

**The Relationship Between Emotional Regulation, Assertiveness, And Susceptibility
To Emotional Contagion Among Homemaker And Employed Women**

Dissertation submitted in partial fulfilment of the requirements for the award of

Bachelor of Science in Psychology

By

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CERTIFICATE

This is to certify that the dissertation entitled, “ The Relationship Between Emotional Regulation, Assertiveness, And Susceptibility To Emotional Contagion Among Home Maker And Employed Women”, is a bonafide record submitted by Joan Joshy, Reg.no.SB20PSY033, of St. Teresa’s College, Ernakulam under the supervision and guidance of Ms. Faculty name and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title or recognition before.

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I, Joan Joshy, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Sara Sunny, Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

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Abstract

Assertiveness is the ability of the individual to express their feelings and needs directly while maintaining a respectful behaviour to others. There are many studies indicating a positive relationship of assertiveness to emotional regulation. Emotion regulation is the processes by which we influence which emotions we have, when we have them, and how we experience and express them. While various studies state the positive relation between assertiveness and emotional regulation other studies point out the negative relation of emotion regulation and susceptibility to emotional contagion. Emotional contagion is the tendency to automatically mimic and synchronize expressions, vocalizations, postures, and movements with those of another person's and, consequently, to converge emotionally. The present study was conducted to understand the relationship between assertiveness, emotion regulation and susceptibility to emotional contagion among homemakers and employed women. There was a total of 213 participants, of which 112 were homemakers and 101 were employed women. the study was conducted by circulating questionnaires through an online platform. Correlation analysis by Spearman's Correlation Coefficient and comparison of the population by Mann-Whitney U test confirmed that there is a significant relationship between assertiveness and susceptibility to emotional contagion, there is significant difference in assertiveness of homemakers and employed women, and that there is significant difference on susceptibility to emotional contagion among homemakers and employed women.

Key Words: Assertiveness, Emotional Regulation, Susceptibility To Emotional Contagion, Homemakers, Employed Women

CHAPTER 1

INTRODUCTION

In the modern world as women are breaking away from conventional subservient roles and perceived stereotypes, it is becoming increasingly clear that they must be assertive. Individuals with assertiveness can express their feelings and needs directly while remaining respectful to others. There are numerous factors that influence an individual's assertiveness; however, recent research suggests that there is a strong positive relationship between emotional regulation and assertiveness.

while emotional regulation has positive relation with assertiveness, it inversely related to emotional contagion. There are a few studies which suggest that women are more vulnerable to emotional contagion, this may be related to their lack of assertiveness. It is because emotional regulation is a protective factor against emotional contagion, it logically follows that emotional contagion may be negatively related to assertiveness.

Emotional contagion

In simple words, emotions are regarded as simple feelings of positive or negative pleasure and arousal. While in a more elaborate description, emotions are considered as a complex and organized family under a meaningful hierarchy. Emotions are instinctive during any social interaction there will be always some emotion exposure. When someone smiles at us, the natural reaction is to smile back to align with the emotion of the other person. Instinctively, humans tend to align with the emotional states they perceive during interactions. Evidence suggests that emotions can be contagious and cause mind and body arousal. Emotional contagion can be reflected in showing a similar facial, vocal, or postural expression, as well as similar neurophysiological and neurological reactions toward the interacting party. As a response to emotional contagion, individuals seem to show behavioural, attentional, and emotional synchrony.

It has long been noted that emotions appear to be contagious. Some theorists have attributed the phenomenon to occult processes, projection, fantasy and learning while others have proposed self-perception processes, wherein individuals infer their emotional state from their own emotional expressions and behaviours and from the expressions and behaviours of others. Early research on emotional contagion emphasized its basis in person-to-person contact and mimicry, including of others' nonverbal cues such as tone of voice, gestures, and facial expressions (Hatfield, Cacioppo, & Rapson, 1993).

There's been another research that has found that such mimicry comes unconsciously to humans and other social creatures centered partly on the existence of "mirror neurons" in our cerebral cortex .

Mirror neurons were first discovered in the 1990s. Italian neuroscientists Ferrari & Rizzolatti confirmed that the same neurons fired on monkey's brain when the monkey grabbed an object as when they observed another monkey grab the object. Similar mirroring processes occur between humans.

Elaine Hatfield in 1993 was the first to stipulate the emotional contagion theory, and they described emotional contagion as "the tendency to automatically mimic and synchronize expressions, vocalizations, postures, and movements with those of another person's and, consequently, to converge emotionally."

Theoretically emotions can be caught in several ways. Early investigators proposed that conscious reasoning, analysis, and imagination accounted for the phenomenon. However, it was seen that some forms of primitive emotional contagion are far more subtle, automatic, and ubiquitous than previous theorists have supposed. There is considerable evidence, in support of the following propositions:

I. Mimicry Proposition:

In conversation, people automatically and continuously mimic and synchronize their movements with the facial expressions, voices, postures, movements, and instrumental behaviours of others. Scientists have long observed that people have a tendency to mimic the emotional expressions of others. In 1759, Adam Smith stated that as people envision themselves in another's position, they exhibit "motor mimicry." He felt that such imitation was "almost a reflex." Later, Theodor Lipps proposed that the conscious empathy can be attributed to the instinctive "motor mimicry" of another person's expressions of affect.

