Impact of Emotional Regulation Techniques on Academic Performance in Secondary School Students

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Abstract

The present study was intended to explore the impact of emotional regulation techniques on academic performance at the secondary level. The study was quantitative. The population of the research comprised all secondary school students of the public as well as private sector schools in Lahore. A self-developed research tool was used by adhering to the research objectives. The questionnaire was split into two sections: one for demographic information and the other for student demographics. The second section contained fifteen statements. Five choices of the people who responded were asked to provide primary data using a Likert scale. The study's findings revealed that the majority of students in the study agreed, according to the results, that playing with their peers, enjoying time alone, making friends in class, and talking with friends are ways for them to decompress when they're feeling down. Teachers can guide kids when there is an emotional disturbance. Students who have too much homework in class become stressed out and good emotional regulation techniques improve student performance. Some students disagreed, though, saying that they prefer to leave in the event of an emotional issue. They confide in their friends about their feelings whenever they're distressed. In addition to participating in extracurricular activities at school, which aids in their emotional regulation, they do not consult a psychologist when they are depressed. The gathered data was analyzed using both inferential (such as ANOVA and the independent-

sample t-test) and descriptive (such as percentage, mean, and SD) statistics. It may be recommended to assess students frequently to keep an eye on their emotional health and stress levels related to their studies. Give educators instruction so they can spot indicators of pupils' emotional distress and academic stress. Provide teachers with the tools they need to help children create healthy coping techniques and express their feelings in healthy ways.

Keywords: performance, emotion, influence, regulation, learning

Introduction

Emotions have historically been viewed in education as an adjunct to the learning experience. Feelings can take many different forms, including happiness, sadness, annoyance, and many more. That being said, every person's definition of an emotion may differ. While some may distinguish between feeling and emotion, few are aware that emotions can be characterized as feelings On the other hand, emotions are a class of feelings that are different from sensations and are triggered by changes in physiological conditions, according to earlier psychologists like William James (Pozzobon and Marin, 2021). Emotional control techniques are vital tools for raising student learning, academic performance, and educational quality. Emotion regulation, according to Gross (1998), is a procedure that affects people's emotions as soon as they arise and how they feel and express them. Moreover, the process of controlling emotions might be conscious or unconscious, spontaneous or controlled, and it may have resulted in its repercussions.

Nowadays, people can find a range of tools, including books, articles, and studies, to help them manage their emotions (Bradley et al., 2010). Furthermore, the process of emotion regulation can directly influence emotional experiences and have an impact on the caliber of responses. Regulating emotions well and functionally is, regrettably, one of the most difficult things most individuals have to do (Gross, 2003). Several hypotheses have been applied to emotion regulation techniques in an attempt to explain its value throughout all phases of human existence. The Process Model of Emotion Regulation theory, first presented by Gross in 2003, is one of the most often utilized. According to this theory, emotions can be controlled at five different stages of a process: (1) circumstance Selection: which is choosing a course of action; (2) Situation Modification: which is an attempt to change a circumstance (3) Focusing attention toward or away from a psychological scenario is known as attention deployment. (4) Cognitive Change: This entails altering one's perspective on a circumstance and (5) Responses Modulation: This strategy aims to directly affect the physiological, behavioral, and cognition response system.

Emotions play a vital role in enthusiasm, self-regulated acquiring knowledge, and performance in general (Burić & Sorić, 2012) Not unexpectedly, emotion has been found as an important component for several academic-related consequences (Linnenbrink-Garcia & Pekrun, 2011). The impact of emotion management on academic achievements is now being explored by research. Academic achievement appears to be largely dependent on emotion regulation (ER), which is described as processes that involve monitoring, evaluating, and modifying emotional reactions. This appears to be true for all age groups (Burić et al., 2016). School burnout is one concept that can help explain how ER tactics affect academic results. School burnout is a harmful outcome of poorly managed school-related stress and is characterized by cynicism about the purpose of education, persistent fatigue from school-

related work, and a sense of inadequacy in school-related success (Parker and Salmela-Aro, 2011). This definition of school burnout is derived from the literature on occupational burnout.

