



Pre-Service EFL Teachers' Emotional Experiences and Emotion Regulation Strategies in Research

Ananda Sri Wahyuni¹, Lystiana Nurhayat Hakim²,
Sundari Purwaningsih³

^{1,2,3}English Education, Universitas Perjuangan, Tasikmalaya, Jawa Barat

Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-06-26 Keywords: <i>Emotion Regulation Strategies; Emotional Experiences; Pre-service EFL Teachers, Thesis Research</i> DOI: 10.24256/ideas.v14i1.8226 Corresponding Author: Lystiana Nurhayat Hakim lystiananurhayat@unper.ac.id English Education, Universitas Perjuangan, Tasikmalaya, Jawa Barat	<i>This study examines the emotional experiences and emotion regulation strategies of 93 pre-service English as a Foreign Language (EFL) teachers at various Indonesian universities during their research process. Using a cross-sectional survey design, data were collected via an online questionnaire and analyzed using descriptive statistics. The findings revealed that emotional experiences varied across five research phases. Tired (mild-pleasant) was the most consistently reported emotion across all research phases, indicating persistent cognitive demands and mental fatigue. Distressed (intense-unpleasant) emerged as prominent in four phases, particularly during the middle and later stages, while frustrated (intense-unpleasant) appeared mainly during the literature review and final analysis. Conversely, calm (mild-pleasant) was more common during the early and methodological phases. Regarding emotion regulation strategies, participants predominantly employed emotion-focused coping mechanisms, with Brief COPE strategies ($M = 3.95$) being more prevalent than ERQ strategies ($M = 3.87$). The most frequently used strategies were Acceptance (80.6%), Religion (79.6%), and Positive Reframing (71%), reflecting culturally and spiritually grounded coping approaches. The study underscores the emotionally taxing nature of the research process for Indonesian pre-service teachers and highlights their predominant use of culturally inflected, emotion-focused strategies to manage academic stress, offering important implications for providing targeted emotional and supervisory supports. Practical implications for academic advisors to integrate motivational support, open communication, and constructive feedback to mitigate students' mental fatigue throughout the research process.</i>

1. Introduction

In Indonesian higher education, research is a mandatory academic requirement for undergraduate students, serving as the basis for earning their bachelor's degree upon completion of their studies (Amalia & Jaya, 2023). This statement is clearly stated in Article 18, section 9(a), that study programs in undergraduate programs ensure the achievement of graduate competencies by providing final assignments in the form of theses, prototypes, projects, or other similar forms of final assignments, either individually or in groups (Permendikbud Nomor 53 Tahun 2023, 2023). The requirement to do a research thesis is intended to allow undergraduate students to apply their knowledge and skills within their field; hence, the thesis is completed in the final semester (Miranti et al., 2022).

However, this academic endeavor presents a formidable challenge for many students. The obstacles encountered in conducting research encompass selecting the research topic or title, conceptualizing the study, insufficient comprehension of research methodologies, data collection, data analysis and interpretation, and finding literature that aligns with the theoretical framework (Çağır & Oruç, 2023; Dantic et al., 2024; Farrosi, 2023; Miranti et al., 2022; Rohim, 2023). These difficulties result in students being unable to complete their research within one semester, leading to delayed graduation (Miranti et al., 2022).

The complexity of these challenges inherently triggers a high cognitive load and manifests as academic stress, a form of distress that threatens undergraduate students' psychological well-being and academic success (Pérez-Jorge et al., 2025). This condition then triggers a range of intense negative emotional experiences, such as confusion, anxiety, and frustration, which can substantially impede their research progress (Baptista, 2020; Heng et al., 2024).

Considering the impact of various emotions on students research activities, it is essential for them to regulate their emotions effectively (Heng et al., 2024). Emotion regulation involves the management of emotions, including their occurrence and how they are experienced or expressed (Gross, 1998, 2014).

Psychological dynamics in academic research were examined by Baptista (2020) through a study of undergraduate students participating in a research project for the first time in the UK and Portugal. The study highlighted complexity of the emotional challenges they navigate throughout their research journey, such as excitement, pride, anxiety, and frustration. A similar, more specific complexity among pre-service EFL teachers in China was identified by Heng et al. (2024), who found that the research process experienced a range of emotions, such as positive, negative, and complex. Negative feelings, especially confusion, were frequently reported, which suggests that the research process can be challenging.