A. Facial Mimicry

People's faces often mirror the facial expressions of those around them has been well documented. Neuroscientists and social psychophysicists, have found that people's cognitive responses and facial expressions tend to reflect the most subtle of moment-to-moment changes in emotional expressions of those they observe. This motor mimicry is often so swift and so subtle that it produces no observable change in facial expression

Lars-Olov Lundqvist recorded Swedish college students' facial EMG activity as they studied photographs of target persons who displayed happy, sad, angry, fearful, surprised, and disgusted facial expressions. He found that different target faces conjured very different EMG response patterns.

B. Vocal Mimicry

People have also been shown to mimic and synchronize vocal expressions. Various people prefer different interaction tempos. When partners interact, if things are to go well, their speech cycles should become mutually attuned. There is a good deal of evidence within the controlled interview settings providing support for interspeaker influence in speech rates, utterance durations, and latency of response.

C. Postural Mimicry

Mimicry People have also been found to mimic and synchronizing their postures and movements, but the process is very complex and fast. William Condon and W. D. Ogston found that university students could synchronize their actions within 21 milliseconds. Mark Davis argues that micro synchrony mediated by the brain structures at different levels of the neuraxis and is either “something you've got or something you don't”; there is no way that one can intentionally “do” it”.

In sum, there is significant evidence that people are capable of automatically mimicking their faces, vocal creations, postures, and movements with those around them. They do this with astonishing rapidity, automatically mimicking/synchronizing an amazing number of emotional characteristics in one moment.

II. Feedback Proposition 2:

Individual's emotional experience is affected, moment-to moment by the activation and/or feedback from facial, vocal, postural, and movement mimicry. Theoretically, an individual's emotional experience could be influenced by: (1) the central nervous system commands that direct such mimicry/synchrony in the first place; (2) the afferent feedback from such facial, verbal, or postural mimicry/synchrony; or (3) conscious self-perception processes, wherein individuals make inferences about their own emotional states on the basis of their own expressive behaviour. Given the functional redundancy that exists across levels of the neuraxis, all three processes may operate to ensure that emotional experience is shaped by facial, vocal, and postural mimicry/synchrony, and expression. Recent reviews of the literature tend to agree that emotions are tempered to some extent by facial, vocal, and postural feedback.

A. Facial Feedback

Darwin argued that emotional experience should be profoundly affected by feedback from the facial muscles: The free expression by outward signs of an emotion intensifies it. Meanwhile, the repression, as much as possible of all outward signs, softens our emotions.

Researchers have tested the facial feedback hypothesis, by using a variety of strategies to induce participants to adopt emotional facial expressions. First, they sometimes simply ask participants to exaggerate or to try to hide any emotional reactions they might have. Second, they sometimes try to “trick” participants into adopting various facial expressions. Third, they sometimes arrange things so participants will unconsciously mimic the emotional facial expressions of others. In all three types of experiments, the emotional experiences of people tend to be affected by the facial expressions they adopt.

Paul Ekman and his colleagues in 1983 have argued that both emotional experience and autonomic nervous system activity are affected by facial feedback. They asked people to produce six emotions—surprise, disgust, sadness, anger, fear, and happiness. They were to do this either by reliving times when they had experienced such emotions or by arranging their facial muscles in appropriate poses. The authors found that the act of reliving emotional experiences or flexing facial muscles into characteristic emotional expressions produced effects on the ANS that would normally accompany such emotions. Thus, facial expressions seemed to be capable of generating appropriate ANS arousal.

B. Vocal Feedback

There's also an array of evidence to support the claim that the subjective emotional experience is affected, moment-to-moment, by the activation and/or feedback from vocal mimicry. Elaine Hatfield and her colleagues in 1995 performed a series of tests designed to test the vocal feedback supposition. Participants were led to private rooms, where the experimenter gave them a cassette tape containing one of six sound motifs (joy,

love/tenderness, sadness, fear, anger, or a neutral control pattern). Communication researchers have documented that the basic emotions are linked with specific patterns of intonation, vocal quality, rhythm, and pausing. In the study by Hatfield and her colleagues, the first five tapes were designed to possess the sound patterns corresponding to their respective emotions.

Participants were asked to reproduce the sounds as accurately as possible into a telephone. Results revealed that participants' emotions were intensely affected in the predicted ways from the specific sounds participants produced. This experiment therefore provided further support for the vocal feedback hypothesis.

C. Postural Feedback

Finally, there is some evidence suggesting that emotions are shaped by feedback from posture and movement. Emotional memory stores our past experiences. Stanislavski suggested that we may relive emotions any time we are involved in a range of small actions that were once associated with these emotions. There exists an array of evidence supporting the claim that subjective emotional experience is affected, moment-to-moment, by activating and/or feedback from facial, vocal, postural, and the movement mimicry.

III. Contagion Proposition 3:

Consequently, people tend, from moment-to moment, to "catch" others' emotions. Recent discoveries in neuroscience have provided some insight into why people so readily "catch" the emotions of others and why it is so easy to empathize with other people's thoughts, emotions, and behaviours.

Neuroscientists suggest that certain neurons provide a direct link between perception and action. neurons (mirror neurons), fire when a specific type of action occurs and when primates observe another animal doing the same kind of action. Scientists suggest that such brain structures might represent emotional contagion and empathy displayed in primates,

including humans. Lackemore and Frith (2003) claimed that the imagining, observing, or in any way preparing to perform an action stimulates the same motor program that is used to perform that same action. They examine a great deal of recent research demonstrating that, in humans, 12 several brain regions are activated both during action generation and during the observation of others' actions.

Emotion Regulation

Emotion regulation is the processes by which we influence which emotions we have, when we have them, and how we experience and express them. Due to emotions being multicomponential processes that unfold over time, emotion regulation requires changes in "emotion dynamics". Emotion regulation also involves changes in the way response components are interrelated as the emotion unfolds, such as when increases in physiological responding occur in the absence of overt behaviour.

