Academic Performance of Secondary School Students: The Impact of Emotional Regulation Strategies

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Abstract

The present study was intended to explore the emotional regulation strategies' effect on Secondary School Students' academic performance. 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 the students agreed that if emotional abnormalities are eliminated, they can perform well, they focus well on their academics after that appropriate physical activity, speaking with friends and classmates boosts their self-assurance in the classroom. Students' personalities are influenced by their teachers' attitudes. Students who receive punishment get despondent. Techniques for emotional regulation help students develop their higher-order thinking abilities. Some of the students disagreed that emotional abnormalities can be treated with appropriate counseling as well as school offers formal counseling sessions. Their school offers organized sports programs. The administration of the school provides books, uniforms, and scholarships to students who are in need. In their school, parent-teacher meetings (PTMs) are held to talk about concerns raised by students with their parents. 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 that educators and school officials include emotional regulation tools in the curriculum and furnish students with the necessary resources to cultivate these abilities. Encouraging

students to participate in social contact with their classmates and providing chances for proper physical activity should be top priorities for schools. School administrators ought to keep giving needy children resources like books, uniforms, and scholarships. These tools can help youngsters succeed academically while easing financial stress.

Keywords: cognitive, managing, epistemic, learners, control.

Introduction

According to one definition, emotional regulation is an ever-evolving procedure that entails a variety of tactics intended to amplify, alleviate, or maintain an emotion (Anderson and Bushman, 2002). Therefore, emotional regulation describes the both internal and external mechanisms that an individual uses to assess his emotions in a particular situation. These mechanisms include physiological, behavioral, and cognitive aspects that are conscious and unconscious and how those aspects are projected onto the social, cognitive, and affective domains (Pulkkinen, 2017). Pupils encounter a broad range of contextually based personal, intellectual, and social elements. Thus, knowing how emotional variables function in educational settings is essential for both forming the traits that will help students' adult personalities and better comprehending the cognitive processes that students engage in (García and Meira, 2019). At a pivotal time in an individual's development, adolescence is marked by interpersonal, individual, passionate, and motivational experiences, as well as how those experiences are handled. While the majority of students get through this phase without experiencing significant emotional or academic problems, others may have emotions of unhappiness, nervousness, negativity, or other factors that can make them less committed to their schoolwork (Barreno, et al., 2018).

Aggression is a significant and noticeable aspect of adolescence that entails causing harm to others (Tita, et al., 2018). Childhood and teenage aggressiveness is thought to be a contributory factor for some negative consequences in the later stages of life, particularly if the hostility reaches puberty and is severe (Porsch et al., 2017). As of yet, the precise mechanism behind the association between aggressive behavior and poor academic achievement is unknown. Individual differences in aggressiveness, poor academic achievement, and cognitive ability can be largely explained by shared biological and environmental variables among family members (Cabanach, et al., 2018). According to the researchers, supportive and constructive behavior in childhood, which includes active problem-solving, optimistic thinking, and attending to the needs of others through being helpful and empathetic, is a sign of self-control and is linked to academic achievement, a lower dropout rate, career orientation, and occupation and income status. According to research by Job and colleagues (Job et al., 2015) academic performance is long-term impacted by self-control. Researchers explained this problem by pointing out that self-control makes people more resistant to fatigue, which helps pupils concentrate on their subsequent studies and perform better academically (Cranwell et al, 2014).

Educational psychology literature also offers an encouraging explanation for the connection between academic performance and self-control. Studies revealed that a key factor in academic success is the range of reasons people have for not putting up much effort (Steinmayr and Spinath, 2009). According to Sutton et al. (2009), educators employ relational management strategies to help them achieve their learning goals, and improve

their discipline, teaching abilities, and student relationships. Educators have discovered that controlling their emotions is a necessary component of their role as educators and makes them more technically proficient. Furthermore, when discussing their emotions, a lot of teachers inevitably brought up the topic of emotional regulation, implying that educators are fixated on it. Zimmer and Skinner (2011) also thought that teachers could release happy feelings by managing their emotions. In their analysis of why teachers who are discreet and emotional report being the most conveyed, cache, and counterfeit. Finkel and Fitzsimons (2011) discovered a correlation between emotional weariness and physical wellness and the presence of false emotions and caching. Teachers should implement emotion regulation tactics in the classroom; researchers are still seeking clarification on this point.

