

# **The Correlation of Academic Performance and Emotion Regulation: A Review of Literature**

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## **Abstract**

The two most important areas for students in achieving the targeting goals in life are academic performance and emotion regulation. The important thing in the life of a student is to have strength and correct way to overcome the difficulties of the life with the current emotion regulation and correct attitude. Thus, the present study is to understand the correlation of academic performance and emotion regulation: A review of literature. Emotion regulation is all about how people modulate, organize and experience emotion, and how such management influence human behaviour. Academic performance means the skills and knowledge that students have learned in a subject or a course. It's basically a tool to measure how well students have achieved in the different assessment tests set for them based on some educational norms determined by educators. Academic performance of a student is affected by different aspects like their parental control, family structure, school environment, personal traits and community Etc. The study is based on past literature collected from research papers, magazines, journals, etc. to investigate the correlation of academic performance and emotion regulation of students.

**Keywords:** Emotion regulation, Academic performance, correlation, review

## **Introduction**

Emotions are a complex set of psychological, cognitive and behavioural responses to external and internal stimuli (Ekman & Davidson, 1994). Emotion is first started by James (1884). According to Frijda (1993), emotions typically arise in response to an occasion, either external or internal, that has a negative or positive meaning for the separate and it is shorter and more intense and can be distinguished from mood which is comparatively a prolong

reactions. Emotions have an essential part in whole aspects of human life such as mental health, survival, social interactions and even in physical health (sumida, 2010). The concept of emotion regulation is comparatively recent in origin and it first studied in developmental literature in 1980s. They explained that emotion regulation can be understood in two different ways, one is regulation of emotions, and the second is regulation by emotions. Regulation by emotions refers to the regulation of something 'by the emotions and the second one implies the regulation of emotions according to the stimuli. Regulation of the emotions is an attempt to influence which emotions one's have and how to express it. Emotion regulation is the process by which persons impact which emotions they have, when they have them and how they express and experience these emotions (Gross, 1998). Gross (2002), describes emotion regulation as the process by which an individual adjusts the emotional reactions and the overcoming the processes of life that decrease or increase the intensity of the emotion or the condition. Emotion regulation not only includes the suppression of negative emotions, but it also consists suppressing, increasing and maintaining negative and positive emotions. According to him emotion regulation also occurs without consciousness. Emotion regulation is all about how people modulate, organize and experience emotion, and how such management influence human behaviour (Elliott, Watson, Goldman, & Greenberg, 2003). The most important ability of a student is regulating the individual emotions or in others words the emotion regulation in order to sustain in the social environment. The National Rehabilitation Information Centre States the emotion regulation as the process of controlling feelings and recognizing or reactions to emotion. In new words, emotion regulation is the management of your emotions and related actions. We achieve our emotions by becoming conscious of them as they arise and learning how to take control to action them as well as how we respond to them. Academic performance can be defined the ability or knowledge that students achieve in a course or a subject. It is tool to monitor, how well students have progressed in the different examinations or tests set by the examiner for them based on some rules and criteria of education by the educators. Through student's performance in the assessment items such as essays, tests, viva, and examinations, students' performance is determined in ranking as to the educational standards that they have reached: pass, credit, distinction, high distinction and so on. Academic performance is the way through which a student, a teacher is attaining desired knowledge for achieving the set objectives of life, which in turn are essential benchmarks for completion of an education degree or course.

Academic performance can be clear as excellence in all academic disciplines, in class as well as extracurricular activities. It involved various factors like self-confidence, communication technique, assertiveness, Arts excellence in sporting behaviour, Regularity, assertiveness, cultural activities etc an academic performance is something you do or achieve at college, school or university in class, library, in a laboratory or fieldwork. Academic performance is related to the attainment of principles, generalization and utilization of these principles to perform efficiently. academic performance is largely been confirmed to the testing of knowledge understanding and information by certain specifying rules and criteria set for the testing the knowledge. It is the act of furnishing or accomplishing something that has been attained successfully, especially by means of practice and skills.

### **Correlation between academic performance and emotion regulation**

Marincas and David (2011) revealed in his study that emotion regulation is related to academic achievement and can result negative impact on academic achievement. Furthermore, it will have an influence on the everyday basis of an individual due to the view that emotion regulation is a serious component in life development. (Barlow, Allen & Choate, 2014). This study reflects the importance of academic performance in emotion regulation. How study clarifies how emotion regulation is directing the academic performance. Hafizah and Hafiz (2015) investigated in his research that emotion regulation regulations approaches, like expressive suppression and cognitive reappraisal, and academic performance are interlinked. Results revealed that there is a significant relationship between CGPA and expressive suppression; however, no significant relationship existed between cognitive reappraisal and CGPA and it's also revealed that both expressive suppression and cognitive reappraisal did not predict student's academic performance. Guzman et al. (2017) academic performance and emotion regulation: A systematic review of empirical relationships. The first group involved articles that assessed emotion regulation strategies. In this group, experimental designs and behavioural indicators as measures of emotion regulation predominated. The next group comprised studies that assessed emotion regulation skill. In this group, self-reporting and cross-sectional studies or third-party reporting measures to evaluate emotion regulation predominated. Naveed and Riaz (2013) examined parenting styles as predictors of emotion regulation among adolescents. Ciobea and Pasarica (2013) examined the relationship between academic performance and personality of graduated

university. Results revealed that academic performance predicts the personality. Dajun and phang (2014) examined the relation between mental health and emotion regulation. Results of the study revealed that cognitive reassessment was correlated significantly and shows positive relation with positive indicators of mental health and negative with negative indicators of mental health. Expressive suppression shows negative relation with positive indicators of mental health and positive relation with negative indicators of mental health. Gumora and Arsenio (2002) investigated the connections of middle school students' emotional dispositions and academic-related affect with their school performance. Results found that emotion regulation of a student in addition to academic achievement is related to general affective dispositions, these variables of a student make a unique considerable influence in overall result. This confirms and support results role of socio-emotional factors in student achievement. Alysa and Farica (2016) examined the role of positive and negative emotion to academic performance of selected college students of san Beda College. Results revealed that there is a positive emotion of a student directly affect the academic performance, while negative relationship results negative emotion and low academic performance. The academic performance of an individual is affected by different factors like their family, environment, personal traits and community (Berhanu et al., 2011). The performance of students in academics highly depends on the involvement of their parents in their academic life (Shumox & Lomax, 2007). Chritenson & Havsy (2008), presented an approach where in the professors and parents will be partners to create relationship and expectations for students. Thus, the student will feel support and encouragement offered for their learning. (Haryani, Sharifah & Rose, 2010) investigated the emotion regulation mechanism in university students' academic performance, and there is no study in Malaysia that has examined the relationship between academic performance and frequent to the problem of academic performance, it is also a vital tool for a country's advancement. Gania and Muhammad (2013) considered academic performance as an act which include curricular and co-curricular activities of the students. However, the problem of poor academic performance among students of private and public higher education institutions has become a considerable issue. The statistics of National Higher Education Fund Corporation of India reveals that emotion regulation is influencing the academic performance of the students as 112132 students were obtaining low grades in the examinations until their study loans were frozen, this indicate the relation between the two factors (Datuk Mohamad Shahrudin Osman-

former chairman of PTPTN. Thus, this study intends to investigate if emotion regulation has a association with student' academic performance.

### **Conclusion**

In conclusion, this study has explored the correlation of academic performance and emotion regulation: A review of literature. Results revealed that there is a significant relationship between CGPA and expressive suppression and it's found that there is a positive emotion and academic performance, while there is a negative relationship between negative emotion and academic performance and its there is no significant relationship for the given variables.

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