Emotions can be experienced as positive or negative, fleeting or more prolonged, and at various levels of intensity, from the very weak to the very strong. These qualities of emotions led to the modal model of emotion which consists of four steps or events in emotional response generation: (1) situation, (2) attention, (3) appraisal, and (4) response. According to the model, a psychologically relevant (external or internal) situation attracts our attention and gives rise to a process of situation appraisal.

Following situation appraisal, an emotional response may be generated. This emotional response can cause a change in, the original situation. This new situation may warrant a different emotional response, which may again influence the situation. Therefore, emotions are constantly moderating the situation in which we find ourselves, causing us to reappraise and respond to the situation as it develops.

Gross has proposed that differing strategies for emotional regulation can take place at five points along the chain of events constituting the model of emotion. These strategies can

be classified as antecedent focused or response focused, dependent upon stage of the emotion generation process at which they are employed. Antecedent-focused strategies have maximum impact prior to emotional response generation; response-focused strategies are of most use after emotional response generation. Of these five strategies, four constitute antecedent-focused strategies; situation selection, situation modification, attentional deployment, and cognitive change, and one response-focused strategy namely response modulation.

Neurobiology of Emotion Regulation

Various anatomical regions have been identified as crucial to emotion and emotion regulation, including the limbic system, some of the main structures involved in the emotion regulatory process, are orbital prefrontal cortex (OPFC), the amygdala, and the anterior cingulate cortex (ACC). The OPFC functions as a link between the cognitive analysis of complex social events that occur in cerebral cortex, with emotional reactions mediated by the amygdala and the autonomic nervous system. It was also proposed that inputs to the amygdala from areas of the prefrontal cortex (PFC) are also involved in an attenuation of the amygdala's emotional responses. This suggestion is in accordance with the extensive interconnections of the PFC with cortical and sub-cortical regions, Such interconnections allow for an expanded role of the PFC in the regulation of emotional states.

Assertiveness

The notion "assertiveness" comes from the english word "to assert" - to insist. In a simple understanding, it symbolizes the person's ability to "stand one's ground" and defend one's point of view.

Kapponi and Novak and Salter consider assertiveness as a personal trait which can be described as autonomy, independence from outside influences and assessments, the ability to independently regulate one's own behaviour. Assertive personality is characterized by

orientation to the events of real life, where the past and the future make sense; independence of values and behaviour from the outside influences; the ability to freely form one's own opinion about life; freedom of expression of personal potentials, openness; faith in oneself and trust in others.

Traditionally, assertiveness was framed as vital for personal and relational well-being. Systematic examination of assertiveness began in the late 1940s and 1950s when psychologists hypothesized some mental illness might be caused by uncertainty (nonassertiveness) and resistance or inability to express ideas and feelings freely. Subsequently, non-assertiveness was associated with anxiety and shyness. Individuals that scored low on assertiveness scales were commonly more anxious and quieter; individuals scoring high on assertiveness were more talkative, precise, and remembered by others. According to Stein and Book (2011), assertiveness consists of three main components: the capacity to express feelings, the capacity to clearly express beliefs and thoughts, the capacity to protect one's personal rights.

Need and Significance of the study.

There have been many studies conducted indicating that women tend to be less assertive than men. In the study conducted by F. Y. Baktash, Dr. S. Y. Maktouf (2022) where they tried to identify assertive behaviour according to the gender variable found that there was a statistically significant difference between males and females in the level of assertive behaviour in favour of males.

As women move away from traditional subservient roles and perceived stereotypes it is increasingly being recognised that women need to behave in an assertive manner.

Assertiveness is the ability of the individual to express their feelings and needs directly while maintaining a respectful behaviour to others. There are many factors that affect the assertiveness of an individual, recently there has been researches such as R. I. Sari and A. B.

Priyambodo (2022), F. Y. Baktash, Dr. S. Y. Maktouf (2022) and B. Allahyari, and H. Jenaabadi (2015) whose findings suggest that there is a strong positive relation between emotional regulation and assertiveness.

A study conducted by M. Singelis, E. Hatfield and J. Hebbto (2016) revealed that women in a variety of occupations secured higher total Emotional Contagion scores than men did. This suggested that women are more prone to emotional contagion which may indirectly indicate their low assertiveness. Emotional regulation being a protective factor against emotional contagion correspondingly indicates that emotional contagion might be negatively related to assertiveness.

As the world is moving towards a gender equal society, there is more and more participation of women in the labour force. Assertiveness is important to fostering meaningful workplace relationships. It is often expressed in skills and abilities that facilitate flexible and rapid adaptation to new conditions of the situation. It includes an adequate assessment of the situation, the manifestation of flexible thinking in solving problematic situations, empathetic acceptance of oneself and others, confident behaviour and the manifestation of relations based on trust.

Even though there is an increase in independence and confidence in women, there are still many who are stuck to their traditional roles. These women are more prone to emotional contagion. This may lead to a dysregulation of their emotions which may manifest in as deficits in the ability to adaptively cope with challenging emotions, which in turn leads to a variety of psychopathological symptoms.

Thus this research strives to find out the relationship between assertiveness, emotional regulation, and susceptibility to emotional contagion in homemakers and employed women. Consequently if there is a relationship between these variable, measures can be taken to increase the assertiveness in women by using the mediating effect of other two variables.

