64.5
Economic Status	Upper class	8	4
	Middle class	183	91.5
	Lower class	9	4.5
Family Financial Support	Yes	167	83.5
	No	33	16.5

In this Table, demographic details of the participants of the research are given.

Table 2
Psychometric Properties of the Scale

Scale	M	SD	Range	Cronbach's Alpha
Mood Scale	9.41	5.28	0-27	.76
Emotional Regulation Scale	42.99	11.61	17-67	.78
Nicholson McBride Resilience Scale	41.77	7.20	20-58	.74

Note. *M* = Mean, *SD* = Standard Deviation

The reliability analysis was carried out for all scales using Cronbach's alpha. Cronbach's Alpha value in Mood Scale is .76, hence showed good reliability. On the basis of findings, the mean score of Mood Scale (symptoms of depression) of overall respondents is 9.41 with standard deviation 5.28 and range of overall score was 0-27. Emotional Regulation Scale has .78 reliability which is also good reliability. Average score for Emotional Regulation Scale is 42.99 with standard deviation 11.61 and the range was 17-67 and Nicholson McBride Resilience Scale has also good reliability which is .74 and for Resilience Scale average score is 41.99 with standard deviation 7.20 and range of resilience scale was 20-58.

Table 3
Descriptive Statistics and Correlations for Study Variables

Variable	N	M	SD	1	2	3
1. Mood	200	9.41	5.28	-		
2. Emotional Regulation	200	42.99	11.61	-.985**	-	
3. Nicholson McBride Resilience	200	41.77	7.20	-.294**	.302**	-

Note. ** $p < .01$

The table gives the descriptive statistics and correlations for the study's variables of Mood, Emotional Regulation, and Resilience. The Pearson correlation coefficient (*r*) is used to determine both the direction and strength of the relationships among the variables.

The findings indicate that mood and emotional regulation are significantly negatively correlated ($r = -0.985$, $p < .0$) which means higher level of mood (depressive symptoms) are highly related to lower level of emotional regulation scores. Moreover,

mood resilience is negatively significantly correlated ($r = 0.294$, $p < .01$) which means higher level of mood is partially related to lower resilience. The correlation between emotional regulation and resilience are moderately positively significant ($r = 0.302$, $p = < .01$) which means people with better emotional regulation have higher resilience.

Table 4
MANOVA - Difference of Mood, Emotional Regulation and Resilience by Employment Status and Gender.

Variables	N	Mood		Emotional Regulation		Resilience		P	Partial Eta Square
		M	SD	M	SD	M	SD		
Male Employed	50	8.16	4.58	45.42	10.76	42.84	8.01	.000	.999
Male Unemployed	50	10.72	5.41	40.40	11.56	42.80	6.71	.189	.024
Female Employed	50	6.28	4.23	50.12	10.23	42.34	5.62	.000	.179
Female Unemployed	50	12.48	4.71	36.04	8.94	39.12	7.76	.007	.061

Multivariate analysis of variance (MANOVA) was conducted to compare differences in mood, emotional regulation, and resilience by gender and employment status among graduate students. Multivariate effects were significant for male employed students, $p = .000$, partial eta squared = .999, and for female employed students, $p = .000$, partial eta squared = .179. This indicates a very strong effect for male employed and a moderate effect for female employed students. A significant difference was also observed for female unemployed students, $p = .007$, partial eta squared = .061, indicating a small to moderate effect. Differences were not statistically significant for male unemployed students, $p = .189$, partial eta squared = .024.

Descriptive statistics revealed that female unemployed participants reported the highest mood scores ($M = 12.48$, $SD = 4.71$), suggesting they reported more negative mood than other groups. Female employed participants reported the highest emotional regulation scores ($M = 50.12$, $SD = 10.23$), suggesting better regulation of emotions. For resilience, all groups had comparable mean scores, with small variations, suggesting that resilience was relatively consistent across groups.

In general, employment status and gender appear to be predictors of graduate student mood and emotion regulation, but resilience levels were more consistent.

Table 5
Mean Comparison of Gender on Mood, Emotional Regulation and Resilience among Unemployed Graduate Students

Variables	Males		Females		$t(198)$	P	Cohen's d
	M	SD	M	SD			
Mood	9.44	5.14	9.38	5.43	.080	.936	0.01
Emotional Regulation	42.91	11.39	43.08	11.89	-.103	.918	0.01
Resilience	42.82	7.34	40.73	6.93	2.069	.040	0.29

Table 5 showed no gender differences in mood or emotional regulation among graduate students who were unemployed. On mood, males ($M = 9.44$, $SD = 5.14$) and females ($M = 9.38$, $SD = 5.43$) scored nearly the same as each other, $t(198) = 0.080$, $p = .936$, $d = 0.01$, showing no significant difference between the two groups. Likewise, emotional regulation scores showed no significant difference between males ($M = 42.91$, $SD = 11.39$) and females ($M = 43.08$, $SD = 11.89$), $t(198) = -0.103$, $p = .918$, $d = 0.01$, showing both genders possessed the same ability for emotional regulation.