Objectives of the Study

1. To find out the impact of emotional regularities on secondary school students' performance.
2. To investigate how regular emotional practices affect the academic achievement of secondary school students.

Research Questions

1. What are the beneficial habits that students use to reduce their emotional instability?
2. How do bad habits affect the academic achievement of students in secondary schools?

Literature Review

Educational science has long since recognized the significance of emotions in learning (Pekrun et al., 2011). Everybody's life is incomplete without emotions, and research has demonstrated that students' emotional states have a significant impact on their learning outcomes. They have an impact on cognitive functions related to learning, including problem-solving, learning techniques, intentional resources, and memory storage and retrieval. According to Pekrun (2017), the majority of research data show a negative association between negative emotions and learning outcomes and cognitive processes. Computer-based learning settings have similarly verified these findings (Artino & Jones, 2012). It has been discovered that so-called epistemic emotions have particular significance in computer-based learning (D'Mello, 2013). According to Pekrun et al (2017), epistemic emotions are those that are associated with gaining knowledge and are brought on by the processing of cognitive information during learning activities. When students evaluate new material and contrast it with what they already know, they experience epistemic feelings. When the learning phase is interrupted, unexpected information, challenging or contradicting learning content, and comprehension challenges all foster epistemic emotions (D'Mello et al., 2014). According to D'Mello (2013) and Pekrun (2017), common cognitive emotions include surprise, interest, bewilderment, annoyance, and fatigue.

Importance of Emotion Regulation in Learning

Controlling one's emotions enables people to avoid distractions and focus on the task at hand. Through emotional regulation, such as managing boredom or fear, students can maintain concentration on the course materials and participate more fully in the topic. Emotions affect

how memories are encoded and retrieved, and managing emotions well can improve memory functions. For instance, happy feelings can help memories form, but high levels of stress or worry might hinder memory function. Learners can enhance their memory functions and recall skills by controlling their emotions. Effective problem-solving and critical thinking are enhanced by emotional management (Bosch & D'Mello, 2017). People who can control their emotions are better equipped to approach learning activities with a clear and rational perspective, which makes it easier for them to assess the evidence, analyze the information, and come up with original answers. Students who can control their emotions are more likely to investigate novel concepts and viewpoints and take calculated risks (Arguel et al., 2018).

People who can control their fear of rejection or failure can take on tough learning tasks, step outside of their comfort zones, and gain new knowledge and abilities. Motivation and involvement in the learning process are strongly associated with the management of emotions. Curiosity, excitement, and enthusiasm are examples of positive emotions that increase motivation and encourage students to actively engage in learning activities. People can stay motivated and feel purposeful in their learning endeavors by controlling negative feelings like boredom or irritation (Pekrun et al., 2002). Emotional control supports healthy interpersonal interactions, which are critical for education. Effective emotion regulation enables students to work with classmates, ask for assistance from teachers, and participate in fruitful group projects and conversations. Resilience and persistence in the face of obstacles and disappointments in the classroom are fostered by emotional management. Learners who are adept at handling negative emotions like disappointment or self-doubt are more able to overcome setbacks, grow from errors, and persevere in achieving their objectives (Pekrun and Linnenbrink-Garcia, 2012).