CHAPTER 2

REVIEW OF LITERATURE

In recent years, various researches have been conducted on the variables assertiveness, emotional regulation and susceptibility to emotional contagion involving women. S. P. Agarwal, G. Gawali and D. Puranik (2022) observed that men were high on catching and experiencing the emotions of others as compared to women. F. Y. Baktash, Dr. S. Y. Maktouf (2022) in their study found that there was a statistically significant difference between males and females in the level of assertive behaviour in favour of males and a positive statistically significant correlation between the strategies of cognitive emotional regulation and assertive behaviour. H.Khalooei , H.Khaloei , M.Khaloei (2022) conducted a study to investigate the mediating role of student–sports teacher relationship quality in the relation between emotional self-regulation and assertiveness from which it was seen that emotional self-regulation had positive effects on assertiveness by mediating the role of student–sports teacher relationship quality. R. I. Sari and A. B. Priyambodo (2022), conducted a research to determine the relationship between emotion regulation and assertiveness in students. Their findings suggested that there was a substantial positive relationship between emotion regulation and assertiveness. S. González-Yubero, S. Lázaro-Visa and R. Palomera (2021) conducted a research which revealed that emotional perception, emotional facilitation, emotional clarity, emotional repair, active coping style, and assertiveness were inversely and significantly associated with cannabis use behaviours. F. Shouhani, Z. Mihandoost, S. Mami (2021) carried out a study which revealed that assertiveness and stress management training was effective on selfregulation and resilience building. A study conducted by M. Ahmadi, M. Ghasemi, M.S. Ahmadi (2021) demonstrated that both assertiveness and emotion regulation training programs increased resilience and reduced clinical signs of generalized anxiety disorder in the experimental groups. Moyi Jia and J. Cheng (2020) revealed that female

supervisors' use of gesture has a stronger effect on subordinate perception of emotional support and emotion work than male supervisors

T. H. Wibowo and A. Afdal (2020) conducted research from which the findings indicate that assertive behavior of students as a whole is in the moderate category with assertive behavior of male students being higher than female students. P. Kashizade, H. H. Rshidi , and K. K. Moghadam (2020) from their study discovered that emotion regulation training can be used as an effective intervention method to improve the selfperception and assertiveness of students with learning disabilities. J. M. Antúnez (2020) conducted a study which showed that evening-type individuals exhibited a higher tendency to support maladaptive beliefs about thinking itself as well as a lesser propensity to reappraise a potentially emotion eliciting situations to modify its meaning and its emotional impact and to exert their rights respectfully. A. Prikhidko, H. Long and M.G. Wheaton (2020) in their study discovered that Susceptibility to DEC significantly increased the impact of stress on parental burnout and a higher level of ER buffered the relationship between emotion contagion and anxiety. T. Hentschel, M. E. Heilman and C. V. Peus (2019) studied that stereotypes about communality persist and were equally prevalent for male and female raters. Male raters generally described women as being less agentic than men and as less agentic than female raters described them. P. Borthakur and Sudhesh N.T (2019) conducted a study which revealed that there is a statistically substantial positive relationship between emotional regulation and peer relationship, but there is no significant relationship between emotional regulation and assertiveness. Gender differences is seen in peer relationship and assertiveness and male adolescents are seen to be more assertive and having better peer relationship than female adolescents in the study. B. Kuang, S. Peng, X. Xie and Ping Hu (2019) revealed that emotion regulation mediated the relation between emotional contagion and mood state: positive emotional contagion increased positive mood state and decreased negative mood

state by the mediated role of reappraisal, negative emotional contagion decreased positive contagion and increased negative mood state by the inconsistent mediated role of reappraisal; negative contagion increased negative mood state by the mediated role of suppression. It was also established that there is both universality and cultural specificity in the relations among emotional contagion, emotion regulation, and mood state. L. Petitta , T. M. Probst , V. Ghezzi , C. Barbaranelli (2019) in their study discovered that emotional contagion of anger positively predicted cognitive failures, whereas emotional contagion of joy negatively predicted cognitive failures. Furthermore, cognitive failures positively predicted experienced accidents and fully mediated the relationship between contagion of joy/anger and experienced accidents. M. Razmjouyi, Z. Refahi, and N. Sohrabi (2017) in a study proved the mediating role of the variable of “assertiveness” for cognitive emotion regulation and marital adjustment. Cognitive positive and negative emotional regulation through self-assertiveness has both direct and indirect effects on the marital adjustment. Self-assertiveness also has a major mediating role for cognitive emotion regulation and marital adjustment. A study was designed by R. W. Doherty, L. Orimoto, T. M. Singelis, E. Hatfield and J. Hebbto (2016) revealed that women in a variety of occupations secured higher total EC scores than men did. B. Allahyari, and H. Jenaabadi (2015) conducted a study which revealed that all subscales of emotional self-regulation were significantly related to assertiveness and selfassertion. The results also showed that empathic imagery increased contagion vs. the control, while dissociation and reflection decreased contagion. P.K. Bender , M.L. Reinholdt-Dunne , B.H. Esbjørn , F. Pons (2012) studied that girls experience more anxiety and greater difficulties regulating their negative emotions than boys, and emotion dysregulation has a significant impact on anxiety. Emotion dysregulation is more predictive of anxiety in girls than in boys

Research Gap:

In the current research, the relationship between assertiveness, emotional regulation and emotional contagion among homemakers and employed women will be found. The research differs from prior researchers because of the sample that is taken, the variables that are used, and the place where study is conducted. The variables that is used in the study has also been under-researched for this specific population.

CHAPTER 3

METHODOLOGY

Aim:

To study the relationship between emotional regulation, assertiveness, and susceptibility to emotional contagion among home maker and employed women.