However, they experienced positive emotions such as curiosity and a sense of accomplishment, which suggests that research can be rewarding despite

difficulties. Furthermore, Heng et al. (2024) also revealed how these students manage their feelings. They employed strategies that targeted both antecedent and response mechanisms, with a preference for the latter approach. Communication emerged as the predominant strategy, underscoring the significance of external support in the context of emotional regulation.

However, in the context of pre-service EFL teachers or undergraduate students, there are not many studies that examine how they regulate emotions while conducting research. Therefore, the writer references the research conducted by Mbato & Cendra (2019), which was carried out at Sanata Dharma University, Indonesia, and examines emotion regulation during the thesis writing process. The findings indicated that the student population exhibited a significant degree of self-regulation throughout the thesis composition process. They demonstrated the capability to assess their performance, establish new objectives, and derive lessons from their errors, thereby reflecting their competence in effectively supervising and appraising their advancement.

Research on emotional experiences and emotion regulation strategies among pre-service EFL teachers in Indonesia remains limited. To date, no study has comprehensively examined emotional experiences throughout all phases of the research process while concurrently employing dual theoretical frameworks of emotion regulation. The existing literature lacks phase-specific emotional mapping that tracks how emotions evolve from problem identification through data analysis and interpretation. Furthermore, there is a theoretical limitation in previous research's reliance on single frameworks, which fails to capture the full spectrum of emotion regulation strategies that Indonesian students might employ, including culturally-specific coping mechanisms.

This study addresses these gaps through two research questions: (1) What are the more dominant emotional experiences of pre-service EFL teachers in conducting research? (2) Which emotion regulation strategies are most commonly used by pre-service EFL teachers in conducting research? The novelty of this research is threefold: first, it provides pioneering investigation of phase-based emotional experiences in Indonesian EFL context; second, it employs a dual theoretical framework combining Gross's ERQ and Lazarus's Brief COPE for comprehensive emotion regulation analysis; third, it offers culturally-situated insights into how Indonesian pre-service teachers navigate emotional challenges during research, addressing a significant gap in the literature.

2. Method

Research Design

This study employed a cross-sectional survey design to investigate pre-service EFL teachers' emotional experiences and emotion regulation strategies during thesis research. Cross-sectional surveys gather data at a certain moment (Wang & Cheng, 2020), enabling researchers to obtain a snapshot of students' emotional conditions and emotion regulation strategies.

Participants and Sampling Method

The population for this study consisted of pre-service EFL teachers from various Indonesian universities who were actively engaged in their research theses. A total of 93 students were selected through snowball sampling, a non-probability technique suitable for reaching specific populations (Naderifar et al., 2017). Despite researcher efforts to survey the complete population of English Education Department, restricted communication with final semester students in Indonesia has posed a significant challenge. Therefore, snowball sampling was used to identify informants rich in information through recommendations from peers who know one another. This peer-to-peer approach also helped build trust so that participants felt comfortable when completing the questionnaire.

Participants were predominantly in their 8th to 12th semesters and hailed from twelve different provinces across Indonesia, with the majority from West Java (57.0%). Although effective in expanding the reach, the researcher acknowledges the potential for sampling bias. The use of student referral networks may produce data homogeneity due to participants' similar social circles or institutional cultures.

Data Collection and Research Ethics

Data were collected via an online questionnaire distributed through Google Forms over a one-month period. The online method was chosen because it effectively reaches participants across diverse geographical locations (Braun et al., 2021). To maximize reach, the questionnaire link was disseminated through academic networks, student organizations, and social media platforms. Ethical requirements were met via implied consent, with participants completing the questionnaire voluntarily after being informed of the study's purpose.

Anonymity and confidentiality were fully maintained by concealing personal identities and institutional affiliations. The collected data were securely stored and analyzed exclusively by the researcher for academic purposes.