However, there was a significant difference in resilience in that males ($M = 42.82$, $SD = 7.34$) were more resilient than females ($M = 40.73$, $SD = 6.93$), $t(198) = 2.069$, $p = .040$, $d = 0.29$. This indicates that males were quite more resilient with a small to moderate effect size.

Table 6
Mean Comparison of Employment Status on Mood, Emotional Regulation and Resilience among Unemployed Graduate Students

Variables	Employed		Unemployed		t(198)	P	Cohen's d
	M	SD	M	SD			
Mood	7.22	4.48	11.60	5.12	-6.433	.00	0.30
Emotional Regulation	47.77	10.70	38.22	10.51	6.364	.00	0.90
Resilience	42.59	6.88	40.96	7.44	1.607	.110	0.22

Table 6 showed the differences between employed and unemployed graduate students to be significant in mood and emotional regulation, but not in resilience. Employed students' scores on mood ($M = 7.22$, $SD = 4.48$) were significantly lower than those of unemployed students ($M = 11.60$, $SD = 5.12$), $t(198) = -6.433$, $p < .001$, $d = 0.30$, indicating a small effect size.

On emotional regulation, employed students ($M = 47.77$, $SD = 10.70$) were significantly higher than unemployed students ($M = 38.22$, $SD = 10.51$), $t(198) = 6.364$, $p < .001$, $d = 0.90$, reflecting a large effect size. Yet, no difference in resilience between employed ($M = 42.59$, $SD = 6.88$) and unemployed students ($M = 40.96$, $SD = 7.44$) was observed, $t(198) = 1.607$, $p = .110$, $d = 0.22$, reflecting that both groups scored equal levels of resilience.

Discussion

It was hypothesized that there will be a significant relationship between mood and emotional regulation among unemployed graduate students. Results showed that there was a significant negative relationship between mood and emotional regulation among unemployed graduate students. It means that higher levels of mood (depression) link to decreased emotional regulation.

A study investigated the roles of self-efficacy and emotional-regulation difficulties in the relationship between depression and perceived social support among Chinese youth without jobs. The study found that while challenges with emotion regulation were significant positive predictors of depression, perceived social support and self-efficacy were significant negative predictors of depression. Overall, this cross-sectional study shows that mental health issues and depression are alarming among China's youth without jobs. It also identifies emotion-regulation issues as a risk factor for these issues and social support and self-efficacy as protective factors. These findings all call for our attention in order to prevent and treat cases of youth depression (Hua & Ma, 2022).

Emotional control and Depression: A Potential Mediator between Heart and Mind was a study conducted to investigate mood and emotional control. They concluded that there is a strong correlation between emotional regulation and depression and that emotional regulation mediates the relationship between depression and additional psychological and/or physical illness. This conclusion was reached after a thorough review of the empirical and theoretical literature on emotional regulation. The use of adaptive emotional regulation techniques, such as reappraisal, has been

found to decrease the risk that stress-induced emotions may result in mental or physical illnesses (Compare et al., 2014).

The next hypothesis of the study was there will be a significant relationship between mood and resilience among unemployed graduate students. Results on the correlation revealed that mood (depression) and resilience have significant negative relationship between each other. The research study demonstrated that higher levels of mood (depression) link to lower resilience.

A cross-lagged panel model to assess resilience and depressive symptoms in inpatients with depression. From admission to discharge, the researcher found that resilience increased and depression symptoms reduced. Cross-sectionally, decreased depressive symptoms at admission and discharge were associated with greater resilience. Prospectively, bigger reductions in depressed symptoms were predicted by higher resilience at admission, but smaller increases in resilience were predicted by higher depressive symptoms at admission. This study provides more evidence that resilience is not only cross-sectionally associated with less mental health issues, but also that it is change-sensitive and a predictor of treatment outcomes for individuals with mental illnesses (Meule et al., 2023).