Similar to extended relationships with ER, there is a correlation between academic performance and school burnout, such as absenteeism, a poorer grade point average (GPA), and school dropout (Smith et al., 2018). Significantly, research by Seibert et al., (2016) has demonstrated that the degree of self-control ability was a determining factor in the association between school burnout and worse academic outcomes. ER has been associated with professional burnout but there is currently little research on the relationship between ER and burnout at school, except in the aforementioned case. The process model of emotion regulation can be used to understand the conceptual connections between ER, school burnout, and academic results.

Objectives of the Study

1. To examine the strategies that students have used to address their emotional irregularities.
2. To examine the impact of emotional regular practices on secondary school students' academic performance.

Research Questions

1. What constructive habits have students made to reduce their emotional instability?
2. What impact do unhealthy habits have on secondary school students' academic performance?

Literature Review

However, academic success is no longer viewed as a straightforward phenomenon involving learning and receiving grades for that learning; rather, several factors affect students' academic achievement in addition to their learning quality. These variables include the students' racial and gender identities, learning preferences (Saeed & Ahmad, 2020), motivations and temperaments, socioeconomic background, and parental and peer support. However, the first few years of student life are typically marked by a variety of novel and stressful events that make it difficult for students to adjust psychologically to their new surroundings at the university, which in turn affects their academic performance (Segura et al., 2020). The body of research also points to a few other variables that may affect students' academic performance, which is also linked to their enjoyment of their time in college and beyond. These variables include attendance, family income, financial aid, and financial aid requisite well-being risky attitude in youth and the role and support of the student's parents, siblings, and friends. Conversely, academic success serves as an example of a student's favorable outcomes; it is defined as the fulfillment of learning objectives, the acquisition of desired skills and contentment, persistence, and college outcomes (Zheng et al., 2020). According to research, the best way to assess how well students have met expectations for their academic achievement is to look at their Cumulative Grade Point Average.

Mechanism of Emotion Regulation

The psychological processes of a reconsideration implementation involve brain systems that support cognitive control and linguistic elaboration, as opposed to suppression, which uses more external intentional control systems, and distraction, which uses more external inhibitory systems (Hayes et al., 2010). Reappraisal-related cortical and tangent cognitive control as well as linguistic elaboration systems may be activated to produce decreased or increased emotional reactivity, depending on the individual's emotional purpose. If the connection between reappraisal and affective versus cognitive control is made evident, it may help explain how ER develops during adolescence (Schweizer et al., 2020). Likewise, elucidating whether reappraisal can be influenced by proactive versus receptive control cycles could help us choose the most effective and adaptable ER approaches to employ as adults and in the future. The upregulation of positive emotion is another potential mechanism that may help us better comprehend associations between ER and psychopathology. Mental components overseeing the choice of reappraisal incorporate dynamic cycles, in which the requirement for guidelines is offset with expected achievement, the assessed mental expenses of carrying out applicant methodologies (Milyavsky et al., 2019), and the desire to regulate the situation's emotional components. The course of reappraisal determination might connect with a comparable front parietal organization to that drew in during reappraisal execution, yet a couple of studies can isolate systems of choice from execution (Cosme et al., 2018).

Consequences of Emotion Regulation

The majority of research on emotion regulation has either evaluated typical ER use patterns or modified ER (McRae, 2013). Basic affective science has traditionally dealt with the effects of modifying ER since methods are learned and cued in the laboratory and the assessed affective consequences are relatively proximal to the regulation. This is sometimes referred to by researchers as ER success, ability, capacity, or effectiveness. Early studies on ER success looked at the hypothesis that the timing of the ER strategy which could have to do with relative time inside a cycle or the timing of early versus later repeating cycles would predict ER performance (Gumore and Arsenio, 2002). Conversely, the domains of clinical, growth-oriented, and personality psychology have been the main focus of research on the patterns of ER use related to selection stages. In this assessment method, questionnaires are frequently utilized, and many of the presumed implications have relatively remote associations. There are other terms used to describe typical ER use, including ER inclination, ER use, persistent ER, trait ER, and ER frequency. Over the past ten years, ER frequency has been defined more and more as the frequency with which a person decides to employ a specific laboratory strategy. Reappraisal is often successful because it frequently yields the desired changes in neural measures of emotion (Chang et al., 2015; Dörfel et al., 2014).

