



Effect of Emotional Regulation and Gratitude on Life Satisfaction of University Students

¹ Neetu Chaudhary, ² Preet Kumari

¹ Research Scholar, ² Associate Professor

neetuchaudhary1378@gmail.com, Preetkumari1972@gmail.com

Department of Psychology, Faculty of Social Sciences,
Dayalbagh Educational Institute, Dayalbagh, Agra -282005

ARTICLE DETAILS

Research Paper

Keywords:

Gratitude, Emotional regulation, Life satisfaction, mindfulness and university students.

ABSTRACT

Emotional regulation abilities help students better handle the pressures and difficulties of academic life. They can prevent themselves from being overtaken by unpleasant emotions, which are typical in academic environments and include worry, irritation, and rage. Developing an attitude of gratitude has been connected to several psychological advantages, such as higher levels of contentment and happiness. Gratitude and emotional regulation are two strong psychological components that greatly influence students' life satisfaction. By developing these traits, students will be more equipped to handle the demands of their studies, uphold wholesome relationships, and recognize the depth of their experiences, all of which will contribute to a higher level of life satisfaction. The study aimed to investigate the impact of emotional regulation and gratitude on life satisfaction, as well as the potential interaction between gratitude and emotional regulation of university students. The study was conducted on a representative sample of 100 university students selected conveniently from Agra city. The data were generated using the six-item Gratitude Questionnaire (Thompson 2005), the Satisfaction with Life Scale (Diener, Emmons, Larsen and Griffin 1985), and the Emotional

Regulation Questionnaire (Gross and John 2003). The data was then examined to ensure that it was normally distributed. A 2x2 factorial design was used for the data analysis. The findings indicate that there was a significant effect of gratitude ($p < 0.01$, $F = 27.73$) on life satisfaction. And also, significant effect of emotional regulation ($p < 0.05$, $F = 3.907$) on life satisfaction. Additionally, there was a significant interaction between university students' gratitude and emotional regulation ($p < 0.01$, $F = 11.160$). This study presents important verification about effects of Gratitude and emotional regulation on life satisfaction. This research study reveals that the higher the gratitude the higher the life satisfaction among students as well emotional regulation and gratitude is showing the interaction effect on life satisfaction. This study also reveals that students at universities can benefit from gratitude by practicing mindfulness by cultivating a good mindset, appreciating their environment, and paying attention to the present moment. Regular gratitude practice helps students focus more on here and now, which lowers the stress and anxiety and improves wellbeing overall. The concepts of mindfulness are aligned with this increased awareness and appreciation for the present moment, which foster a closer bond between the individual and their surroundings. The study's conclusions have consequences for raising awareness of the positive effects of emotional regulation and gratitude on life satisfaction among university.

Introduction:

Emotional Regulation: The capacity to properly manage and control one's emotions is referred to as emotional regulation. Strong emotional regulation abilities help students better handle the pressures and difficulties of academic life. In a similar way, mindfulness places a strong emphasis on nonjudgmental awareness of one's thoughts, feelings, and physical experiences. Students who practice emotional regulation become more adept at observing their internal experiences, which makes them more prepared to participate in mindfulness exercises. By controlling their emotions, students can prevent themselves

from being overcome by unpleasant emotions that are typical in academic environments, such as worry, irritation, or rage. According to Masters (1991), emotion regulation strategies are techniques people employ to consciously and consciously control their emotions. According to Gross (1999, 2001), this influences the type of emotion a person experiences, when it happens, and how they experience and express it. Students who are able to effectively regulate their emotions are better able to handle stress. Students who have emotional regulation skills are less likely to suffer from crippling stress while under pressure to perform well academically, which raises their general sense of contentment and well-being. Improved interpersonal interactions are also a result of emotional management. University students' emotional well-being, stress reduction, resilience, cognitive clarity, and interpersonal effectiveness are all influenced by emotional regulation and mindfulness. Through the development of emotional regulation skills and mindfulness practices, students can more easily negotiate the obstacles of university life and achieve academic, social, and personal success.