Role of Emotion Regulation Strategies in Academic Performance

Good emotion control aids in stress management, which is essential for academic achievement in students. Students can reduce stress and stay focused on their academics by using strategies like time management, mindfulness, and deep breathing. Students who can control their emotions are better equipped to solve problems and tackle academic challenges with a logical and clear-headed attitude. Students are not limited by negative emotions like irritation or anxiety; instead, they may overcome challenges and discover answers by employing positive coping mechanisms. Better attention, memory, and decision-making are all benefits of emotion regulation in the brain (Pekrun, 2017). Effective emotion regulation allows students to focus more of their mental energy on learning and academic work, which improves performance. Setting academic goals and sustaining motivation both depend heavily on emotion regulation. Effectively managing their emotions increases a student's likelihood of setting reasonable goals, maintaining attention on them, and persevering in their pursuit of academic success. Emotional control aids pupils in overcoming procrastination, a frequent obstacle to academic achievement. Students who are adept in controlling their emotions, such as boredom or anxiety, are better able to resist the need to put off studying and learning activities (Lehman et al., 2012).

Emotion Regulation and its Management

An emotional adjustment is considered adequate when a person's needs, both bodily and psychological, are satisfied in ways that they and society find acceptable. On the other side, unrestrained emotional reactions can seriously impair a young person's capacity to properly utilize their independence of choice in conduct and decision-making. Students who have good emotional control, love life, and tend to be satisfied with their lives, likely to have satisfied appetites and desires. Students are thought to be in a transitional phase where they are expected to grow and mature both emotionally and mentally. As a result, while some students find the adjustment to college or university life easy, others find it challenging, and some even drop out. On the other hand, maladaptive emotional reactions lead to poor management of oneself, reactivity, and dysfunctional understanding; problems with knowledge, adaptability, and self-control are signs of this "deregulated emotional state" (Mennin et al., 2007). The literature that has previously been published has addressed issues with emotion regulation about a wide range of emotional problems because emotion regulation problems are associated with a vast array of emotional problems (Khakpoor et al., 2019). The researchers also emphasized that one of the elements leading to a deficiency of self-control as well as self-regulation is the difficulty of managing emotions. Thus, the failure of self-regulation arises from focusing on emotion management and prioritizing short-term mood restoration goals above long-term goals (Sirois & Pychyl, 2013).

To achieve desired outcomes, emotional control coping strategies may reduce the intensity of strong, inappropriate emotions (Gratz & Roemer, 2004). People can concentrate on the critical qualities that best suit them for the role as a result. Reappraisal is sometimes utilized to entirely change emotion or to up-regulate beneficial impacts, as well as both positive and negative effects. The relationship between emotion management and academic performance is thus eloquently illustrated by Gross's (2002) process model of emotion regulation. Every outcome behavior, according to the reacting predisposition perspective, is the consequence of controlling reactions to a past stressor in a particular uncomfortable circumstance. Thus, emotion regulation is critical to student enthusiasm, learning that is self-regulated, and academic achievement and it is associated with many academic outcomes (Ahmed et al., 2013),

Gender-Based Emotion Regulations

According to studies, men and women feel different emotions, and these differences might result in a range of self-harming behaviors. Women also experience more good and negative emotions than men do, which may help to explain why women struggle more than men do with emotional regulation. Compared to men, women are more likely to hide signs of depression and control repetitive behaviors (such as obsessing over the same thing repeatedly). Compared to men who harm themselves, women who deteriorate themselves tend to think negatively and experience health problems more frequently (Johnson and Spector, 2007). The idea that "rumination" is a spectrum, with thinking at one end and ruminating at the other, is an interesting one. Thoughts are carefully examined and applied to continuously learn new things and improve oneself. Women are more likely to assess and manage their emotions more skillfully than men, even though women tend to dwell more than men. Men and women feel the same emotions, but they may evaluate exertion,

management, and speech differently. Adolescence is a particularly dangerous time. Throughout their lives, men and women go through a wide spectrum of emotions, particularly as teenagers. Adolescence is a more challenging time in life to retain social control than previous phases. Teenage years are often a hard time. Some women may find it difficult to handle emotional distress and sensitivity, and as a result, they may self-harm, develop drug addictions, or resort to other harmful coping mechanisms. Teenagers experience emotional stress at higher rates than adults. Contrarily, women typically experience more stress from friends, and men typically experience more stress from education (Rowe and Fitness, 2018).