Research on reassessment in more natural settings has mostly supported laboratory results through the use of experience sampling. In contrast, suppression leads to modest, null, or paradoxical alterations in unpleasant feelings. Reappraisal is successful in this regard. Reappraisal's effects differ from distraction in that it is less successful in the short term at reducing negative emotion than distraction, but it becomes more effective in subsequent interactions with the object of attention. The determinants section below discusses factors

that reduce the success of reappraisal (Davis et al., 2010).

Factors Affecting Emotional Regulation

According to the study, several factors, including age, have been proven to affect people's ability to control their emotions. Older teens have lower levels of anger than those who are younger. The problem of friends and family comes next. Parents' emotional control and uncomfortable behavior can affect teens' ability to manage their emotions. The warmth from their mother is positively connected with a child's capacity to control their emotions. Teenagers and mothers use comparable emotional regulation techniques. In contrast, the father does not exhibit this type of attachment. When moms exercise authority in their parenting, adolescents' ability to control their emotions is enhanced. Males who struggle with controlling their frustrations are more prone to act aggressively. Men, however, suffer much more than women do since their incapacity to control their anger has nothing to do with being physically violent (Bell and Kozlowski, 2008). This is because men and women express emotions, particularly rage in different ways. Relationship-oriented objectives, including prosocial support or relationship maintenance, are more likely to be supported by women. Conversely, men are more likely to support status- and agent-oriented goals including dominance, retaliation, and control. Age does not increase the suppression in men, but it does in women. There appears to be no correlation between age and women's acceptance. Early rejection from classmates and antisocial behavior in early relationships are directly and indirectly related to early emotional regulation. Children who can regulate their inappropriate attitudes are more likely to encounter rejection from their peers while they are involved in challenging activities. Lastly, there are our mental abilities. It takes cognitive abilities to regulate emotions, such as observing and assessing circumstances, events, or circumstances (Pagnini et al., 2016).

Emotion Regulation and Academic Performance

The feeling guideline is the capacity to accurately understand, survey, and examine one's appearance and inward emotive states (Iqbal and Akhter, 2019). Specialists in the emergency room accept that self-guideline and profound skill are two of the four most significant capacities to have. The principal expertise is mindfulness, and the second is feeling guideline, which assists individuals with controlling their feelings depending upon the circumstance. The third expertise is social mindfulness, which helps with understanding society, and the fourth is psychosocial improvement, which distinguishes skill in remembering one's association. The specialists proposed a trauma center coordinated model in light of hypothetical and exploratory methods. This model suggests that ER can be thought of as a collection of interconnected skills like being able to identify emotions, being clear about emotions, receiving emotions, completing the preferred task despite the interference of negative emotions, and practicing appropriate approaches to modify emotions based on the situation. If no one has any prior experience with ER, it may be difficult (Masud et al., 2019).
Many studies have observed that feeling guideline techniques are turning out to be better known by established researchers since they help people control their feelings through the use of strategies. Guidelines for feelings include a few techniques like perception, assessment, and change of close-to-home articulation. The ability to appreciate people on a deeper level

requires the ability to deal with one's feelings. Feelings are not restricted to the existence of people; rather, the whole climate produces a large number of states of mind and close-to-home responses generally on its own. A teenager develops his own emotions in their purest form through observation of others. According to Taylor, Eisenberg, & Spinrad (2015), a variety of mindless and uncontrolled methods are utilized in the emergency room to initiate, preserve, and alter the frequency, extent, and duration of sensation in a variety of conditions.

Association between Emotions Regulations and Academic Achievements of Students

Emotion improves memory and working capacity when students' classroom performance is evaluated. Arsenio & Loria (2014) found that a high degree of negative emotion is the root cause of poor academic performance and that students' negative emotions have a significant impact on their grade point averages. Profound effects on schooling are turning out to be progressively significant in the current setting. Understudies' acquiring abilities have been connected to their feelings, concurring with this review. Understudy execution is hurt by negative feelings like concern, dread, rage, disappointment, culpability, and depression. As per research on the impacts of gloomy feelings on understudy instructive execution, they are harmful to inspiration, execution, and learning under assorted circumstances. As a general rule, pessimistic feelings upset understudies' capacity to do instructive exercises, work proficiently, and think plainly, as well as manage their feelings and discernment. Social functionalist approaches to emotion regulation will direct individuals toward a suitable structure for comprehending the specific emotions that support academic performance. People who can control their emotions are more likely to achieve their cognitive objectives, as several studies have shown (Colombo et al., 2020). Uncontrolled lead, as per research, adversely affects students' perceptual capacities and effectively diverts them from finishing instructive exercises in school. The capacity of individuals in the study hall to direct their pessimistic feelings impedes their instructive advancement (McRae et al., 2010).