Research Instruments

The questionnaire consisted of three sections:

1. Demographic data were gathered to ascertain participants' baseline profiles and delineate their positions during the research process.
2. The questionnaire blueprint for Emotional Experiences (14 items) was developed based on Stangor & Walinga's (2014) secondary emotion framework categorized by arousal and valence (Intense-Pleasant, Intense-Unpleasant, Mild-Pleasant, Mild-Unpleasant). Participants were asked to select up to 3 emotions that were most representative of each Steps in Conducting a Research (Kabir, 2016), which include: Selecting/Defining Problem, Literature Review, Methodology, Data Collecting, and Analyzing/Interpreting Results.
3. The emotion regulation strategies (24 items) variable in this study is measured using a questionnaire adapted from two theoretical frameworks: The Emotion Regulation Questionnaire (ERQ) by Gross & John (2003), measuring Cognitive Reappraisal (antecedent-focused) and Expressive Suppression (response-focused) and the Brief COPE is a multidimensional measuring instrument based on Lazarus' coping concept (Carver, 1997; Lazarus & Folkman, 1987), measuring Problem-Focused Coping (e.g., Active Coping, Planning) and Emotion-Focused Coping (e.g., Acceptance, Positive Reframing, Religion). All items are measured using a 5-point Likert scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree). The instrument demonstrated excellent reliability. Cronbach's Alpha values for the six emotion regulation subscales ranged from .910 to .941, exceeding the accepted threshold of .70. Validity, assessed via Corrected Item-Total Correlation, showed all items had correlations between .451 and .727, confirming their validity.

Data Analysis

Data were analyzed using descriptive statistics in SPSS. For the emotional experience variable, the analysis focused on phase comparisons. The researchers calculated the frequency of each emotion's occurrence in each of the five phases of Kabir's (2016) study to perform phase-specific emotional mapping. For emotion regulation strategies, mean scores and standard deviations were computed for each subscale. Additionally, Likert-scale responses were dichotomized into "High Usage" (scores 4-5) and "Low Usage" (scores 1-3) to calculate usage percentages.

3. Result

Emotional Experiences in Research Across Phases

The analysis of emotional experiences revealed that pre-service EFL teachers encountered diverse emotional patterns throughout five stages of the research process.

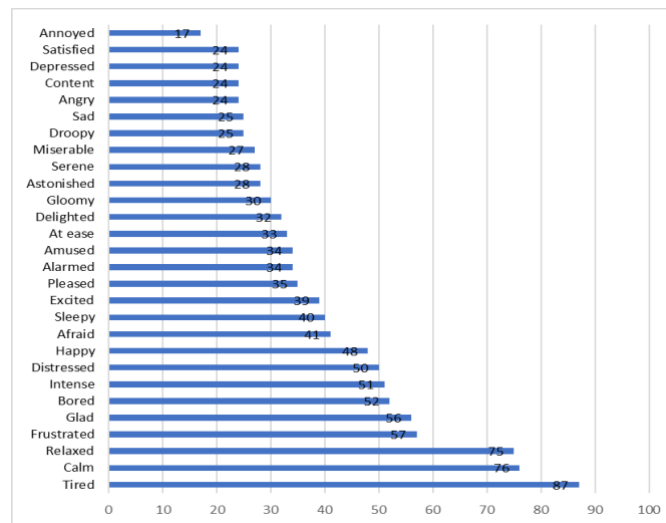


Figure 1. Distribution of Emotional Experiences - Selecting and Defining the Problem

The three predominant feelings in this phase were Tired ($n = 87$), Calm ($n = 76$), and Relaxed ($n = 75$). Based on the classification framework, these three emotions fall into the Mild-Pleasant category.

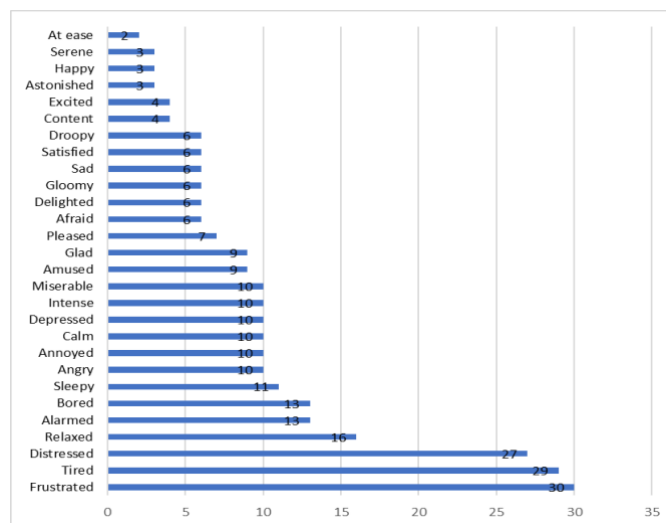


Figure 2. Distribution of Emotional Experiences - Reviewing Literature

At this stage, emotions were dominated by Frustrated ($n = 30$) and Distressed ($n = 27$), which were categorized as Intense-Unpleasant, as well as Tired ($n = 29$), which is categorized as Mild-Pleasant.