Emotion Regulation in Enhancing Academic Performance

There are various opportunities for students to have emotional experiences in the classroom. There are exams, homework assignments, and due dates to contend with. Frustration, worry, and boredom are all part of the deal when it comes to those feelings. Non-emotional stimuli do not require as much energy or attention as emotional stimuli. Nevertheless, emotional stimuli cause the brain to store more data than those that do not (Tyng et al., 2017). Emotions in humans are a result of an interplay between subjective experiences and physiological and behavioral responses elicited by environmental stimuli. Physiological responses such as sympathetic activation of the Autonomic Nervous System (ANS) and the HPA axis are part of emotional reactivity.

Adolescents have a greater physiological reactivity to social assessment and performance-related stresses than youngsters. Adolescents who have been socially rejected show increased physiological reactivity, such as dilation of the pupils. Adolescents have a stronger feeling of shame than children and adults.

Motivation for Youth to Regulate Emotions

Riediger et al. (2009) distinguished between two types of motivation: prohedonic and contra-hedonic. The desire to maintain or improve positive impact while decreasing negative influence is known as prohedoniscare, whereas the urge to keep or grow negative influence while decreasing positive influence is known as contra-hedoniscare. A study by Riediger and colleagues found that participants described their immediate emotional experience 54 times on average over three weeks. Compared to hedonic motivation, contra-hedonic motivation was lower. Adolescents are most likely to exhibit contra-hedonic motivation, accounting for about 25% of assessment opportunities. All ages can relate to this, yet the differences are rather noticeable. Following that, the incidence of anti-hedonistic drive fell sharply among young adults and adolescents, and it kept falling among all adults until old age. Conversely, motivation from hedonism is much more common than this (Riediger et al., 2009, 2014).

In response, some have claimed that the high Contra-Hedonic motivation of teenagers is an indication of instrumental values in negotiating the problems at that stage of life's development. This may be because teenagers are often put in circumstances where they have to deal with challenging emotional experiences. These experiences can aid in the development of emotional independence from parents, as well as validate maturity, fortify adolescent identity, and enhance the ability to regulate emotions. The issue is that, according to Gross (2014), none of these theories have ever been subjected to scientific testing.

Learning to Regulate Emotions

When discussing emotional growth in general, controlling one's negative emotions is heavily stressed (Izard et al. 2008). Youth programs help adolescents by allowing them to concentrate on significant projects and acquire emotional regulation techniques. Take a look at the subsequent case as an example. Youth adolescent Debra Napolez experienced panic attacks while she was getting ready to give a presentation to a sizable gathering of community members. Though she was nervous about the audience members' reaction to this new and difficult job, she was concerned that they would "not listen, that they weren't going to get whatsoever out of it." Even as teenagers, they can understand abstract psychological concepts like the damaging dynamics of anxiety. Ruminating about unwanted thoughts and feelings might be a result of anxiety and worry (Nolen-Hoeksema et al. 2008).

Related Research

Calvins et al. (2010) employed 325 five-year-olds out of the 447 children that were initially recruited at two years old in a longitudinal study designed to examine the relationship between young children's emotional self-regulation and early success among American preschoolers. The individuals' emotional self-regulation was found to have a favorable and significant correlation with academic achievement, according to the researchers. However, the study's findings were based on preschoolers, whereas the participants in this investigation were secondary school students. Results would allow for comparison, since adolescents may still be dealing with emotional problems. Furthermore, time-related risks like attrition may have had an impact on the trustworthiness of the data due to the longitudinal research design that was employed. The current study employed the student self-report approach, which enhances the reliability and validity of the findings.

Albadareen (2016) used the Cognitive Emotional Regulation questionnaire (ERQ) in a different study to examine the relationship between academic achievement and emotional self-regulation. The findings demonstrated that expressive suppression and cognitive reappraisal had a substantial relative influence as well as a joint effect on academic accomplishment. The outcomes of Albadareen's study appear to corroborate past findings that emotional self-regulation techniques affect academic performance. Although the current study focused on high school pupils, these results were obtained from a sample of undergraduates. Furthermore, the ERQ questionnaire was used to assess data on emotional self-regulation. The Emotional Regulation Questionnaire for Children and Adolescents (ERQ-CA) scale was utilized in this investigation. This allows for results to be compared despite variations in the study's sample, tools, and setting.