Related Research

Research has demonstrated that emotions and moods have an immediate influence on a student's capacity for learning, which has led to an increased understanding of the significance that feelings have in education. Thus, understanding how emotional regulation affects academic performance has drawn the attention of scholars in the past few decades (Burić et al., 2016). When students' academic performance is assessed, their working memory and talents are supported by appropriate emotion regulation. As a result, it is discovered that students' CGPA and negative emotions are negatively correlated, suggesting that a high level of negative emotions is a strong indicator of subpar academic achievement (Arsenio & Loria, 2014).

Additionally, Rafidah et al. (2009) discovered that stress related to education is a further factor influencing students' academic performance. Depending on how frequently and successfully a student uses a technique called emotion regulation to manage that stress; this stress may also be accomplished through effective emotion regulation. The academic outcomes are thus determined by the choice of an appropriate or inappropriate emotion control strategy for handling this stress. The results of Hafiz's (2015) study on Malaysian university students, which examined the effects of suppressed expressiveness and cognitive

reappraisal on academic performance, painted a different image from the literature previously mentioned.

The influence of the effect on the process of learning has been widely documented. Positive emotions have been shown in several types of research to promote learning and boost academic performance. According to Rucker et al. (2011), self-motivation and contentment with the course materials may operate as mediators. However, according to a recent study, learning is facilitated by negative learning-centered states like perplexity because they promote attention to the learning information. Perplexity is not a feeling. Because of conflicting information, there is a condition of cognitive dissonance. A perplexed pupil may become irate and look for additional information. Students with motivation will read further (Boden et al., 2012).

Teachers and students have different perspectives on what emotional competencies are. Students must learn to grasp emotions such as empathy and compassion. By being role models, teachers ought to motivate learners to share and incorporate mental state talk daily. Instructors should encourage male students to talk about their friendships and competitive sports experiences. These life skills should be the primary emphasis of high school social-emotional learning since they are crucial for early teenagers of all gender orientations (Wong and Law, 2019).

In the context of academic assessments, students may intentionally attempt to lessen uncomfortable emotions during evaluations; nonetheless, it is possible that using particular techniques won't always yield the desired outcomes. In other words, emotional regulation is a type of affect regulation when an individual tries to change certain aspects of their interactions with their environment, which they have coded in a particular way (Gross et al., 2006).

When it comes to academic studies on emotions and emotional regulation, anxiety in the context of evaluation and students' anxiety management during exams have drawn the most attention. Studies' findings imply that the regulatory function influences academic performance by influencing how people behave and see their work. Additionally, learners who exhibited greater emotional regulation also demonstrated greater academic ability and were more adept at completing certain academic tasks (Luna et al., 2019).

Research Methodology

Research Design

A descriptive survey was used to perform this study. According to Gay (2008), descriptive research comprises methodically characterizing educational events. Mainly, it answers the questions: who, what, where, when, and how. It also indicates where the next departs. With this method, data had to be collected over time from a large number of participants using research equipment, analyzed, tabulated, and interpreted in the context of the study's objectives.

Population

The population of this research study was the students studying in 9th and 10th in ten secondary schools located in Lahore: Cathedral School -1 Hall Road Branch Lahore, Cathedral School -4 Church Road Branch Lahore, Cathedral School -4 Faisal Town Branch Lahore,

Central Model School Karachi Road Lahore, St. Anthony School Regal Road, St. Peter High School Waris Road Lahore, American Lyceum Near Garhi Shahu Lahore, DPS Model School For Boys Lahore, Beacon House Girls Liberty M. M Alam Road Lahore and Beacon House Boys Garden Town Lahore.