Gratitude: According to recent studies, gratitude is primarily an affective quality (Rosenberg, 1998; McCullough et al., 2002). The ability to understand the worth and significance of the object of gratitude is necessary for the generation of thankfulness (Adler & Fagley, 2005; Disabato et al., 2017). High gratitude tendencies are associated with a greater sense of significance and purpose in life (Wood et al., 2008; Lin, 2021). To be grateful is to acknowledge and value all of the good things that have happened in one's life, such as relationships, experiences, and successes. Developing an attitude of gratitude has been connected to several psychological advantages, such as higher levels of contentment and happiness. Pupils who are grateful often take on a more upbeat attitude on life, emphasizing the positive rather than lingering on the bad parts of their experiences. Because they are more likely to experience fulfilment and contentment in their daily lives, people with this positive outlook tend to have higher levels of life satisfaction. University students can benefit from the synergistic effects of mindfulness and appreciation in a variety of ways. Students can improve their academic performance, mental well-being, stress levels, and relationships by practicing gratitude and mindfulness. This will ultimately lead to a more satisfying and successful college experience.

Life satisfaction: define as sense of happiness and feeling of satisfaction in life. Pavot and diener (1993) talk about assessing satisfaction of the person's life as whole. it's does not refer to satisfaction in different life domains, but they about life satisfaction in terms of integrating the various domains and deriving an overall sense of life satisfaction. According to Shrira et al. (2011), life's purpose and subjective well-being are likely to make up for one another. According to a meta-analysis conducted on

a Chinese sample, subjective wellbeing, life satisfaction, and positive emotions are strongly positively connected with one's sense of meaning in life (Jin et al., 2016). According to Li et al. (2014), the sense of life purpose is positively correlated with college students' wellbeing index. A person's sense of purpose in life and ability to cope with it can both be enhanced by wellbeing. Empirical research on the connection between subjective wellbeing and sense of purpose in life has been done, but the findings have not always been consistent (Shrira et al., 2011; Li et al., 2021). According to Shrira et al. (2011), life's purpose and subjective well-being are likely to make up for one another. University students' life happiness is strongly correlated with mindfulness because it fosters present-moment awareness, lowers stress and anxiety, improves emotional regulation, fosters gratitude and positive connections, and makes it easier to achieve goals and succeed academically. Students can experience higher levels of fulfilment, pleasure, and general life satisfaction throughout their university years and beyond by implementing mindfulness techniques into their daily lives.

Gratitude and emotional control are two strong psychological components that significantly influence students' life satisfaction. By developing these traits, students can better handle the demands of their academic careers, uphold wholesome relationships, and recognize the depth of their experiences, all of which contribute to a higher level of life satisfaction.

Research Methodology

The framework that demonstrates a methodical conduct of the research study under consideration is known as the research technique. It contains a detailed explanation of the study's goals, hypothesis, sample, instruments, and design to help readers better comprehend the research methodology used.

Objectives

1. To study the effect of emotional regulation on life satisfaction of university students.
2. To study the effect of gratitude on life satisfaction of university students.
3. To study the interaction effect of emotional regulation and gratitude on life satisfaction of university students.

Hypotheses

1. There would be a significant effect of emotional regulation on life satisfaction of university students
2. There would be a significant effect of gratitude on life satisfaction of university students.

3. There would be a significant interaction effect of emotional regulation and gratitude on life satisfaction of university students.

Variables

Independent Variables:

1. Emotional regulation
2. Gratitude

Dependent Variable:

1. Life satisfaction

Sample Description: The study is conducted on a representative sample of 100 university individuals selected conveniently from Agra city. The sample is checked for its normalcy. The sample includes both Male and Female and belonging to the age group in between 18-25 years.

Research Design: 2×2 factorial design has been used for the current study.

Tools:

Satisfaction With Life Scale: Satisfaction with life scale developed by Diener, et.al. (1985). It consists of five items to be rated using 1-7 scale where 1 stands for strongly disagree and 7 stands for strongly agree. Low score indicates dissatisfaction whereas high scores indicate satisfaction with life.

Gratitude Questionnaire-six item:

The gratitude questionnaire -six item form (GQ-6) developed by Thompson, et.al (2005). it is a six item self-questionnaire. The respondent has to rate himself/herself on a 7-point Likert type scale ranging from 1(strongly disagree to 7 strongly agree. The scale is designed to assess individual difference in the proneness to experience gratitude in daily life. Higher scores on GQ-6 signify higher levels of grateful disposition .GQ-6 has strong psychometric properties with high internal consistency and a robust one factor structure.