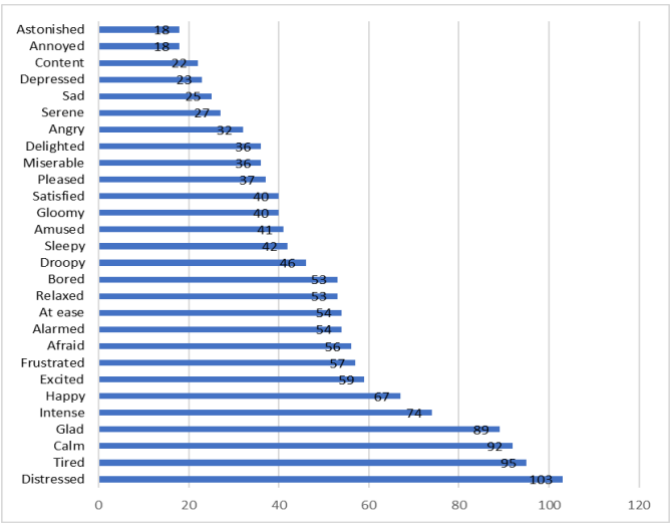


Figure 3. Distribution of Emotional Experiences - Describing the Methodology

The figure shows high levels of the emotion Distressed (n = 103) which categorized as Intense-Unpleasant, followed by Tired (n = 95) and Calm (n = 92), which fall into the Mild-Pleasant category.

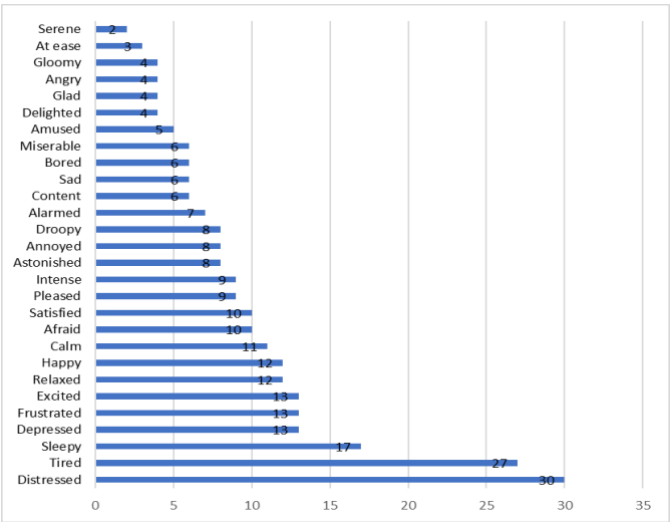


Figure 4. Distribution of Emotional Experiences - Data Collecting

This phase was dominated by feelings of being Distressed ($n = 30$), categorized as Intense–Unpleasant, alongside feelings of Tired ($n = 27$) and Sleepy ($n = 17$), which were Mild–Pleasant.

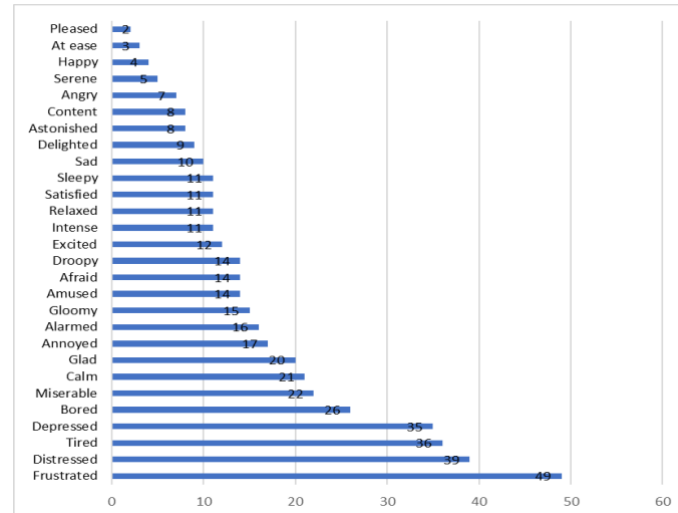


Figure 5. Distribution of Emotional Experiences - Analyzing and Interpreting the Results

The figure shows a predominance of Intense–Unpleasant emotions: Frustrated ($n = 49$) and Distressed ($n = 39$), while Tired ($n = 36$) remains in the category of Mild–Pleasant.