Sample and Sampling Technique

Through the use of convenience sampling, the study's sample was chosen. In this research study, 300 secondary school students made up the sample. The students are divided into two groups: 150 students from class 9 (75 males and 75 females) and 150 students from class 10 (75 males and 75 females).

Research Instrument

A five-point Likert scale questionnaire covering the study's objectives and research questions was created, taking into account prior research in the field. The questionnaire comprised fifteen closed-ended questions about emotion regulation.

Data Analysis

Based on the results shown in Table 1, the majority of the students (72%) agreed regarding the statement: My classmates and I play when I'm depressed. The aforementioned statement had been cleared by their mean score of 4.09 and standard deviation (SD) of 1.05 for this statement.

Table 1 My classmates and I play when I'm depressed.

Responses	F	Percentage	Mean	SD
Strongly Disagree	52	17.3	4.09	1.05
Disagree	30	10.0		
Neutral	2	.7		
Agree	71	23.7		
Strongly Agree	145	48.3		
Total	300	100.0		

Based on the results shown in Table 2, the majority of the students (66.3%) disagreed regarding the statement: In the event of an emotional disturbance, I enjoy getting out. The majority of students did not agree with the stated statement, as supported by their mean score of 2.24 and the statement's standard deviation (SD) of 1.04.

Table 2 In the event of an emotional disturbance, I enjoy getting out.

Responses	F	Percentage	Mean	SD
Strongly Disagree	92	30.7	2.24	1.04
Disagree	107	35.6		
Neutral	59	19.6		
Agree	18	6.0		
Strongly Agree	26	8.66		
Total	300	100.00		

Based on the results shown in Table 3, the majority of the students (56.3%) disagreed with the statement: Whenever I feel upset, I talk to my friends about how I'm feeling. The majority of students did not agree with the stated statement, as supported by their mean score of 2.8 and the statement's standard deviation (SD) of 1.26.

Table 3 Whenever I feel upset, I talk to my friends about how I'm feeling.

Responses	F	Percentage	Mean	SD
Strongly Disagree	100	33.3	2.80	1.26
Disagree	69	23.0		
Neutral	35	11.7		
Agree	54	18.0		
Strongly Agree	42	14.0		
Total	300	100.0		

Based on the results shown in Table 4, the majority of the students (66.3%) agreed regarding the statement: Sometimes I enjoy being alone. The aforementioned statement was further supported by their mean score of 3.85 and standard deviation (SD) of 1.13 for this statement.

Table 4 Sometimes I enjoy being alone.

Responses	F	Percentage	Mean	SD
Strongly Disagree	21	7.0	3.85	1.13
Disagree	42	14.0		
Neutral	38	12.6		
Agree	88	29.3		
Strongly Agree	111	37.0		
Total	300	100.0		

Based on the results shown in Table 5, the majority of the students (66.6%) agreed regarding the statement: In my class, I enjoy forming friendships. The aforementioned statement was also favored by their mean score of 3.90 and standard deviation (SD) of 1.18 for this statement.

Table 5 In my class, I enjoy forming friendships.

Responses	F	Percentage	Mean	SD
Strongly Disagree	23	7.6	3.90	1.18
Disagree	51	17.0		
Neutral	26	8.6		
Agree	72	24.0		
Strongly Agree	128	42.7		
Total	300	100.0		

Based on the results shown in Table 6, the majority of the students (72%) agreed with the statement: With friends, gossiping helps me unwind. The aforementioned statement was

accepted by their mean score of 4.09 and standard deviation (SD) of 1.05 for this statement.

Table 6 With friends, gossiping helps me unwind.

Responses	F	Percentage	Mean	SD
Strongly Disagree	52	17.3	4.09	1.05
Disagree	30	10.0		
Neutral	2	.7		
Agree	71	23.7		
Strongly Agree	145	48.3		
Total	300	100.0		

Based on the results shown in Table 7, the majority of the students (54%) disagreed with the statement: I take part in extracurricular activities at school, which helps me manage my emotions. The majority of students did not agree with the statement, as evidenced by their mean score of 3.01 and the statement's standard deviation (SD) of 1.38.

Table 7 I take part in extracurricular activities at school, which helps me manage my emotions.