Emotional Regulation Questionnaire:

Emotional regulation scale developed by Gross and John (2003). The emotional regulation questionnaire was designed to assess individual difference in the habitual use of two emotional regulation strategies: Cognitive reappraisal and Expressive Suppression. The questionnaire contains 10 items rated on a scale from 1 (strongly disagree) to 5 (strongly agree). The first factor was defined by the reappraisal items and the second factor was defined by the suppression 13 items. Alpha reliabilities averaged .79 for Reappraisal and .73 for suppression. Test- retest reliability across 3 months was .69 for both scales.

Statistical Analysis: 2×2 ANOVA has been used for the statistical analyses of data.

Findings and conclusion:

The aim of the present study was to study the effect of gratitude and emotional regulation on life satisfaction. The present study reveals the following findings:

Table-1 Summary of Two-Way Analysis of Variance

| Source | Sum of square | Df | Mean square | F | Sig. |
|--------|---------------|-----|-------------|--------|------|
| GR | 92.90 | 1 | 659.39 | 3.90 | .05 |
| ER | 656.39 | 1 | 92.90 | 27.33 | .01 |
| GR*ER | 265.33 | 1 | 265.33 | 11.160 | .01 |
| Error | 1659.73 | 96 | 23.77 | | |
| Total | 41393 | 100 | | | |

**p<0.01

Table-1 shows the ANOVA table of the present study. It reveals the F value for emotional regulation is found to be 27.33 which is significant at ($p < 0.01$) level. This indicates that emotional regulation has a significant effect on life satisfaction among students. The hypothesis stating significant effect of emotional regulation on life satisfaction has accepted. The F value of emotional regulation indicates that students have good ability to manage their emotions in the difficult conditions. Zhang et.al (2015) examined the association between failure-related action orientation and life satisfaction. Results from structural equation modelling showed that forgiveness partially mediated the relationship between failure-related action orientation and life satisfaction. Moreover, AOF, forgiveness and life satisfaction did not differ across gender or age groups.

The F value for Gratitude to be 3.90 indicating the effect Gratitude on life satisfaction is significant at ($p < 0.05$) level. This implies that there is a significant effect of Gratitude on life satisfaction among university students. The hypothesis made stating significant effect of gratitude on life satisfaction has accepted. The F value of gratitude indicates that the higher the gratitude the higher the life satisfaction among students. Datu and Mateo (2011) examined the role of the mediating effects of meaning in life on the relationship between gratitude and life satisfaction. The Findings revealed that both gratitude and presence of meaning in life were positively associated with life satisfaction. Kai et.al (2020) explores the influences of each personality traits and gratitude towards life satisfaction of undergraduate university students in Malaysia. The results have shown that extraversion conscientiousness and gratitude were statistically significant in predicting life satisfaction positively, while neuroticism was significantly and negatively predicting life satisfaction. Results also has shown that agreeableness and openness were reported insignificant in predicting life satisfaction.

The F value for the interaction effect of Gratitude and emotional regulation on life satisfaction is found to be 11.160 which is significant at 0.01 level. This helps generalizing that there is a significant interaction effect of gratitude and emotional regulation together on life satisfaction among university students. Thus, the third hypothesis is showing the significant interaction effect of gratitude and emotional regulation on life satisfaction has accepted in the study. Guan et.al (2020) When employees regulated others’ emotions, gratitude as a positive resource buffered the effect of cognitive change on emotional exhaustion and the effects of response modulation on emotional exhaustion and depersonalization. Gratitude also strengthened the negative relationship between cognitive change and depersonalization. When employees regulated their own emotions, gratitude did not moderate the relationships between emotional regulation strategies and burnout. Our study implies that gratitude and emotional regulation strategies can be included in selection and training to enhance individual well-being and promote healthy organizations.

Table -2 Two-way table for Mean

| IV | Gratitude | | |
|----------------------|-----------|-------|-------|
| | Mean | Low | High |
| Emotional regulation | Low | 27.74 | 30.76 |
| | High | 25.60 | 39.12 |

Table -2 display the summary of mean for gratitude and emotional regulation among university students. The scores of means is 27.74 for low emotional regulation and 25.60 for high emotional regulation whereas the mean scores for low gratitude is 30.76 and for high gratitude is 39.12. The mean table reveals that the higher the gratitude and emotional regulation the higher the life satisfaction among university students.

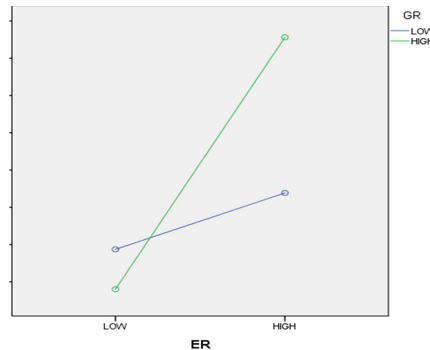


Figure 1: This graph is showing the significant interaction effect of gratitude and emotional regulation on life satisfaction among university students.