In a simple study of 1,912 students, a cross-sectional design was used to investigate the connections among stigma (Stigma-9), resilience (Nicholson McBride Resilience questionnaire, NMRQ), and depression (Patient Health Questionnaire-9, PHQ-9). In RStudio, correlation, predictor, and moderation analyses were used. His research revealed a negative relationship between resilience and depressed symptoms. Stigma and depressed symptoms were found to be positively correlated. Depressive symptoms were significantly predicted by higher levels of stigma and lower levels of resilience. As stigma levels rise, the protective impact of resilience against depression diminishes, according to the moderation analysis (Rometsch et al., 2024).

The third hypothesis of the study was there will be a significant relationship between emotional regulation and resilience among unemployed graduate students. Result revealed that there is a significant positive relationship between emotional regulation and resilience among unemployed graduate students.

A study on the emotional regulation and resilience of college students writing thesis was carried out. This study explores the psychological components of thesis writing, with a particular emphasis on how students manage emotional difficulties and develop resilience throughout this difficult academic process. The study's conclusions are enlightening. First, it was discovered that students exhibited strong emotional regulation abilities in most cases. Second, the student participants showed a significant degree of resilience. Crucially, the correlation tests showed that emotional regulation and resilience were significantly correlated. This suggests that student's development of resilience is closely related to their capacity for efficient emotion regulation. Furthermore, with 51.5% contribution strength, the regression analysis demonstrated a significant influence of emotional regulation on resilience. It emphasizes how important emotional regulation is to building resilience, providing a viewpoint that may help educational institutions and mental health practitioners, better assist students as they progress through their academic careers (Nurfarhanah & Karina, 2023).

Resilience and Regulation of Emotions in teenagers: Serial Mediation Analysis via Self-Esteem and the Perceived Social Support is a study in a sample of teenagers.

The study revealed that emotional regulation and resilience had a positive direct connection ($B = 0.061$; $p < 0.001$). The findings imply that the relationship between emotional regulation and resilience may be mediated by perceptions of social support and self-esteem. The results have practical significance. They can be utilized to create therapeutic interventions, courses of study, and preventative programs. The findings demonstrate that resilience-focused interventions can enhance self-assessment and perceived social support, which in turn supports the high degree of emotional regulation abilities in the adolescent population (Surzykiewicz et al., 2022).

The last hypothesis of the study was there will be a demographic difference of gender and employment status in mood, emotional regulation and resilience among unemployed graduate students.

Findings suggested equal effect on mood and emotional regulation of male and female, there was no significant difference of mood and emotional regulation on male and female but there is a significant difference of resilience in male and female. Male tends to have more resilience ability than female.

According to employment status there was a significant difference between employed and unemployed graduate students in mood and emotional regulation, but not in resilience. Unemployed tend to have more depression and less emotional regulation than employed and resilience ability is equal in both.

A study examined how gender differed in the general population's ability on emotional regulation. There was no statistical difference in the socio-demographics of the male and female individuals. Due to the potential influence of variables such as age, marital status, education, and socioeconomic level on emotional regulation techniques, the results were objective. Higher educational and financial level are typically related with greater emotional regulation, while younger age groups, unemployed, unmarried, and divorce are associated with lower emotional regulation (Kaur et al., 2022).

In a cross-sectional study of Nigerians with and without jobs, examined resilient coping during the COVID-19 epidemic. According to the findings, male participants' resilient coping scores were noticeably higher than those of female ones. In Nigeria, women are more likely than men to be unemployed, and they typically take up unpaid labor. This may also help to explain why, in the current study, men reported far higher levels of resilient coping than did women (Anthony et al., 2022; Yaseen, et. al., 2020).

Conclusion

Research indicates that employment status strongly affects mood, emotional regulation and resilience of graduate students. Mood levels at high intensity correlated with reduced emotional regulation and lowered resilience which demonstrates the negative consequences of employment status on total mental health and coping strategies. Emotional regulation and resilience served as an essential variable that explained employment status influences mood since emotional regulation and resilience help minimize the problems caused by employment status. The findings revealed significant positive relationship in emotional regulation and resilience and significant negative relationship in mood and emotional regulation and significant negative relationship in mood and resilience. Significant demographic difference was found in resilience but not in mood and emotional regulation of gender and significant

demographic difference was found in mood and emotional regulation but not in resilience of employment status.

Recommendations

- The current study used a cross-sectional research design; however, in the future, longitudinal research on these variables will be more beneficial.
- The study's use of just self-reported data for analysis, which can be biased, is another drawback.
- To improve the generalizability of the study's findings, data can also be gathered from other cities as well.
- For the accurate representation of the population, random selection might be used. Future studies would benefit from samples with a wider range of ages and demographic characteristics.

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