Responses	F	Percentage	Mean	SD
Strongly Disagree	78	26.0	3.01	1.38
Disagree	85	28.3		
Neutral	31	10.3		
Agree	40	13.3		
Strongly Agree	66	22.0		
Total	300	100.0		

Based on the results shown in Table 8, the majority of the students (74.6%) agreed with the statement: When there is an emotional disturbance, teachers can provide direction. The aforementioned statement was also supported by their mean score of 4.07 and standard deviation (SD) of 1.05 for this statement.

Table 8 When there is an emotional disturbance, teachers can provide direction.

Responses	F	Percentage	Mean	SD
Strongly Disagree	44	14.6	4.07	1.05
Disagree	29	9.7		
Neutral	3	1.0		
Agree	83	27.6		
Strongly Agree	141	47.0		
Total	300	100.0		

Based on the results presented in Table 9, the majority of the students (54%) agreed regarding the statement: I always turn to music when I'm depressed. The aforementioned assertion was also supported by their mean score of 3.34 and standard deviation (SD) of 1.20 for this statement.

Table 9 I always turn to music when I'm depressed.

Responses	F	Percentage	Mean	SD
Strongly Disagree	20	6.7	3.34	1.20
Disagree	62	20.7		
Neutral	52	17.3		
Agree	102	34.0		
Strongly Agree	62	20.7		
Total	300	100.0		

Based on the results shown in Table 10, the majority of the students (72%) agreed regarding the statement: I argue with my classmates and feel emotionally disturbed. The statement above was also supported by their mean score of 4.08 and standard deviation (SD) of 1.05 for this statement.

Table 10 I argue with my classmates and feel emotionally disturbed.

Responses	F	Percentage	Mean	SD
Strongly Disagree	52	17.3	4.08	1.05
Disagree	30	10.0		
Neutral	2	.7		
Agree	72	24.0		
Strongly Agree	144	48.0		
Total	300	100.0		

Based on the results shown in Table 11, the majority of the students (52%) disagreed with the statement: I see a psychologist when I'm depressed. The majority of students did not agree with the stated statement, as indicated by their mean score of 2.55 and the statement's standard deviation (SD) of 1.37.

Table 4.11 I see a psychologist when I'm depressed.

Responses	F	Percentage	Mean	SD
Strongly Disagree	92	30.7	2.55	1.37
Disagree	65	21.7		
Neutral	49	16.3		
Agree	56	18.6		
Strongly Agree	38	12.7		
Total	300	100.0		

Based on the results shown in Table 12, the majority of the students (67%) agreed regarding the statement: I feel more at ease after a lengthy nap. The statement as mentioned above was further supported by their mean score of 3.91 and standard deviation (SD) of 1.18 for this statement.

Table 12 I feel more at ease after a lengthy nap.

Responses	F	Percentage	Mean	SD
Strongly Disagree	53	17.7	3.91	1.18
Disagree	35	11.7		
Neutral	11	3.7		
Agree	72	24.0		
Strongly Agree	129	43.0		
Total	300	100.0		

Based on the results shown in Table 13, the majority of the students (72%) agreed regarding the statement: Too much homework in class stresses me out. The aforementioned statement was also accepted by their mean score of 4.09 and standard deviation (SD) of 1.05 for this statement.

Table 13 Too much homework in class stresses me out.

Responses	F	Percentage	Mean	SD
Strongly Disagree	52	17.3	4.09	1.05
Disagree	30	10.0		
Neutral	2	.7		
Agree	71	23.7		
Strongly Agree	145	48.3		
Total	300	100.0		

Based on the results shown in Table 14, the majority of the students (72%) agreed regarding the statement: To decompress, I watch hilarious stuff on television. The statement as mentioned above was further supported by their mean score of 4.07 and standard deviation (SD) of 1.05 for this statement.

Table 14 To decompress, I watch hilarious stuff on television.

Responses	F	Percentage	Mean	SD
Strongly Disagree	52	17.3	4.07	1.05
Disagree	35	11.6		
Neutral	3	1.0		
Agree	75	25.0		
Strongly Agree	135	45.0		
Total	300	100.0		

Based on the results shown in Table 15, the majority of the students (60%) agreed with the statement: Effective methods for managing emotions boost students' performance in the classroom. The statement as mentioned above was also supported by their mean score of 3.34 and standard deviation (SD) of 1.20 for this statement.