Dominant Emotional Patterns

The frequency patterns of emotional experiences reveal that Tired was the most consistently reported emotion across all phases, including selecting and defining the problem, reviewing literature, describing the methodology, data collecting, and analyzing and interpreting the results. Whereas Calm, Distressed, and Frustrated were prominent at specific stages, indicating shifts in cognitive and emotional demands during the research process.

Emotion Regulation Strategies in Research

Table 1. Descriptive Statistics of Emotion Regulation Strategies

Strategies	Theoretical Model	Mean	Std. Deviation
Antecedent-Focused	ERQ	3.9552	.72654
Response-Focused	ERQ	3.7876	.96961
Problem-Focused Coping	Brief COPE	3.9068	.73617
Emotion-Focused Coping	Brief COPE	3.9839	.74277

The highest mean score was reported for Emotion-Focused Coping ($M = 3.98$, $SD = .74$), indicating that this strategy was the most commonly used among participants. Antecedent-Focused ($M = 3.96$), a strategy from the ERQ model, was closely followed by Problem-Focused Coping ($M = 3.91$). The mean score for Response-Focused was the lowest ($M = 3.79$), indicating that it was utilized less frequently than other methods.

Table 2. High-Low Usage Percentage of ERQ & Brief COPE Strategies

Theoretical Model	Strategy	Sub-strategies	High Usage (4-5)	Low Usage (1-3)
ERQ	Antecedent-Focused	Cognitive Reappraisal	59.1%	40.9%
		Expressive Suppression	54.8%	45.2%
	Problem-Focused Coping	Active Coping	65.6%	34.4%
Brief COPE		Instrumental Support	67.7%	32.3%
		Planning	60.2%	39.8%
		Emotional Support	67.7%	32.3%
	Emotion-Focused Coping	Positive Reframing	71%	29%
		Religion	79.6%	20.4%
		Acceptance	80.6%	19.4%

As shown in Table 4.2, the strategies with the highest percentages of high usage were Acceptance (80.6%), Religion (79.6%), and Positive Reframing (71%), all of which belong to the emotion-focused coping category. This indicates that pre-service EFL teachers were more inclined to use internal or reflective strategies for managing emotional problems during their research activity. On the other hand, Expressive Suppression (54.8%) showed the lowest percentage of high usage, indicating that the avoidance or suppression of emotional expression was less favored.

*Comparison Between ERQ and Brief COPE**Table 3. Theoretical Comparison of Strategies*

Theoretical Model	Strategies	Mean
ERQ	Antecedent-Focused & Response-Focused	3.8714
Brief COPE	Problem-Focused Coping & Emotion-Focused Coping	3.9453

The data indicate that Brief COPE strategies had a slightly higher overall mean ($M = 3.95$) in comparison to the ERQ strategies ($M = 3.87$). This indicates that pre-service EFL teachers more frequently engaged in a variety of coping-based strategies, encompassing both problem-solving and emotion-focused regulation, rather than solely relying on cognitive reappraisal and emotional suppression.

4. Discussion

An analysis of the emotional experiences of student researchers revealed significant psychological fluctuations at each stage of the research process. In the initial phase of *selecting and defining the problem*, the majority of participants reported feeling Tired, Calm, and Relaxed. While these emotions fall under the mild-pleasant category, this initial pattern indicates a psychological duality, although there is a period of calm, the transition toward problem formulation, variable identification, and hypothesis development demands a significant expenditure of cognitive energy.

This phenomenon aligns with the findings of Kadariyah & Marhamah (2025), who assert that the research initiation phase, such as determining an original title and tracking references, is a primary trigger of academic anxiety among students. Similarly, negative emotions like uncertainty, anxiety, and exhaustion have been found to be prevalent during the early research stages (pre-writing and drafting).

Upon entering the *reviewing literature* phase, the emotional landscape shifted dramatically toward intense negative emotions, Frustrated and Distressed, alongside a persistent sense of Tired. This finding aligns with the study by Blocksidge & Primeau (2024), which links high-level literature synthesis and theoretical framework development to the risk of cognitive overload. Upon entering *describing methodology* phase, the emotional nuances that emerge become more varied, marked by the persistence of Distressed emotions alongside a sense of Calm.

This condition reflects the participants' emotional ambivalence, there is a sense of confidence in selecting the research design, but on the other hand, there is significant anxiety regarding ensuring methodological rigor, sample selection, and instrument validity.

