Abstract

The current study intended to explore the patterns of cognitive emotion regulation through the lens of core self evaluation and its impact on mental health problems in working schooled and non-schooled children. The sample of 120 adolescents (60 working schooled children, 60 working non-schooled children) with the age range of 12 to 18 years ($M = 15.11$, $SD = 1.87$) was taken. Urdu Translated version of Core Self Evaluation Scale (CSES) (Fatima, 2018), Cognitive Emotion Regulation Questionnaire (CERQ) (Butt, Khawer, Malik & Sanam, 2012) and Mental Health Inventory (MHI) (khan, Hanif & Tariq, 2015) was used. Different statistical analyses were conducted to analyze the data. The results of inter-correlations among study variables showed significant positive correlation between Self Evaluation, Cognitive Emotion Regulation with Psychological Wellbeing ($r=.81$**, $r=.62$**, $p<.01$) while significant negative correlation with Psychological Distress ($r= -.81$**, $r= -.45$**, $p<.01$). Result showed demographics as prominent predictors of mental health problems with 81% of variance in psychological wellbeing and 80% of variance in psychological distress. Moreover, self evaluation and cognitive emotional regulation depicted as significant positive predictors of psychological wellbeing ($\beta = .19$*, $p<.01$; $\beta = .17$**, $p<.001$). In addition, mediation analysis showed that relationship between cognitive emotion regulation and mental health was not mediated by self evaluation. Self evaluation, cognitive emotion regulation and psychological wellbeing were shown higher in working schooled while psychological distress was reported more in working non-schooled children. The current study emphasized in identifying coping strategies to make effective management to overcome mental health problems incorporating in late adolescents.

Keywords: *Self Evaluation, Cognitive Emotion Regulation, Mental Health Problems, Working Schooled and Non-schooled Children.*