Table 15 Effective methods for managing emotions boost students' performance in the classroom.

Responses	F	Percentage	Mean	SD
Strongly Disagree	35	11.6	3.34	1.20
Disagree	62	20.7		
Neutral	24	8.0		
Agree	106	35.3		
Strongly Agree	74	24.6		
Total	300	100.0		

Difference in Students' Perception Based on Demographic Data

Table 16 compares students' perceptions of the effect of emotional control strategies on academic achievement in secondary school students based on their gender and presents the findings of an independent sample t-test. A statistical significance of the impact of emotional regulation techniques on academic performance in secondary school students was seen differently by male (M=100.95, SD=12.85) and female (M=112.21, SD=11.768) students, with a significant difference (t (298) = -7.916, p=0.00 at a significance level of 0.05. It was deduced that female students differ from male students in their support of the influence of emotional control strategies on secondary school student's academic performance. Given that the sig value is 0.000<0.05, it is evident that male and female students' perceptions differ significantly.

Table 16 Difference in Students' Perceptions based on Gender

Variables	Category	N	M	SD	df	t	sig
Gender	Male	140	100.9571	12.85160	298	-7.916	.000
	Female	160	112.2125	11.76894			

The perception of students based on their class is shown in Table 17. The findings of an independent sample t-test, which was used to examine students' perceptions of the impact of emotional control techniques on academic achievement in secondary school students, are displayed in Table 4.33. The perceptions of ninth-class students (M=104.80, SD=13.84) and tenth-class students (M=109.23, SD=12.76) regarding the impact of emotional control strategies on academic achievement in secondary school students did not differ statistically significantly (t (298) = -2.875, p = 0.00 at the significant level of 0.05. It was deduced that the 10th graders shared the same opinions as the 9th graders on the impact of emotional regulation techniques on secondary school students' academic performance. Given that the sig value of 0.638 > 0.05, it may be concluded that there is no discernible difference between ninth- and tenth-class students' perceptions.

Table 17 Difference in students' Perceptions Based on class

Variables	*Category*	*N*	*M*	*SD*	*df*	*t*	*sig*
Class	9th	154	104.8052	13.84606	298	-2.875	.638
	10th	146	109.2329	12.76798			

According to the type of school, instructors' perceptions are depicted in Table 18, which also presents the findings of an independent sample t-test used to compare students' perceptions of the impact of emotional regulation techniques on secondary school students' academic performance. Regarding the impact of emotional regulation techniques on secondary school student's academic performance, there was no statistically significant difference between the views of students attending private schools (M=105.72, SD=14.11) and public schools (M=108.54, SD=12.52) were statistically significant at the 0.05 level. It was deduced that the impact of emotional regulation techniques on secondary school student's academic performance was similar for private school students and public school students. Given that the sig value of 0.072>0.05, it may be concluded that there is no discernible difference between the perceptions of students attending private and public schools.

Table 18 Difference in Students Perception Based on School Type

Variables	***Category***	***N***	***M***	***SD***	***df***	***t***	***sig***
School Type	Public	131	108.5496	12.52395	298	1.803	.072
	Private	169	105.7278	14.11295			

According to Table 19, there is no discernible difference (0.263 >.05) in how students perceive their age. Thus, it may be inferred that learners of all ages share a common understanding of the impact of the emotional regulation techniques employed by secondary school students.

Table 19 Age-wise Difference in Students' Perception of the Impact of Emotional Regulation Techniques on Secondary School students' Academic Performance

	sum of squares	**Df**	**Mean Square**	**F**	**Sig.**
Between groups	487.325	2	243.662	1.341	.263
within groups	53952.195	297	181.657		
Total	54439.520	299			

Significance Level P<0.05

Results

Results of the study showed that the majority of the students agreed that when they are depressed, they play with their classmates, and sometimes enjoy being alone as well as forming friends in class, gossiping with friends helps them unwind. When there is an emotional disturbance, teachers can provide them with direction. When they are depressed they turn to the music as well as argue with their classmates and feel emotionally disturbed. Too much homework in class stresses them out and effective methods for managing emotions boost students' performance in the classroom. While some of the students disagreed that In the event of an emotional disturbance, they enjoy getting out. Whenever they feel upset, they talk to their friends about how they are feeling. They take part in extracurricular activities at school, which helps them manage their emotions as well as they do not consult a psychologist when they are depressed. The perceptions of male (M=100.95, SD=12.85) and female