This emotional stress continued to escalate through the *data collection* phase, during which feelings of being Distressed, Tired, and Sleepy dominated student interactions. According to the study by Corwin et al. (2022), students often experienced disappointment, frustration, and confusion due to failed procedures or unanticipated outcomes. Positive emotions such as relief or a sense of achievement only emerged after successfully overcoming these challenges. The culmination of intellectual pressure and psychological tension was documented as being most intense during the *analyzing and interpreting results* phase.

The massive emergence of Frustrated and feeling Distressed, with Tired also consistently reported. This pattern underscores the intellectual pressure and emotional weight of making sense of data, drawing interpretations, and producing academically sound conclusions, a pattern that has also been observed in prior research but remains underexplored in emotional literature.

Employing the framework of secondary emotions from Stangor & Walinga (2014), this study identified four recurrent emotional states across the research phases. The most significant finding of this study centers on the identification of the emotion "Tired" as the most consistently reported affective response among students throughout all stages of the research. Theoretically, "Tired" is classified within the mild-pleasant emotional quadrant due to its low arousal characteristics. However, the analysis demonstrates that in the context of research process, the emotion "Tired" functions paradoxically.

Rather than representing relaxation or passive satisfaction, the feeling of tiredness here reflects persistent cognitive demands and prolonged psychological strain. This study suggests that this accumulation of unmitigated fatigue manifests as early symptoms of academic burnout.

This interpretation is supported by the findings of Thalib et al. (2024), who state that higher levels of mental fatigue among thesis-writing students were associated with lower adversity quotient, indicating reduced resilience and capacity to cope with academic pressures. Consequently, the escalation of the emotion of feeling Tired intensifies during the middle to late phases, while the emotion of Frustrated ration peaks at crucial points requiring high critical thinking skills.

When compared to the international landscape, the emotional dynamics of Indonesian students in research process show a stark contrast. The findings indicate that Indonesian students experience a more emotionally draining journey with lower affective satisfaction compared to students in China studied by Heng et al. (2024), who still reported feelings of curiosity and achievement. Similarly, when compared to Baptista's (2020) study in the UK and Portugal, which reported a more balanced emotional trajectory between joy and anxiety, participants in this study were trapped in an emotionally taxing cycle with a very minimal frequency of positive emotions (Calm).

Thus, this research adds a new perspective by underscoring Tired as a predominant but often underreported emotion, and by demonstrating the phase-by-phase variability of emotional states, a methodological detail not emphasized in earlier research. This phasic emotional analysis identifies pivotal emotional instances in the research process that may require pedagogical support.

On the other hand, the participants' emotion regulation strategies were assessed using a modified version of the Emotion Regulation Questionnaire (ERQ) and Brief COPE. This dual-instrument strategy offers a more thorough perspective than prior research, which generally depended on a singular measurement model. In the ERQ, Cognitive Reappraisal revealed the highest mean score ($M = 3.96$) in contrast to Expressive Suppression ($M = 3.79$), with 59.1% of participants indicating a high level of reappraisal use. This suggests that participants were more likely to reinterpret their understandings of emotionally challenging situations instead of suppressing their emotional expressions.

However, the most significant psychological contribution of this study is evident in the dominance of Emotion-Focused Coping strategies ($M = 3.98$) as measured by the Brief COPE instrument, which outperformed Problem-Focused Coping strategies ($M = 3.91$). The most frequently employed coping strategies utilized were Acceptance (80.6%), Religion (79.6%), and Positive Reframing (71%), signifying a dependence on spirituality and personal reflection to manage research-related stress.

In general, Brief COPE ($M = 3.95$) had a slightly higher mean score relative to ERQ ($M = 3.87$). This indicates that participants prefer emotion regulation strategies encompassing concrete behavioral and social aspects over purely cognitive strategies such as reappraisal or suppression. This study partially aligns with the analysis of Heng et al. (2024), which found that pre-service EFL teachers in China used strategies targeting both antecedent- and response-focused mechanisms (ERQ), demonstrating a stronger preference towards response-focused methods.

Communication became the primary strategy in their context, emphasizing the importance of external support in emotional regulation. In contrast to Heng's findings, the present study indicates that Indonesian pre-service EFL teachers primarily utilize Brief COPE strategies, particularly acceptance, religious coping, and positive reframing, reflecting a culturally grounded emphasis on internal values and spirituality.