Hafiz (2015) looked at the relationship between the two emotional management techniques and academic success in a different study. The sample consisted of 127 International University of Malaysia (ILUM) undergraduate psychology students, ages 21 to 25. Students from a variety of cultural backgrounds comprised the study groups. An Emotional Regulation Questionnaire (ERQ) was used to gather data. According to research data, there is no discernible relationship between students' academic success and their use of emotional self-regulation techniques. Furthermore, combining the two techniques produced no predictive weight in a regression model. The sample and data gathering methods used in the two researches varied noticeably. Given their age, the university students in question may have

attained greater degrees of emotional self-regulation. The variations in the results could be explained by the fact that the Emotional Regulation Scale for Children and Adolescents was utilized in this study to gather student data. Another point of comparison would be the age and class differences.

Chemundeswari (2013) used the Emotional Intelligence scale to conduct research in India on the association between intelligence and academic achievement in science performance. In all, 321 secondary school students at the upper level participated in the study. Participants were chosen from three distinct school categories: matriculation board, state board, and central board (which are Kenya's equivalent of public schools). The educational systems used in the schools were distinct. It was discovered that, in contrast to State Board pupils, individuals from Central and Matriculation Board schools demonstrated superior emotional intelligence and outperformed them in science. In Kenya, private schools are comparable to public institutions. Consequently, the present investigation was imperative to juxtapose the outcomes with those of students in Africa pursuing an alternative educational framework.

Depending on the situation, emotions can be beneficial or detrimental. Emotions are beneficial when they appropriately direct our sensory processing (Susskind et al., 2008), improve our ability to make decisions advise us on the best course of action tell us of the behavioral intentions of others, and encourage us to act in socially acceptable ways that improve the circumstances that initially prompted the emotion. Feelings that are beneficial to us include fear, which keeps us from getting into potentially fatal battles, happiness, which strengthens new connections, and anger, which motivates us to fight for issues we care about. When emotions are inappropriate for a given circumstance, whether in terms of intensity, duration, frequency, or type, they can be detrimental and maladaptive skew perception and behavior (Gross & Jazaieri, 2014). Sadly, there are many instances of negative emotions. These include worry that impairs social or professional functioning, laughing that causes grave offense, and rage that leads someone to injure them or a loved one. These kinds of harmful emotions are what motivate people to think about emotion management.

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 (74%) agreed with the statement: If emotional abnormalities are eliminated, students can perform well. The aforementioned statement was also favored by their mean score of 4.08 and standard deviation (SD) of 1.05 for this statement.

Table 1 If emotional abnormalities are eliminated, students can perform well.

Responses	F	Percentage	Mean	SD
Strongly Disagree	52	17.3	4.08	1.05
Disagree	30	10.0		
Neutral	8	2.66		
Agree	78	26.0		
Strongly Agree	144	48.0		
Total	300	100.0		

Based on the results shown in Table 2, the majority of the students (57%) agreed regarding the statement: I focus well on my academics after that appropriate physical activity. The aforementioned statement was also favored by their mean score of 3.5 and standard deviation (SD) of 1.20 for this statement.

Table 2 I focus well on my academics after that appropriate physical activity.

Responses	F	Percentage	Mean	SD
Strongly Disagree	61	20.3	3.5	1.20
Disagree	49	16.3		
Neutral	17	5.7		
Agree	91	30.3		
Strongly Agree	82	27.3		
Total	300	100.0		

Based on the results shown in Table 3, the majority of the students (74.6%) agreed with the

statement: Speaking with friends and classmates boosts my self-assurance in the classroom. The aforementioned statement was also favored by their mean score of 4.08 and standard deviation (SD) of 1.05 for this statement.

Table 3 Speaking with friends and classmates boosts my self-assurance in the classroom.