(M=112.21, SD=11.768) students regarding the impact of emotional regulation techniques on academic performance in secondary school students were found to differ statistically significantly, with t (298) = -7.916, p=0.00 at the significant level of 0.05. It was deduced that female students differ from male students in their support of the effect of emotional regulation techniques on secondary school students' academic performance. Given that the sig value is 0.000<0.05, it is evident that male and female students' perceptions differ significantly. The perceptions of ninth-class students (M=104.80, SD=13.84) and tenth-class students (M=109.23, SD=12.76) regarding the impact of emotional regulation techniques on academic performance in secondary school students did not differ statistically significantly (t (298) = -2.875, p = 0.00 at a significant level of 0.05. It was deduced that the 10th graders shared the same opinions as the 9th graders on the impact of teenagers' usage of emotional regulation techniques on their secondary school academic achievement. The fact that the sig value is 0.638 > 0.05 indicates that there is no discernible difference between ninth- and tenth-class students' perceptions. The perceptions of public school students (M=108.54, SD=12.52) and private school students (M=105.72, SD=14.11) regarding the impact of emotional regulation techniques on academic performance in secondary school students did not differ statistically significantly, with a significant level of 0.05. It was deduced that students in private schools share the same opinions on how emotional regulation techniques affect secondary school student's academic performance as students in public schools. Given that the sig value of 0.072>0.05, it may be concluded that there is no discernible difference between the perceptions of kids attending private and public schools. Based on age, there is no discernible difference in how students are perceived (0.263 >.05). This suggests that students' perceptions of the impact of emotional regulation techniques on academic performance in secondary school students are consistent across all age groups.

Discussion

The purpose of this regulation was to investigate potential relationships between students' intellectual mood and their emotional regulating skills. According to these results, students who struggle to regulate their emotions in class perform poorly academically and find it difficult to finish assignments. In a limited number of researches, it was discovered that emotion management was related to students' academic progress. Research indicates that children with emotional illnesses are less driven and have a higher likelihood of dropping out of school. According to research, students' academic performance is negatively impacted by their unfavorable feelings (Gumora & Arsenio, 2002). Research indicates that students' academic success is positively correlated with their happiness (Valiente, et al., 2012). Anxiety has been connected to students' disinterest in their coursework. Sadness and frustration promote the suppression mechanism, which is bad for learning. Children consequently shy away from engaging in learning experiences at school and choose to participate in detrimental ones instead. It can be difficult for students who act aggressively to preserve constructive interactions within the educational environment. It has also been revealed that emotional regulation problems impair cognitive and executive functioning, two processes essential to education. Another study's findings indicate that kids who struggle to regulate their emotions in class find it difficult to finish their assignments accurately and quickly (Graziano et al., 2007). The results of the study showed a connection between poor

performance and four negative feelings, including anxiety, hopelessness, guilt, and annoyance (Pekrun & Perry, 2014). Furthermore, research has demonstrated that the mitigating influence of negative emotions clarifies several earlier postulated theories on the mitigation of the detrimental impacts associated with feelings on students' academic achievement (Marincas and Davis, 2011).

Conclusion

This study makes a modest but important advancement in our knowledge of how negative emotions affect Pakistani elementary school student's academic performance. The results of this study show that most individuals have high levels of academic stress and utilize constructive coping strategies to manage their emotions. The results show that scholastic difficulties will arise for pupils who are unable to express their emotions healthily. Those who experience this do poorly in class and struggle to finish their homework. Conversely, this study's findings investigated the possibility of regulation of primary school students' positive feelings related to emotion control.

Recommendations

It may be recommended to assess students frequently to keep an eye on their emotional health and stress levels related to their studies. Give educators instruction so they can spot indicators of pupils' emotional distress and academic stress. Provide teachers with the tools they need to help children create healthy coping techniques and express their feelings in healthy ways. Improve school counseling programs to give children who are struggling to communicate their emotions or who are under a lot of stress in the classroom more help.

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