Moreover, these findings extend upon the research of Mbato & Cendra (2019), which highlighted self-regulation during the thesis writing process. This research adds a new perspective by showing that, in addition to managing motivation and performance, students employ specific emotion regulation strategies, including positive reframing and religious coping, to manage research-related stress effectively.

Thus, Brief COPE emerged as the most frequently used strategy compared to ERQ for illustrating the emotion regulation strategies of pre-service EFL teachers. Emotion-focused coping strategies such as Acceptance, Religion, and Positive Reframing were most prominent. However, cognitive reappraisal from the ERQ remained relevant as a complementary strategy.

5. Conclusion

This study examined pre-service EFL teachers' emotional experiences and emotion regulation strategies throughout the research process. The results revealed that emotional responses varied across five key phases: selecting and defining the problem, reviewing literature, describing the methodology, collecting data, and analyzing results. *Tired* consistently emerged as the most dominant emotion, signifying the mental fatigue and persistent cognitive effort required during academic research. Other recurring emotions such as *Distressed*, *Frustrated*, and *Calm* reflected a fluctuating emotional landscape, suggesting that positive and negative emotions coexist throughout the research journey.

The study also found that pre-service EFL teachers predominantly used coping-oriented emotion regulation strategies (Brief COPE) rather than cognitive regulation strategies (ERQ). The most frequently employed strategies; *Acceptance*, *Religious Coping*, and *Positive Reframing*, indicated a strong reliance on cultural and spiritual values when managing research-related stress. These findings highlight the significance of emotional resilience and culturally embedded coping mechanisms in supporting students' persistence and motivation.

The use of self-reported data may have introduced bias, and the uneven participant distribution across research phases limits the comparability of emotional frequencies. Additionally, the absence of qualitative data restricts the depth of interpretation regarding the underlying causes of emotional states and regulation choices. For future research, a mixed-methods approach is recommended to explore the underlying reasons for these emotional and regulatory patterns in greater depth. Comparative studies across different cultural contexts and academic disciplines would also be valuable to further understand the interplay between culture, academic practice, and emotional experience.

6. References

- Amalia, N. N., & Jaya, H. P. (2023). Factors Hindering the Students in Completing Their Undergraduate Thesis: A Study at an English Education Study Program in Indonesia. *IJLECR - International Journal of Language Education and Culture Review*, 9(2), 24–36.
<https://doi.org/10.21009/ijlecr.v9i2.37472>
- Baptista, A. (2020). Reflecting on Students' Emotions in Undergraduate Research: Humanizing Higher Education Experiences. In E. Sengupta, P. Blessinger, & M. Makhanya (Eds.), *Innovations in Higher Education Teaching and Learning* (pp. 15–31). Emerald Publishing Limited. <https://doi.org/10.1108/S2055-364120200000027003>
- Blocksidge, K., & Primeau, H. (2024). Moving beyond anxiety: The emotional research experiences of first-year students. *Journal of Information Literacy*, 18(1). <https://doi.org/10.11645/18.1.33>
- Braun, V., Clarke, V., Boulton, E., Davey, L., & McEvoy, C. (2021). The online survey as a *qualitative* research tool. *International Journal of Social Research Methodology*, 24(6), 641–654.
<https://doi.org/10.1080/13645579.2020.1805550>
- Çağır, S., & Oruç, Ş. (2023). Difficulties Encountered by Social Studies Graduate Students in the Thesis Preparation Process. *Sosyal Bilimler ve Eğitim Dergisi*, 6(2), 135–155. <https://doi.org/10.53047/josse.1372481>
- Carver, C. S. (1997). You want to measure coping but your protocol' too long: Consider the brief cope. *International Journal of Behavioral Medicine*, 4(1), 92–100. https://doi.org/10.1207/s15327558ijbm0401_6
- Corwin, L. A., Ramsey, M. E., Vance, E. A., Woolner, E., Maiden, S., Gustafson, N., & Harsh, J. A. (2022). Students' Emotions, Perceived Coping, and Outcomes in Response to Research-Based Challenges and Failures in Two Sequential CUREs. *CBE—Life Sciences Education*, 21(2), ar23.
<https://doi.org/10.1187/cbe.21-05-0131>
- Dantic, M. J. P., Gonzales, I. F., Almero, M. E., & Asuncion, A. L. (2024). Challenges Experienced in Conducting Research in the New Normal: Education Student's Perspectives. *European Journal of Contemporary Education and E-Learning*, 2(1), 31–43. [https://doi.org/10.59324/ejceel.2024.2\(1\).03](https://doi.org/10.59324/ejceel.2024.2(1).03)
- Farrosi, F. U. A. (2023). *Exploring Students' Difficulties In Writing Undergraduate Thesis and The Factors of The Difficulties* [University of Islam Malang]. <https://repository.unisma.ac.id/handle/123456789/7376>
- Gross, J. J. (1998). The Emerging Field of Emotion Regulation: An Integrative Review. *Educational Publishing Foundation*, 2(3), 271–299.
<https://doi.org/10.1037/1089-2680.2.3.271>
- Gross, J. J. (2014). *Handbook of Emotion Regulation, Second Edition* (Second Edition). The Guilford Press.

- Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348–362.
<https://doi.org/10.1037/0022-3514.85.2.348>
- Heng, R., Cheng, Q., Pu, L., & Tang, Q. (2024). Pre-service EFL teachers' emotional experiences, emotion regulation strategies and influencing factors in research: A Chinese case study. *Heliyon*, 10(17), e36843.
<https://doi.org/10.1016/j.heliyon.2024.e36843>
- Kabir, S. M. S. (2016). Introduction to Research. In *Basic Guidelines for Research: An Introductory Approach for All Disciplines*.
https://www.researchgate.net/publication/325846733_Introduction_To_Research
- Kadariyah, N. L., & Marhamah, S. (2025). *Visualizing Students' Challenges and Emotions in Thesis Proposal Writing: A Photo-Voice Study*. 7(1).
<https://journal.umbjm.ac.id/index.php/TEFLA>
- Lazarus, R. S., & Folkman, S. (1987). Transactional theory and research on emotions and coping. *European Journal of Personality*, 1(3), 141–169.
<https://doi.org/10.1002/per.2410010304>
- Mbato, C. L., & Cendra, A. (2019). Efl undergraduate students' self-regulation in thesis writing: Help-seeking and motivation-regulation. *JELE (Journal of English Language and Education)*, 5(1), 67.
<https://doi.org/10.26486/jele.v5i1.949>
- Miranti, M. G., Handajani, S., Astuti, N., Luthfiati, D., Aini, A. N., & Ngelambong, A. (2022). Examining Attributes Affecting Thesis Completion among Undergraduate Students. *International Journal of Academic Research in Business and Social Sciences*, 12(11), Pages 3171-3186.
<https://doi.org/10.6007/IJARBSS/v12-i11/14756>
- Naderifar, M., Goli, H., & Ghaljaie, F. (2017). Snowball Sampling: A Purposeful Method of Sampling in Qualitative Research. *Strides in Development of Medical Education*, 14(3). <https://doi.org/10.5812/sdme.67670>
- Pérez-Jorge, D., Boutaba-Alehyani, M., González-Contreras, A. I., & Pérez-Pérez, I. (2025). Examining the effects of academic stress on student well-being in higher education. *Humanities and Social Sciences Communications*, 12(1), 449. <https://doi.org/10.1057/s41599-025-04698-y>
- Permendikbud Nomor 53 Tahun 2023. (2023). *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 53 Tahun 2023*. Kementerian Pendidikan dan Kebudayaan.
https://silemkerma.kemdikbud.go.id/assets/panduan/peraturanperundangan/Permen_53_2023.pdf
- Rohim, A. (2023). Students' Difficulties in Finishing a Thesis of English Study Program at Muhammadiyah University of Tangerang. *Globish: An English-*

Indonesian Journal for English, Education, and Culture, 12(1), 49.

<https://doi.org/10.31000/globish.v12i1.7804>

Stangor, C., & Walinga, J. (2014). The Experience of Emotions. In *Introduction to Psychology* (1st Canadian edition). BCcampus, BC Open Textbook Project.

Thalib, T., Zhohiru, M., & Gismin, S. S. (2024). Mental Fatigue and Adversity Quotient: A Correlational Analysis of Final Year Students Working on Thesis. *Asian Journal of Islamic Psychology*, 1(2), 52–59.

<https://doi.org/10.23917/ajip.v1i2.5093>

Wang, X., & Cheng, Z. (2020). Cross-Sectional Studies. *Chest*, 158(1), S65–S71.

<https://doi.org/10.1016/j.chest.2020.03.012>