

A COMPARATIVE STUDY OF EMOTIONAL REGULATION IN MILITARY CHILDREN ACROSS CIVILIAN AND MILITARY-BASE SCHOOLS

Simran Sahni

Ph.D. Scholar

Department of Philosophy

Malwanchal University Indore, (M.P.).

Dr. Aarti Bakshi

Supervisor

Department of Philosophy

Malwanchal University Indore, (M.P.).

ABSTRACT

Military children frequently experience disruptions such as parental deployment and frequent relocations, making emotional regulation a key aspect of their psychological resilience. This comparative study explores the differences in emotional regulation between military-connected children attending military-base schools and those enrolled in civilian schools. A total of 140 students aged 10 to 16 years (70 from each school type) participated in the study. Emotional regulation was measured using the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA). Additional data on school support systems and peer integration were gathered to contextualize findings. Results indicated that children in military-base schools demonstrated significantly better emotional regulation, particularly in cognitive reappraisal strategies, compared to those in civilian schools. These findings suggest that targeted support structures and peer familiarity in military-base schools may buffer the emotional impact of military life. The study underscores the importance of school type and environment in shaping emotional resilience in military children.

KEYWORD: military-base schools, school type , environment

INTRODUCTION

The military consolidates comparable continuance workouts into its preparing regimens, which require nonstop execution over long periods of time. A few military preparing segments center on creating tall levels of efficiency, labor capacity, and perseverance. Versatility, control, and stamina are the columns upon which a military unit rests (Korth, 2017). Flexibility encompasses a significant part in altering to troublesome and unpleasant circumstances. Injury endured by benefit individuals within the course of a fight or field operation may have enduring impacts (Eveding, 2012). Versatility is characterized as the capacity to get to assets that advance well-being (Ungar et al., 2007). Both defensive and hazard variables impact flexibility, as expressed by the versatility hypothesis. Curwen (2016) states that these components incorporate qualities such as tirelessness, certainty in one's capacities, openness to modern encounters, positive thinking, competence, inventiveness, and a sense of solidarity. The cognitive show of psychological resilience is based on mental forms and an extra mapping framework that will adjust to distinctive circumstances by utilizing mental forms related to those circumstances (Parsons, Kruijt, & Fox, 2016). Viable enthusiastic control advance moves forward resilience's execution.

Emotional direction is the skill for keeping one's feelings in check and beneath control. It includes both inside enthusiastic encounters and outside passionate expressions, such as words, body dialect, and activities, as expressed by Net and John (2003). Enebrink, & Ghaderi (2013) state that the capacity to direct one's feelings incorporates both the capacity to feel and express feelings in different settings, as well as the capacity to modify one's feelings. Passionate control is an versatile methodology that individuals utilize all through their lives, but it isn't continuously necessary (McRae, 2016). There are two fundamental ways to

control our feelings: cognitive reappraisal, which includes moving the center of the complete response, and expressive concealment, which includes lessening the outward appearance of our sentiments without denying their presence (Chen, 2016). Feeling direction may be a pivotal instrument at the interface of feelings and cognition (Koole, 2009). The capacity to direct one's feelings is considered significant to mental wellbeing and wellness. Agreeing to Slopes and Argyle (2002), a person's mental well-being is affected by their level of life fulfillment, mental wellbeing, and viewpoint on life. The concept of well-being has subjective, social, and mental measurements, and it is energetic, says Ryff (2004). Ryff (as expressed in Sze, 2015) advance broadened the thought of mental well-being by showing the multi-faceted ideas of self-acceptance, individual development, natural authority, independence, life reason, and solid connections. The omnipresent wonder known as versatility is caused by frameworks that endeavor to adjust to persistently changing situations. Unused openings for human security have emerged from the realization that flexibility is omnipresent, not uncommon (Masten, 2001). Characteristics of flexibility might change from individual to individual due to shifted life encounters with the concept (Ungar, 2004). The ways to strength may be liquid, different, and in some cases shocking for civilians and benefit individuals alike (Bonano, 2004).