Research question:

Whether there is a relationship between emotional regulation, assertiveness and susceptibility to emotional contagion and to find if there is a difference in the value of these variables with different populations such as homemaker and employed women?

Objectives:

- To study the relationship between assertiveness and susceptibility to emotional contagion
- To study the relationship between Assertiveness and emotional regulation
- To study the relationship between emotional regulation and susceptibility to emotional contagion
- To compare the assertiveness among homemakers and employed women.
- To compare the susceptibility to emotional contagion among homemakers and employed women.
- To compare the emotional regulation among homemakers and employed women.

Hypothesis:

H1: There is a significant relationship between assertiveness and susceptibility to emotional contagion.

H2: There is significant relationship between Assertiveness and emotional regulation.

H3: There is significant relationship between emotional regulation and susceptibility to emotional contagion.

H4: There is significant difference in assertiveness of homemakers and employed women.

H5: There is significant difference on the emotional regulation of homemakers and employed women.

H6: There is significant difference on susceptibility to emotional contagion among homemakers and employed women.

Research design:

Correlational research design

Operational definition:

Emotion regulation is defined as “the activation of a goal to modify an unfolding emotional response”. (Gross, 2015)

Assertiveness is operationally defined as the total the score obtained by the participant in the 30 item Rathus Assertiveness Schedule (RAS) developed by Spencer Rathus

Emotional contagion is defined as a tendency to automatically mimic and synchronize expressions, vocalizations, postures, and movements with those of another person's and, consequently, to converge emotionally. (Hatfield, Cacioppo, & Rapson)

Population:

The population of the study is female adults from Kerala

Sample:

The sample used in this study are females of the age 35-55.

Sampling design:

The sampling technique used is purposive sampling.

Inclusion criteria

- Individual who are of age between 35-55
- Individuals who are of Indian origin
- Homemakers and employed women.

Exclusion criteria:

- Individuals who are unable to read and write (illiterate)
- Individuals who have serious injury or have serious mental disorder.
- Individuals who have intellectual disability

Tools used for data collection:

Rathus Assertiveness Schedule (RAS):- The Rathus Assertiveness Schedule (RAS) was constructed to measure a person's level of assertiveness. The scale includes 30 items in total, with items scored from very characteristic of me to very uncharacteristic. There are 17 items that require inverting the sign, and then the items' scores are added up. High positive scores imply high assertiveness while high negative scores indicate the opposite.

Test-retest reliability was established over a two month period $r = .78$, Split-half reliability was calculated to be $.77$ and The congruent validity of Rathus Assertiveness Schedule (RAS) was significantly related to the six Class I scales of the California Psychological Inventory (CPI).

Perth Emotion Regulation Competency Inventory : The PERCI is a 32 item self-report measure of people's capability to regulate their own emotions. The PERCI functions eight subscales designed to assess different aspects of emotion regulation ability. Four subscales meet regulation of negative emotions, and four meet regulation of positive emotions. PERCI scores is interpreted in the following way, -higher scores indicate a higher level of emotion regulation difficulties.

Validity and reliability -PERCI performed well on every indicator of validity and reliability that was tested.

Emotional Contagion Scale: The Emotional Contagion Scale is a 15-item index that aims to measure individual differences in susceptibility to catching the emotions of other individuals. It examines mimetic tendency to five basic emotions (love, happiness, fear,

anger, and sadness). Reliability of positive subscale is Cronbach's $\alpha = .82$ and reliability of negative subscale - Cronbach's $\alpha = .80$

Table 1

Indicates the reliability of instruments obtained in the sample

Sl No	Instruments	Cronbach's α
1	Rathus Assertiveness Schedule (RAS)	.637
2	Perth Emotion Regulation Competency Inventory	.907
3	Emotional Contagion Scale	.866

Procedure:

The study was conducted by circulating Google forms through the online platform. The following Google form was prepared by combining questionnaires for assertiveness, emotional regulation and susceptibility to emotional contagion. In the Google forms, preceding the questionnaire was a consent form which was collected from the participant. Data was collected from 213 female participants including 112 homemakers and 101 employed women. The participant was ensured of their privacy and the confidentiality of data. The collected data was then imported to SPSS software in which the analysis was carried out.

Data analysis:

The data collected from the participants will be analysed using SPSS software (Statistical Package for the Social Sciences) which is a Software that is widely used as a Statistical Analytic Tool. The normality of the sample was tested using Kolmogorov-Smirnov test. As the population has a weak normal distribution, the correlation of the data was

measured using Spearman's Correlation Coefficient and the comparison of the data obtained was measured using Mann-Whitney Test.

Table 2

Tests of Normality-Kolmogorov-Smirnova

	Sig.
Assertiveness	.058
Emotional Regulation	<.001
Susceptibility to Emotional Contagion	<.001

Ethical considerations:

- Full consent was obtained from the participants prior to the study.
- Protection of the privacy of research participants was ensured.
- Adequate level of confidentiality of the research data was ensured.
- Any deception or exaggeration about the aims and objectives of the research was avoided.
- Any type of misleading information, as well as representation of primary data findings in a biased way was avoided.