Conclusion

On the basis of findings, it is concluded that gratitude has a significant effect of life satisfaction of among university. The independent variable emotional regulation has also shown significant effect on life satisfaction. In addition, there is significant interaction effect gratitude and emotional regulation on life satisfaction of university students.

People can improve their general quality of life and more adeptly handle life's inevitable ups and downs by adopting daily routines that foster emotional well-being and gratitude. According to research Froh, Kashdan, et al., 2009; McCullough et al., 2002 a higher degree of gratitude is connected to a stronger belief in the availability of social support, which is connected to a higher degree of life satisfaction. Furthermore, it has been discovered that good feelings like gratitude and life satisfaction have a beneficial effect on a person's physical and mental well-being as well as their behaviour. For instance, those who are grateful report feeling less depressed and alone (Fan and Wu, 2020). Students in college go through significant changes in their position, roles, and living situations. They also have to meet

higher standards for self-control and adaptability. Strong psychological conflicts are likely to arise if the emotion regulation techniques are not applied sensibly, which would lessen the experience of meaning in life.

According to Strumpfer, (2006) experiencing happy emotions might encourage people to ponder life's purpose and expand their categories of attention and cognition. Life satisfaction and thankfulness are positively correlated (Lyubomirsky et al., 2005; Wood et al., 2007). Previous empirical study has confirmed that there is a strong and positive correlation between it and subjective wellbeing (Watkins et al., 2003; Chan, 2013; Witvliet et al., 2018). In a study involving college students, McCullough et al. (2002) discovered that those who tend to be more grateful have better levels of life satisfaction and had more upbeat, enthusiastic attitudes about life. This study offers significant validation for the impact of emotional regulation and gratitude on life happiness. According to the researchers' students' life satisfaction increases with their level of gratitude. Additionally, there is an interaction effect between gratitude and emotional regulation and life satisfaction.

This study also shows that university students can benefit from mindfulness practices that include having an optimistic outlook, appreciating their surroundings, and being attentive of the present moment. Students who regularly practice gratitude are able to concentrate more on the present, which reduces stress and anxiety and enhances wellbeing in general. The ideas behind mindfulness are consistent with this heightened sense of awareness and gratitude for the present, which strengthens the connection between the individual and their environment. These findings provide a foundation for further future study on emotional regulation, gratitude and life satisfaction. It will be useful in determining the issues encountered with the external environment. Teachers and other seniors can approach children with greater empathy if they recognize how to manage their emotions and help them find meaning in life and the improvement and development of the youth.

Implication of the study

By incorporating various practices and strategies into daily life, individuals can enhance their gratitude and emotional regulation skills, leading to greater well-being, resilience, and life satisfaction. People who regularly practice mindfulness meditation can improve their emotional regulation skills and become more aware of their feelings. Particularly beneficial are mindfulness exercises including body scans, conscious monitoring of emotions, and deep breathing. In addition, people should be taught how to refute and question unfavourable ideas and attitudes that fuel emotional suffering. To help students

develop emotional regulation and resilience, encourage them to swap out their negative ideas with more realistic and balanced viewpoints. Urge people who are experiencing difficult feelings or circumstances to seek out social help from friends, family, or support organizations.

Limitation of the study

Every research project has room for improvement, and no study is finished. Here are some restrictions and ideas for additional study. The scope of this study was restricted to university students, but it may be expanded in the future to include government personnel and students from other schools. Additionally, the scope of this analysis was restricted to Agra City; additional states and cities may be included in future research samples. It is possible to investigate its impact further by looking at other factors such as social interaction, emotional intelligence, and mindfulness. Techniques including self-care, recreation, social support, cognitive coping, yoga, meditation, and Jacobson's relaxation techniques can also be used to study the effects of psychological interventions. During the course of the analysis, the outliers must be addressed.