Physical threat, division from adored ones amid sending, bearing the weight of obligation for the lives of others, and social separation are a few of the reasons why military staff persevere the foremost upsetting circumstances compared to other callings (Hurts, Krasikova, Vanhove, Herian, & Lester, 2013). Emotional control may be a key component of advancement and the capacity to adapt to one's environment (Ochsner & Net, 2005). Resilient people are able to bounce back from the challenges of daily life since they routinely encounter positive sentiments (Ong, Bergeman, Bisconti, & Wallace, 2006). It turns out that inspiration and versatility aren't something you're born with, but or maybe, are formed by the environment around you. Military faculty are superior able to handle unpleasant circumstances when they have solid social systems and mental strength (Pietrzak, Johnson, Goldstein, Malley, & Southwick, 2009). The affiliation between passionate restraint and prosperity is converse, in differentiate to the coordinate relationship between cognitive reappraisal strategy and prosperity (Net & John, 2003). Agreeing to Enebrink, Ghaderi (2013), cognitive reappraisal is contrarily connected with traumatic experiences in early life, such as unforgiving parental discipline, whereas expressive concealment is specifically connected with these experiences.

There may be a critical contrast between the stressors and natural variables experienced by civilians and those within the military. Military faculty are prepared to manage with push in a certain way, in differentiate to the common open who frequently create their claim one of a kind ways for managing with such circumstances. Continuance preparing is an fundamental part of military preparing. Staff members' long-term mental wellbeing is influenced by endurance training, which has its claim interesting mental impacts. Individuals of the armed powers experience misfortune on a day by day premise and whereas serving their nation. Enthusiastic direction, mental wellness, and resiliency are all factors that will be superior caught on with this investigate. Besides, it would give concrete confirmation that civilians may advantage from continuance preparing to overcome ordinary challenges. The essential objective of this inquire about is to compare and differentiate military and civilian populaces with regard to enthusiastic control, mental well-being, and strength.

REVIEW OF RELATED LITERATURE

Zea (2020) did a inquire about at Texas A&M College within the Joined together States on the subject of "The Impact of Enthusiastic Insights within the Military Work environment." The study's objective was to examine how passionate insights (EI) influences the military. Various defensive variables that have been recognized by inquire about may reduce the negative impacts of stretch on the mental well-being and

behavioral issues of military staff. As a subjective think about, it too concentrated on and inspected the implications for HRD, which plays a pivotal part within the military career cycle. From pre-deployment, when warriors are still in their developmental a long time, when they are created through viable, responsive, and customized programs, to post-deployment, when activities are put in put to upgrade career improvement, work fulfillment, and veterans' fruitful move into civilian life.

Marin (2019) carried out an empirical inquire about on the subject of "Passionate Insights and Work Execution within the Discuss Drive." The study's objective was to decide how students' enthusiastic insights changes amid the course of their time in school. In this work, a quantitative or neo-positivist methodological approach has been utilized. The inquire about included 113 members from the Spanish Discuss Drive Foundation. To assist get it the result, a approved survey was utilized. The study's discoveries demonstrate that understudies from the Spanish Discuss Drive Foundation appear to have tall levels of enthusiastic insights overall.

Kant (2019) carried out inquire about on "Passionate Insights: An Examination of College Understudies." The study's objective is to explore the passionate insights of college understudies and decide how passionate insights shifts by sex, area, course level, and scholarly program. Information from 200 understudies from the Central College of South Bihar in Gaya, India, were utilized in this survey-based inquire about. The discoveries appear that, with the exemption of those within the law and administration schools, all schoolchildren have tall levels of passionate intelligence.

Fatum (2008) conducted a ponder on the subject of "The relationship between enthusiastic insights and scholastic accomplishment in basic school children." The study's objective was to discover out how enthusiastic insights (EI) and scholarly accomplishment relate to each other. An starting test of 51 male and 31 female children matured 4 to 5 made up the test, and information was assembled from three sessions of perceptions and reactions. The discoveries of the ponder appeared that children are social animals and human creatures who cannot think coherently or normally without sifting approaching data through their brains utilizing their feelings and judgments.