Responses	F	Percentage	Mean	SD
Strongly Disagree	52	17.3	4.08	1.05
Disagree	22	7.3		
Neutral	2	.7		
Agree	80	26.6		
Strongly Agree	144	48.0		
Total	300	100.0		

Based on the results shown in Table 4, the majority of the students (69%) agreed with the statement: Students who are motivated can get rid of their emotional anomalies. The aforementioned statement was also favored by their mean score of 4.03 and standard deviation (SD) of 1.08 for this statement.

Table 4 Students who are motivated can get rid of their emotional anomalies.

Responses	F	Percentage	Mean	SD
Strongly Disagree	54	18.0	4.03	1.08
Disagree	35	11.7		
Neutral	2	.7		
Agree	68	22.7		
Strongly Agree	141	47.0		
Total	300	100.0		

Based on the results shown in Table 5, the majority of the students (72%) agreed with the statement: Adequate involvement in extracurricular activities raises students' cognitive capacity. The aforementioned statement was also favored by their mean score of 4.08 and standard deviation (SD) of 1.05 for this statement.

Table 5 Adequate involvement in extracurricular activities raises students' cognitive capacity.

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 6, the majority of the students (66.6%) agreed with the statement: Students' personalities are influenced by their teachers' attitudes. The

aforementioned statement was also favored by their mean score of 3.86 and standard deviation (SD) of 1.13 for this statement.

Table 6 Students' personalities are influenced by their teachers' attitudes.

Responses	F	Percentage	Mean	SD
Strongly Disagree	58	19.3	3.86	1.13
Disagree	31	10.3		
Neutral	11	3.7		
Agree	88	29.3		
Strongly Agree	112	37.3		
Total	300	100.0		

Based on the results shown in Table 7, the majority of the students (77%) agreed with the statement: Students get hostile because of their teachers' severe actions. The aforementioned statement was also favored by their mean score of 3.07 and standard deviation (SD) of 1.05 for this statement.

Table 7 Students get hostile because of their teachers' severe actions.

Responses	F	Percentage	Mean	SD
Strongly Disagree	37	12.3	4.07	1.05
Disagree	29	9.7		
Neutral	3	1.0		
Agree	90	30.0		
Strongly Agree	141	47.0		
Total	300	100.0		

Based on the results shown in Table 8, the majority of the students (57%) agreed with the statement: Students who receive punishment get despondent. The aforementioned statement was also favored by their mean score of 3.57 and standard deviation (SD) of 1.20 for this statement.

Table 8 Students who receive punishment get despondent.

Responses	F	Percentage	Mean	SD
Strongly Disagree	61	20.3	3.57	1.20
Disagree	49	16.3		
Neutral	17	5.7		
Agree	91	30.3		
Strongly Agree	82	27.3		
Total	300	100.0		

Based on the results shown in Table 9, the majority of the students (53%) disagreed with the statement: Emotional abnormalities can be treated with appropriate counseling. The majority of students did not agree with the stated statement, as supported by their mean score of 3.2 and the statement's standard deviation (SD) of 1.21

Table 9 Emotional abnormalities can be treated with appropriate counseling.

Responses	F	Percentage	Mean	SD
Strongly Disagree	54	18.0	3.2	1.21
Disagree	107	35.7		
Neutral	10	3.3		
Agree	71	23.7		
Strongly Agree	58	19.3		
Total	300	100.0		

Based on the results shown in Table 10, the majority of the students (60%) agreed with the statement: Techniques for emotional regulation help students develop their higher-order thinking abilities. The aforementioned statement was also favored by their mean score of 3.58 and standard deviation (SD) of 1.23 for this statement.

Table 10 Techniques for emotional regulation help students develop their higher-order thinking abilities.

Responses	F	Percentage	Mean	SD
Strongly Disagree	53	17.7	3.58	1.23
Disagree	45	15.0		
Neutral	21	7.0		
Agree	99	33.0		
Strongly Agree	82	27.3		
Total	300	100.0		

Based on the results shown in Table 11, the majority of the students (72%) agreed regarding the statement: The economic downturn disturbs me on an emotional level. The aforementioned statement was also favored by their mean score of 4.08 and standard deviation (SD) of 1.05 for this statement.