References:

1. Adler, M. G., and Fagley, N. S. (2005). Appreciation: individual differences in finding value and meaning as a unique predictor of subjective well-being. *J. Pers.* 73, 79–114. doi: 10.1111/j.1467-6494.2004.00305.x
2. Balzarotti, S., Biassoni, F., Villani, D., Prunas, A., and Velotti, P. (2016). Individual differences in cognitive emotion regulation: implications for subjective and psychological well-being. *J. Happiness Stud.* 17, 125–143. doi: 10.1007/s10902-014-9587-3
3. Boden, M. T., Bonn-Miller, M. O., Kashdan, T. B., Alvarez, J., and Gross, J. J. (2012). The interactive effects of emotional clarity and cognitive reappraisal in posttraumatic stress disorder. *J. Anxiety Disord.* 26, 233–238. doi: 10.1016/j.jandis.2011.11.007
4. Bono, G., and Froh, J. J. (2009). “Gratitude in school: benefits to students and schools,” in *Handbook of Positive Psychology In Schools*, eds R. Gilman, E. S. Huebner, and M. J. Furlong (New York, NY: Routledge), 77–88.
5. Brenning, K., Soenens, B., Van Petegem, S., and Vansteenkiste, M. (2015). Perceived maternal autonomy support and early adolescent emotion regulation: a longitudinal study. *Soc. Dev.* 24, 561–578. doi: 10.1111/sode.12107



6. Campos, J. J., Campos, R. G., and Barrett, K. C. (1989). Emergent themes in the study of emotional development and emotion regulation. *Dev. Psychol.* 25, 394–402. doi: 10.1037/0012-1649.25.3.394
7. Chai, X. Y., Guo, H. Y., Lin, D. H., Liu, Y., and Su, S. (2018). The emotion regulation strategies and the psychological well-being among migrant children in china: the roles of self-esteem and resilience. *J. Psychol. Sci.* 41, 71–76.
8. Chan, D. W. (2013). Subjective well-being of hong kong chinese teachers: the contribution of gratitude, forgiveness, and the orientations to happiness. *Teach. Teach. Educ.* 32, 22–30. doi: 10.1016/j.tate.2012.12.005
9. Chen, L., Yuan, J. J., and He, Y. Y. (2009). Emotion regulation strategies: cognitive reappraisal is more effective than expressive suppression. *Adv. Psychol. Sci.* 17, 730–735.
10. Chu, S. T. W., Fung, H. H., and Chu, L. (2019). Is positive affect related to meaning in life differently in younger and older adults? A time sampling study. *J. Gerontol.* 75, 2086–2094. doi: 10.1093/geronb/gbz086
11. Crumbaugh, J. C. (1973). *Everything to Gain: A Guide to Self-Fulfillment Through Logoanalysis*. Wokingham: Nelson-Hall, 58–60.
12. Cutuli, D. (2014). Cognitive reappraisal and expressive suppression strategies role in the emotion regulation: an overview on their modulatory effects and neural correlates. *Front. Syst. Neurosci.* 8:175. doi: 10.3389/fnsys.2014.00175
13. Diener, E. (1984). Subject well-being. *Psychol. Bull.* 95, 42–75.
14. Disabato, D. J., Kashdan, T. B., Short, J. L., and Jarden, A. (2017). What predicts positive life events that influence the course of depression? A longitudinal examination of gratitude and meaning in life. *Cogn. Therapy Res.* 41, 444–458. doi: 10.1007/s10608-016-9785-x
15. Dryman, M. T., and Heimberg, R. G. (2018). Emotion regulation in social anxiety and depression: a systematic review of expressive suppression and cognitive reappraisal. *Clin. Psychol. Rev.* 65, 17–42. doi: 10.1016/J.CPR.2018.07.004
16. Duan, J. H. (1996). General well-being scale for Chinese college students in the trial results and analysis. *Chinese J. Clin. Psychol.* 4, 56–57.
17. Fan, Z. Y., and Wu, Y. (2020). Relationship between parent-child relationship, loneliness and depression among the left-behind rural children: gratitude as a mediator and a moderator. *Psychol. Dev. Educ.* 36, 734–742.
18. Fazio, A. F. (1977). *A Concurrent Validation Study of the NCHS General Well-Being Schedule (Dept. of H.E.W. Publ. No HRA-78-1347)*. Hyattsville, MD: National Center for Health Statistics.