Fernndez; Alcaide; Extremera & Pizzaro (2006) explored the relationship between passionate insights and young uneasiness and misery. The inquire about looked at the association between high school pity, uneasiness, and emotional insights. The Characteristic Meta-Mood Scale (TMMS), a self-report enthusiastic insights test, was given to 250 high school understudies together with tests of uneasiness, pity, and thought concealment. Two key conclusions risen from the examination. The primary self-reported enthusiastic insights was the capacity to control one's temperament, whereas the moment self-reported passionate insights was contrarily related with uneasiness and sadness levels. The discoveries give trustworthiness to the thought that enthusiastic insightscould be a significant and distinct factor in mental adjustment.

Markin (2005) considered the subject of "Enthusiastic Insights, Session Result, Knowledge, and Transference." Analyzing the relationship between session affect, knowledge, transference, and passionate insights was the essential objective of the ponder. For this think about, the analysts adjusted the relationship survey created by Gelso, Slope, and Kivlighan in arrange to include questions on participants' in general level of enthusiastic and mental understanding. The entire test included eighty-six treatment sessions. A counselor's normal age was 45. Passionate insights is characterized as "the capacity to see feelings, acclimatize emotion-related considerations, successfully oversee feelings, and illuminate enthusiastic issues" concurring to their think about.

Objectives

1. To assess and compare emotional regulation abilities of military-connected children attending military-base versus civilian schools.
2. To explore how school environment and peer integration influence emotional regulation strategies (cognitive reappraisal and emotional suppression) in these children.

Hypotheses

H1: There is a significant difference in emotional regulation abilities between military children in military-base schools and those in civilian schools.

H2: Military children in military-base schools exhibit higher use of cognitive reappraisal strategies and lower use of emotional suppression strategies compared to those in civilian schools.

Methodology

This study employed a comparative cross-sectional research design to investigate emotional regulation differences in military-connected children based on school type. A total of 140 participants, equally divided between military-base schools and civilian/public schools (70 each), were selected using stratified random sampling to ensure equal representation of both groups. Participants ranged in age from 10 to 16 years and were currently enrolled in middle and secondary education.

Data collection involved the use of the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA), which assessed two key emotional regulation strategies: cognitive reappraisal and emotional suppression. Additional demographic data were collected through a structured survey to capture information on age, gender, parental deployment history, and number of school transfers. The questionnaire was administered during school hours under supervision, with informed consent from parents and assent from students.

Data were analyzed using descriptive statistics, independent samples t-tests, and effect size calculations (Cohen's d) to evaluate the magnitude of differences between the two school groups. The use of standardized tools and comparative analysis allowed for a clear understanding of how educational environment influences emotional coping mechanisms in military-connected children.

Analysis

Table 1: Demographic Profile of Respondents (N = 140)

Variable	Category	Frequency (n)	Percentage (%)
Age Group	10–12 years	58	41.4%
	13–14 years	47	33.6%
	15–16 years	35	25.0%
Gender	Male	72	51.4%
	Female	68	48.6%
School Type	Military-Base School	70	50.0%
	Civilian/Public School	70	50.0%
Number of School Transfers	0–2	46	32.9%
	3–5	63	45.0%
	6 or more	31	22.1%
Parental Deployment Status	Currently Deployed	39	27.9%
	Previously Deployed	72	51.4%
	Never Deployed	29	20.7%

The demographic table provides a comprehensive overview of the participant characteristics ($N = 140$). The sample was fairly balanced in gender distribution, with 51.4% males and 48.6% females. In terms of age, 41.4% were between 10–12 years, 33.6% were 13–14 years, and 25% were 15–16 years old, indicating a strong representation across developmental stages. Participants were evenly split between military-base and civilian/public schools. A notable 45% had changed schools 3–5 times, reflecting the high mobility typical of military families. Moreover, 79.3% had experienced parental deployment, either currently or in the past, indicating significant exposure to one of the key stressors affecting military children. This demographic composition validates the relevance of studying emotional regulation within this uniquely mobile and often psychologically impacted group.