CHAPTER 4

RESULT AND DISCUSSION

The chief objective of the current study was to find the relationship between assertiveness, emotional regulation, and susceptibility to emotional contagion and to analyse these variables in different populations. The data was collected from a total of 213 participants on which the analysis was conducted. The correlation of the data was analysed using Spearman's Correlation Coefficient and the comparison of the data among the two population was done using Mann-Whitney U Test

Table 3

Indicates the descriptive statistics of the variables assertiveness, emotional regulation and susceptibility to emotional contagion

	Mean	Std.deviation
Assertiveness	103.40	11.738
Emotional Regulation	125.68	25.127
Susceptibility To Emotional Contagion	44.96	7.708

The mean and standard of the variable assertiveness are 103.40 and 11.738 respectively. The mean and standard of the variable emotional regulation are 125.68 and 25.127 respectively. The mean and standard of the variable susceptibility to emotional contagion are 44.96 and 7.708 respectively.

Table 4

Indicate the correlation between assertiveness and susceptibility to emotional contagion.

	Susceptibility To Emotional Contagion
Assertiveness	-.139*

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

According to spearman's correlation analysis in table 4, there is a significant correlation between the variable's assertiveness and susceptibility to emotional contagion. The correlation was found to be negative. The significance level is at $\alpha=0.05$. Here the p value is less than 0.05. The values obtained from spearman's correlation also show that there is a some correlation between the two variables, which means that even though there is some tendency for two variables to be inversely related, the relationship is not very strong.

From the above table it can be understood that while taking the current population into consideration, when the resulting level of assertiveness increases, the level of susceptibility to emotional contagion decreases. This indicates that degree of assertiveness and susceptibility is inversely related to each other. Hence the hypothesis, there is a significant relationship between assertiveness and susceptibility to emotional contagion is accepted.

This negative correlation may be because of tendency of assertive individuals to be less swayed by others opinions and be more firm in their beliefs. Studies have suggested that assertive people are more able to effectively manage their emotions, this may act buffer towards emotional contagion. This means that when individuals become more assertive, they tend to be less affected and manipulated by external emotions.

Table 5

Indicate the correlation between assertiveness and emotional regulation.

	Emotional regulation
Assertiveness	.057

According to the analysis conducted on the data obtained using the Spearman's correlation coefficient, it was found that there is no significant correlation between the variables, assertiveness, and emotional regulation. This is because the p value of the study is greater than that of significance level which is 0.05. The values obtained from the Spearman's correlation indicate that even though statistically insignificant, there is a positive relationship between the variables. This positive relationship occurs because the questionnaire which is used to measure emotional regulation has indicated that the higher the individual scores the more difficult it is for him or her to regulate his or her emotional. This indicates that the population has a positive correlation between difficulties in emotional regulation and assertiveness and therefore a negative correlation between emotional regulation and assertiveness. Values also suggest that there is a weak correlation between these two variables. This means that even though both the variables are related, the relation may not be as strong as to completely influence one another. This may be because in the Indian culture women are brought up in a patriarchal society where they are forced to constantly regulate their emotions while and the same reprimanded when they exhibit any kind of assertive behaviour.

Since the value from the table above show that there is no significant relation between the variables assertiveness and emotional regulation, it indicates the rejection of the hypothesis, there is significant relationship between Assertiveness and emotional regulation.

While there are many contradictory studies such as studies conducted by R. I. Sari and A. B. Priyambodo (2022), F. Y. Baktash, Dr. S. Y. Maktouf (2022) and B. Allahyari, and H. Jenaabadi (2015) where their findings suggested that there is a strong positive correlation between the assertiveness and emotional regulation, this may be due to the variances in the culture and the population that is taken.

There is one another study that is in support of the results obtained. The study was conducted by P. Borthakur and Sudhesh N.T in the year 2019 which revealed that there is a statistically substantial positive relationship between emotional regulation and peer relationship, but there is no significant relationship between emotional regulation and assertiveness.

Table 6

Indicate the relationship between emotional regulation and susceptibility to emotional contagion.

	Susceptibility To Emotional Contagion
Emotional Regulation	.128

According to the analysis conducted on the data obtained using the Spearman's correlation coefficient, it was found that there is no significant correlation between the variables, emotional regulation and susceptibility to emotional contagion. This is because the p value of the study is greater than that of significance level which is 0.05. The values

obtained from the Spearman’s correlation indicate that even though statistically insignificant, there is a positive relationship between the variables. This positive relationship occurs because the questionnaire which is used to measure emotional regulation has indicated that the higher the individual scores the more difficult it is for him or her to regulate his or her emotional. This indicates that the population has a positive correlation between difficulties in emotional regulation and susceptibility to emotional contagion and therefor a negative correlation between emotional regulation and susceptibility to emotional contagion. Values also suggest that there is a weak correlation between these two variables which that even though it has some relationship, it is not strong enough to completely effect one another.

Since the value from the table above show that there is no significant relation between the variables emotional regulation and susceptibility to emotional contagion, it indicates rejection the hypothesis, there is significant relationship between emotional regulation and susceptibility to emotional contagion.

This may be because in the Indian culture women are brought up in a patriarchal society where they are forced to constantly regulate their emotions. Even if these women are susceptible to emotional contagion they are constantly compelled to regulate their emotions.

Table 7

Indicate the result of Mann Whitney U test comparing the difference in assertiveness among homemakers and employed women.

Employment Status	Sig	N	Mean Rank	U	Z
Homemaker	<0.001	112	91.81	3954.500	-3.791
Employed		101	123.85		

According to the result of Mann Whitney U test comparing the difference in assertiveness among homemakers and employed women, it is found that there is a significant difference in assertiveness among homemakers and employed women. This is because the significance found in the study is lesser than the level of significance which is 0.05.

The values from the table suggest that there is a significant difference between the two population regarding assertiveness. Thus, indicating acceptance of the hypothesis, There is significant difference in assertiveness of homemakers and employed women.