Table 11 The economic downturn disturbs me on an emotional level.

Responses	F	Percentage	Mean	SD
Strongly Disagree	52	17.3	4.08	1.05
Disagree	30	10.0		
Neutral	2	.7		
Agree	74	24.7		
Strongly Agree	142	47.3		
Total	300	100.0		

Based on the results shown in Table 12, the majority of the students (53%) disagreed with the statement: My school offers formal counseling sessions. The majority of students did not agree with the stated statement, as supported by their mean score of 2.56 and the statement's standard deviation (SD) of 1.16

Table 12 My school offers formal counseling sessions.

Responses	F	Percentage	Mean	SD
Strongly Disagree	82	27.3	2.56	1.16
Disagree	77	25.7		
Neutral	69	23.0		
Agree	59	19.7		
Strongly Agree	13	4.3		
Total	300	100.0		

Based on the results shown in Table 13, the majority of the students (54%) disagreed with the statement: My school offers organized sports programs. The majority of students did not agree with the stated statement, as supported by their mean score of 3.01 and the statement's standard deviation (SD) of 1.28

Table 13 My school offers organized sports programs.

Responses	F	Percentage	Mean	SD
Strongly Disagree	94	31.3	3.01	1.28
Disagree	68	22.7		
Neutral	41	13.7		
Agree	41	13.7		
Strongly Agree	56	18.7		
Total	300	100.0		

Based on the results shown in Table 14, the majority of the students (66%) disagreed with the statement: The administration of the school provides books, uniforms, and scholarships to students who are in need. The majority of students did not agree with the stated statement, as supported by their mean score of 2.94 and the statement's standard deviation (SD) of 1.20.

Table 14 The administration of the school provides books, uniforms, and scholarships to students who are in need.

Responses	F	Percentage	Mean	SD
Strongly Disagree	96	32.0	2.94	1.20
Disagree	102	34.0		
Neutral	16	5.3		
Agree	54	26.0		
Strongly Agree	32	18.0		
Total	300	100.0		

Based on the results shown in Table 15, the majority of the students (55%) disagreed with the statement: In my school, parent-teacher meetings (PTMs) are held to talk about concerns raised by students with their parents. The majority of students did not agree with the stated statement, as supported by their mean score of 2.71 and the statement's standard deviation (SD) of 1.30.

Table 15 In my school, parent-teacher meetings (PTMs) are held to talk about concerns raised by students with their parents.

Responses	F	Percentage	Mean	SD
Strongly Disagree	90	30.0	2.71	1.30
Disagree	75	25.0		
Neutral	35	11.7		
Agree	60	20.0		
Strongly Agree	40	13.3		
Total	300	100.0		

According to Table 16, 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 emotional regulation strategies' effect on Secondary School Students' academic performance.

Table 16 Age-wise Difference in Students' Perception of the Emotional Regulation Strategies' Effect 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

According to the type of school, instructors' perceptions are depicted in Table 17, which also presents the findings of an independent sample t-test used to compare students' perceptions of the emotional regulation strategies' effect on Secondary School Students' 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 emotional regulation strategies' effect on Secondary School Students' 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 17 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			

The perception of students based on their class is shown in Table 18. The findings of an independent sample t-test, which was used to examine emotional regulation strategies' effect on Secondary School Students' academic performance, are displayed in Table 4.17. 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 emotional regulation strategies' effect 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 18 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
	10^{th}	146	109.2329	12.76798			

Table 19 compares emotional regulation strategies' effect on Secondary School Students' academic performance 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 emotional regulation strategies' effect 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.