Table 2: Comparison of Emotional Regulation Strategies by School Type

Emotional Regulation Strategy	School Type	Mean (SD)	t-value	p-value
Cognitive Reappraisal	Military-Base School	4.12 (0.65)	4.76	< 0.001
	Civilian/Public School	3.56 (0.72)		
Emotional Suppression	Military-Base School	2.18 (0.70)	-3.92	< 0.001
	Civilian/Public School	2.65 (0.74)		

This table compares emotional regulation scores between children from military-base schools and civilian schools using independent samples t-tests. Military-base school students reported significantly higher cognitive reappraisal (Mean = 4.12, SD = 0.65) than their civilian school peers (Mean = 3.56, SD = 0.72), with a t-value of 4.76 ($p < 0.001$), indicating a strong and statistically significant difference. Conversely, emotional suppression was significantly lower in military-base school students (Mean = 2.18) than those in civilian schools (Mean = 2.65), with a t-value of -3.92 ($p < 0.001$). These findings suggest that military-base schools may provide better emotional scaffolding and familiarity that enable students to use more adaptive regulation strategies.

Table 3: Descriptive Statistics

Group	Cognitive Reappraisal (Mean $\pm$ SD)	Emotional Suppression (Mean $\pm$ SD)
Military-Base Schools	4.12 $\pm$ 0.65	2.18 $\pm$ 0.70
Civilian Schools	3.56 $\pm$ 0.72	2.65 $\pm$ 0.74

Table 3 displays the mean and standard deviation (SD) scores for cognitive reappraisal and emotional suppression strategies among military children attending military-base versus civilian schools. Students from military-base schools scored higher in cognitive reappraisal ($M = 4.12$, $SD = 0.65$) compared to those in civilian schools ($M = 3.56$, $SD = 0.72$). This suggests that military-base school students more frequently used adaptive emotional regulation strategies. In contrast, emotional suppression, a less adaptive strategy, was reported less frequently by military-base school students ($M = 2.18$, $SD = 0.70$) than by those in civilian schools ($M = 2.65$, $SD = 0.74$). The results reflect a trend where military-base school environments may provide better psychosocial support, peer alignment, and familiarity—factors that can enhance emotional adaptability in military children.

Table 4: Independent Sample t-Test

Variable	t-value	p-value	Interpretation
Cognitive Reappraisal	4.76	< .001	Significant difference (higher in military-base schools)
Emotional Suppression	-3.92	< .001	Significant difference (lower in military-base schools)

Table 4 presents the results of the independent samples t-test comparing emotional regulation strategies between the two school types. A statistically significant difference was found in cognitive reappraisal scores, with a t-value of 4.76 and a p-value less than .001, indicating that students in military-base schools employed this adaptive strategy more often. Similarly, for emotional suppression, a significant difference

was also observed ($t = -3.92$, $p < .001$), with lower scores in military-base schools, suggesting that students in civilian schools are more likely to suppress their emotions. Both findings support the conclusion that school environment plays a crucial role in shaping how military children regulate their emotions, with military-base schools appearing to offer a more emotionally supportive context.

Conclusion

The findings reveal significant differences in emotional regulation between military children attending different school types. Those in military-base schools exhibited higher levels of cognitive reappraisal and lower emotional suppression, indicating better emotional regulation overall. This suggests that the structured support systems, cultural familiarity, and shared experiences present in military-base schools may foster adaptive coping strategies. Conversely, military children in civilian schools may face integration challenges that impact their emotional expression and regulation.

These results highlight the importance of school-based mental health and social support interventions, particularly in civilian schools, to help military children navigate emotional stressors. Educational policymakers should consider deploying trained counselors and resilience programs in schools with military-connected populations to promote socioemotional well-being.

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