From the comparison of the data obtained it is seen that the assertiveness in homemaker women is significantly lower than that of employed women. This may be because working women are more encouraged and motivated to voice their opinion and be firm in their beliefs. They may be more competitive with their colleagues than that of homemakers.

Table 8

Indicate the result of Mann Whitney U test comparing the difference in emotional regulation among homemakers and employed women.

Employment Status	Sig	N	Mean Rank	U	Z
Homemaker	.219	112	102.07	5103.500	-1.230
Employed		101	112.47		

According to the result of Mann Whitney U test comparing the difference in emotional regulation among homemakers and employed women, it is found that there is no significant difference in emotional regulation among homemakers and employed women. This is

because the significance found in the study is greater than the level of significance which is 0.05.

It is seen that from the values obtained from the table above, the emotional regulation among homemakers is greater than among employed women. The values also suggest that the difference between the two population regarding emotional regulation is small and is of no significance. Thus, rejecting the hypothesis, there is significant difference on the emotional regulation of homemakers and employed women.

These results may be due the influence of external factors such as culture, education, personality etc.

Table 9

Indicate the result of Mann Whitney U test comparing the difference in susceptibility to emotional contagion among homemakers and employed women.

Employment Status	Sig	N	Mean Rank	U	Z
Homemaker		112	117.46		
	.009			4484.500	-2.612
Employed		101	95.40		

According to the result of Mann Whitney U test comparing the difference in susceptibility to emotional contagion among homemakers and employed women, it is found that there is a significant difference in susceptibility to emotional contagion among homemakers and employed women. This is because the significance found in the study is greater than the level of significance which is 0.05.

The values in the table indicate that the difference in population regarding susceptibility to emotional contagion is high. This suggests the acceptance of hypothesis, there is significant difference on susceptibility to emotional contagion among homemakers and employed women.

It can be inferred from the values obtained that susceptibility to emotional contagion greater among homemakers than among employed women. This may be because homemakers are more passive and attentive to others emotions that working women who tend to be more assertive and firm in their opinions without getting swayed.

CHAPTER 5

CONCLUSION

The present study was conducted to understand the relationship between assertiveness, emotional regulation, and susceptibility to emotional contagion among homemakers and employed women. The data was collected from a total of 213 participants of which 112 were homemakers and 101 were employed women. After the data was collected, the correlation between the variables was analysed using Spearman's correlation coefficient and the comparison of the population was measured using Mann Whitney U test.

The findings of the study are as follows:

- There is a significant relationship between assertiveness and susceptibility to emotional contagion.
- There is no significant relationship between Assertiveness and emotional regulation.
- There is no significant relationship between emotional regulation and susceptibility to emotional contagion.
- There is significant difference in assertiveness of homemakers and employed women.
- There is no significant difference on the emotional regulation of homemakers and employed women.
- There is significant difference on susceptibility to emotional contagion among homemakers and employed women.

Implications:

- The study conducted was able to bring about greater understanding of the relationship between assertiveness, emotional regulation, and susceptibility to emotional contagion.

- It was also able to provide a greater insight on the assertiveness level, emotional regulation level and the susceptibility to emotional contagion in homemaker and employed women
- It also brings focus on the possibility of increasing assertiveness in women through the mediating role of emotional regulation and susceptibility to emotional contagion.

Limitations:

- The present study being a correlation study does not give further insight to the causal effects one variable has on another
- The participant may be affected by external factors such social desirability and fatigue after completing the three questionnaires
- The participant may also not react in the same manner when confronting situations that are mentioned in the questionnaire

Suggestions for future studies:

- There are not many studies conducted on the relationship between the variables assertiveness and susceptibility to emotional contagion
- Further studies can also be conducted on the population homemakers and employed women.
- A longitudinal study can be performed on the variables to understand the cause and effect of their relationship on the population.

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APPENDIX A

Hello!

I am Joan Joshy, 3rd year BSc psychology student at St Teresa's College, Ernakulam. I'm conducting a study to understand the **Relationship between Susceptibility to Emotional Contagion, Emotional Regulation and Assertiveness** as a part of my final year research.

Kindly fill the form if you are a female that belong to the age group of 35-55 years.

In the following survey you will be asked to fill out a series of questions relating to emotional contagion, emotional regulation and assertiveness. This form consists of three questionnaires. **Please do note that there is no right or wrong answers, hence do provide your sincere answers.** All data will be kept anonymous and will only be used for academic purposes. This survey will take no longer than 15 minutes.

I would appreciate it if you could take some time to fill out this form as it will surely help in the completion of my research. However, your participation in this research is completely voluntary and you may stop participating at any time, for any reason, if you decide.

If you have any queries, you may contact me at **joanjoshi7@gamil.com**

Thanking you in advance

By clicking on 'I Agree'

- 1) You have read the above description of the study.
- 2) You are a female in the 35-55 age group
- 3) You have freely consented to participate in this study
 - o I agree to participate in this study.
 - o I disagree to participate in this study.