Table 19 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			

Results

Results of the study showed that the majority of the students agreed that if emotional abnormalities are eliminated, they can perform well, they focus well on their academics after that appropriate physical activity, speaking with friends and classmates boosts their self-assurance in the classroom. Students who are motivated can get rid of their emotional anomalies. Adequate involvement in extracurricular activities raises students' cognitive capacity. Students' personalities are influenced by their teachers' attitudes. Students who receive punishment get despondent. Techniques for emotional regulation help students develop their higher-order thinking abilities. Some of the students disagreed that emotional abnormalities can be treated with appropriate counseling as well as school offers formal counseling sessions. Their school offers organized sports programs. The administration of the school provides books, uniforms, and scholarships to students who are in need. In their school, parent-teacher meetings (PTMs) are held to talk about concerns raised by students with their parents. The perceptions of male (M=100.95, SD=12.85) and female (M=112.21, SD=11.768) students regarding emotional regulation strategies' effect on Secondary School Students' academic performance 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 emotional regulation strategies' effect 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 emotional regulation strategies' effect on Secondary School Students' academic performance 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 emotional regulation strategies' effect on Secondary School Students' academic performance. 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. Based on age, there is no discernible difference in how students are perceived (0.263 >.05). This suggests that students' perceptions of the emotional regulation strategies' effect on Secondary School Students' academic performance are consistent across all age groups.

Discussion

Investigating any connections between students' intellectual mood and their capacity for emotional regulation was the aim of this regulation. These findings show that students who have trouble controlling their emotions in class do badly academically and have difficulty completing assignments. A small number of studies found a connection between students' academic success and their ability to control their emotions. In addition to suggestions (Grandey, 2015; Mikolajczak et al. 2009) for deeper theoretical integration of research on emotional labor and emotion regulation, there has yet to be much empirical research on the precise connections between the two study paradigms. Thus, this study aimed to compare the emotion regulation strategies used by the two research traditions to integrate emotion regulation theory and emotional labor. Scholars have focused less on teachers' emotion management and the relationship between instructors' distinct emotions and emotion management techniques, even though there is a growing body of research on teachers' emotions (Schutz et al., 2008). To support the theory that people's use of emotion management strategies significantly affects their affective experiences, we also examined how the emotion management techniques offered by each research tradition relate to the various emotions experienced by instructors (Gross and John 2003). The findings also corroborated those of Bahrami (2017), who studied university students, showing a strong correlation between academic success and favorable cognitive-emotional control. Verzeletti's (2016) research, which examined the connection between emotional regulation techniques and adolescents' psychosocial well-being, provided evidence in favor of this. According to their findings, using a cognitive reappraisal method is associated with favorable outcomes in linked domains, which may include academic performance.

Conclusion

This study shows that the majority of students acknowledge treating emotional disorders is critical to improving academic achievement. This demonstrates how conscious students are of how their mental health affects their capacity to concentrate and do well in the classroom. Students understand that participating in extracurricular activities, interacting with classmates, and getting proper physical exercise all help to improve their cognitive and self-esteem. This shows that encouraging kids to practice emotional management skills can have a favorable effect on their academic and personal growth. Students emphasize that educators have a substantial impact on influencing students' emotional well-being by indicating that their personalities are influenced by the attitudes of their professors. Furthermore, the management of the school has demonstrated its commitment to supporting student success by offering resources and assistance, such as scholarships for deserving students and structured sports activities. While some students think that appropriate counseling may address emotional problems, others might not agree or think that formal counseling sessions are ineffective. This emphasizes how important it is for educational institutions to offer counseling services that are both easily available and customized to each student's unique requirements. The fact that parent-teacher meetings (PTMs) are held to address issues raised by students emphasizes how important parent-teacher collaboration is to promoting students' academic and emotional well-being.

Recommendations

It may be recommended that educators and school officials include emotional regulation tools in the curriculum and furnish students with the necessary resources to cultivate these abilities. Encouraging students to participate in social contact with their classmates and providing chances for proper physical activity should be top priorities for schools. To address the wide range of requirements of their students, schools may guarantee that appropriate counseling services are available. Accessible, private, and evidence-based solutions to address emotional disorders and promote students' mental health are all important aspects of counseling sessions. School administrators ought to keep giving needy children resources like books, uniforms, and scholarships. These tools can help youngsters succeed academically while easing financial stress.

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