19. Fredrickson, B. L. (2001). The role of positive emotions in positive psychology-The broaden-and-build theory of positive emotions. *Am. Psychol.* 56, 218–226. doi: 10.1037//0003-066x.56.3.218
20. Fredrickson, B. L., Mancuso, R. A., Branigan, C., and Tugade, M. (2000). The undoing effect of positive emotions. *Motiv. Emot.* 24, 237–258. doi: 10.1023/a:1010796329158
21. Fu, X. L., and Zhang, K. (2021). *The Blue Book of Mental Health: Report on the Development of Chinese National Mental Health (2019-2020)*. Beijing: Social Sciences Academic Press.
22. Garnefski, N., and Kraaij, V. (2011). Relationships between cognitive emotion regulation strategies and depressive symptoms: a comparative study of five specific samples. *Pers. Individ. Diff.* 40, 1659–1669.
23. Garnefski, N., Teerds, J., Kraaij, V., Legerstee, J., and Van den Kommer, T. (2004). Cognitive emotion regulation strategies and depressive symptoms: differences between males and females. *Pers. Individ. Diff.* 36, 267–276. doi: 10.1016/S0191-8869(03)00083-7
24. Gong, L., Wang, X. Q., and Qi, X. D. (2013). Emotion regulation and life satisfaction: on mediating role of interpersonal disturbances. *J. Southwest China Norm. Univ. (Nat. Sci. Edn.)* 38, 145–149.
25. Gross, J. J. (1998a). The emerging field of emotion regulation: an integrative review. *Rev. Gen. Psychol.* 2, 271–299. doi: 10.1037/1089-2680.2.3.271
26. Gross, J. J. (1998b). Antecedent- and response-focused emotion regulation: divergent consequences for experience, expression, and physiology. *J. Pers. Soc. Psychol.* 74, 224–237.
27. Gross, J. J. (1999). Emotion regulation: past, present, future. *Cogn. Emot.* 13, 551–573. doi: 10.1080/026999399379186
28. Gross, J. J. (2001). Emotion regulation in adulthood: timing is everything. *Curr. Dir. Psychol. Sci.* 10, 214–219. doi: 10.1111/1467-8721.00152
29. Gross, J. J. (2002). Emotion regulation: affective, cognitive, and social consequences. *Psychophysiology* 39, 281–291. doi: 10.1017/S0048577201393198
30. Gross, J. J., and John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *J. Pers. Soc. Psychol.* 85, 348–362. doi: 10.1037/0022-3514.85.2.348
31. Guan, B., and Jepsen, D. M. (2020). Burnout from emotion regulation at work: the moderating role of gratitude. *Pers. Individ. Diff.* 56, 1–11. doi: 10.1016/j.paid.2019.109703
32. Haga, S. M., Kraft, P., and Corby, E. K. (2009). Emotion regulation: antecedents and well-being outcomes of cognitive reappraisal and expressive suppression in cross-cultural sample. *J. Happiness Stud.* 10, 271–291. doi: 10.1007/s10902-007-9080-3



33. Hayes, A. F. (2013). *Introduction to Mediation, Moderation, and Conditional Process Analysis. A Regression-Based Approach*. New York, NY: Guilford Press.
34. Hayes, A. F. (2015). An index and test of linear moderated mediation. *Multivariate Behav. Res.* 50, 1–22. doi: 10.1080/00273171.2014.962683
35. Heilman, R. M., Crisan, L. G., Houser, D., Miclea, M., and Miu, A. C. (2010). Emotion regulation and decision making under risk and uncertainty. *Emotion* 10, 257–265. doi: 10.1037/a0018489
36. Hicks, J. A., Trent, J., Davis, W. E., and King, L. A. (2012). Positive affect, meaning in life, and future time perspective: an application of socioemotional selectivity theory. *Psychol. Aging* 27, 181–189. doi: 10.1037/a0023965
37. Huang, M. E., and Guo, D. J. (2002). Divergent consequences of antecedent-and response - focused emotion regulation. *Acta Psychol. Sin.* 34, 371–380. doi: 10.1037//0022-3514.74.1.224
38. Hughes, E. K., Gullone, E., and Watson, S. D. (2011). Emotional functioning in children and adolescents with elevated depressive symptoms. *J. Psychopathol. Behav. Assessment* 33, 335–345. doi: 10.1007/s10862-011-9220-2
39. Jin, Y. C., He, M. C., and Li, J. Y. (2016). The relationship between meaning in life and subjective well-being in China: a meta-analysis. *Adv. Psychol. Sci.* 24, 1854–1863.
40. Julian, F. T., and Richard, D. L. (2000). A model of neurovisceral integration in emotion regulation and dysregulation. *J. Affect. Disord.* 61, 201–216. doi: 10.1016/S0165-0327(00)00338-4