Sociodemographic Data

Please fill in your details

Name (Initials):

Age:

- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50
- 51
- 52
- 53
- 54
- 55

Employment Status:

- Employed
- Unemployed

Marital Status:

- Single
- Married
- Separated

APPENDIX B

Indicate how well each item describes you by using this code:

6 very much like me

5 rather like me

4 slightly like me

3 slightly unlike me

2 rather unlike me

1 very much unlike me

1. Most people seem to be more aggressive and assertive than I am.
2. I have hesitated to make or accept dates because of “shyness.”
3. When the food served at a restaurant is not done to my satisfaction, I complain about it to the waiter or waitress.
4. I am careful to avoid hurting other people’s feelings, even when I feel that I have been injured.
5. If a salesperson has gone to considerable trouble to show me merchandise that is not quite suitable, I have a difficult time saying “No.”
6. When I am asked to do something, I insist upon knowing why.
7. There are times when I look for a good, vigorous argument.
8. I strive to get ahead as well as most people in my position.
9. To be honest, people often take advantage of me.
10. I enjoy starting conversations with new acquaintances and strangers.
11. I often don’t know what to say to people I find attractive.
12. I will hesitate to make phone calls to business establishments and institutions
13. I would rather apply for a job or for admission to a college by writing letters than by going through with personal interviews.

14. I find it embarrassing to return merchandise.
15. If a close and respected relative were annoying me, I would smother my feelings rather than express my annoyance.
16. I have avoided asking questions for fear of sounding stupid.
17. During an argument, I am sometimes afraid that I will get so upset that I will shake all over.
18. If a famed and respected lecturer makes a comment which I think is incorrect, I will have the audience hear my point of view as well.
19. I avoid arguing over prices with clerks and salespeople.
20. When I have done something important or worthwhile, I manage to let others know about it.
21. I am open and frank about my feelings.
22. If someone has been spreading false and bad stories about me, I see him or her as soon as possible and "have a talk" about it.
23. I often have a hard time saying "No."
24. I tend to bottle up my emotions rather than make a scene.
25. I complain about poor service in a restaurant and elsewhere.
26. When I am given a compliment, I sometimes just don't know what to say.
27. If a couple near me in a theatre or at a lecture were conversing rather loudly, I would ask them to be quiet or to take their conversation elsewhere.
28. Anyone attempting to push ahead of me in a line is in for a good battle.
29. I am quick to express an opinion.
30. There are times when I just can't say anything.

APPENDIX C

Please score the following statements according to how much you agree or disagree that the statement is true of you.

The range of the scale is from strongly disagree to strongly agree; with **1 being strongly disagree, 4 being neither agree nor disagree and 7 being strongly agree.**

1. When I'm feeling bad (feeling an unpleasant emotion), I don't know what to do to feel better.
2. When I'm feeling bad, those feelings stop me from getting work done.
3. When I'm feeling bad, I do stupid things.
4. When I'm feeling bad, I believe I need to get rid of those feelings at all costs.
5. When I'm feeling bad, I'm powerless to change how I'm feeling.
6. When I'm feeling bad, I can't complete tasks that I'm meant to be doing.
7. When I'm feeling bad, my behaviour becomes out of control.
8. When I'm feeling bad, I can't allow those feelings to be there.
9. When I'm feeling bad, I don't have many strategies (e.g., activities or techniques) to help get rid of that feeling.
10. When I'm feeling bad, I can't get motivated to do important things (work, chores, school etc.).
11. When I'm feeling bad, I have trouble controlling my actions.
12. When I'm feeling bad, I must try to totally eliminate those feelings.
13. When I'm feeling bad, I have no control over the strength and duration of that feeling.
14. When I'm feeling bad, I have trouble getting anything done.
15. When I'm feeling bad, I have strong urges to do risky things.
16. When I'm feeling bad, I believe those feelings are unacceptable.

17. When I'm feeling good (feeling a pleasant emotion), I do stupid things.
18. When I'm feeling good, I don't have many strategies (e.g., activities or techniques) to increase the strength of that feeling.
19. When I'm feeling good, I have trouble completing tasks that I'm meant to be doing.
20. When I'm feeling good, part of me hates those feelings.
21. When I'm feeling good, my behaviour becomes out of control.
22. I don't know what to do to create pleasant feelings in myself.
23. When I'm feeling good, I end up neglecting my responsibilities (work, chores, school etc.).
24. When I'm feeling good, I can't allow those feelings to be there.
25. When I'm feeling good, I have strong urges to do risky things.
26. When I'm feeling good, I have no control over whether that feeling stays or goes.
27. When I'm feeling good, I have difficulty staying focused during important stuff (at work or school, etc.).
28. When I'm feeling good, I believe those feelings are unacceptable.
29. When I'm feeling good, I can't keep control over myself (in terms of my behaviours).
30. When I'm feeling good, I don't have any useful ways to help myself keep feeling that way.
31. When I'm feeling good, I have trouble getting anything done.
32. When I'm feeling good, I must try to eliminate those feelings.

APPENDIX D

Read each question and indicate the answer which best applies to you. Please answer each question very carefully. Thank you.

Use the following key:

4. Always true for me.

3. Often true for me.

2. Rarely true for me.

1. Never true for me.

1. If someone I'm talking with begins to cry, I get teary-eyed.
2. Being with a happy person picks me up when I'm feeling down.
3. When someone smiles warmly at me, I smile back and feel warm inside.
4. I get filled with sorrow when people talk about the death of their loved ones.
5. I clench my jaws and my shoulders get tight when I see the angry faces on the news.
6. When I look into the eyes of the one, I love, my mind is filled with thoughts of romance.
7. It irritates me to be around angry people.
8. Watching the fearful faces of victims on the news makes me try to imagine how they might be feeling.
9. I melt when the one I love holds me close.
10. I tense when overhearing an angry quarrel.
11. Being around happy people fills my mind with happy thoughts.
12. I sense my body responding when the one I love touches me.
13. I notice myself getting tense when I'm around people who are stressed out.
14. I cry at sad movies.
15. Listening to the shrill screams of a terrified child in a dentist's waiting room makes me feel nervous