

The Struggle Within: How Emotion Regulation Difficulties Affect Teenagers' Academic Motivation

Abstract

Emotion regulation, the ability to manage and control emotional responses, is a critical aspect of psychological functioning and plays a significant role in students' academic outcomes. The study explores how difficulties in managing emotions, such as frustration, anxiety, or sadness, can affect a teenager's level of motivation to engage in academic tasks. A sample of 185 adolescents, aged 15-18 years, from Bangalore city were surveyed using standardized tools, namely; Difficulties in Emotional Regulation Scale (Gratz & Roemer, 2004) and the Academic Motivation Scale (Vallerand et al., 1992–1993) to assess emotion regulation difficulties and academic motivation. Along with this, an interview with 8 teachers was conducted to understand about students' academic motivation. Statistical analysis using Pearson's correlation revealed a significant negative correlation between emotion regulation difficulties and academic motivation, suggesting that teens who struggle with emotional regulation tend to exhibit lower levels of academic motivation. Findings reveal that emotion regulation challenges may contribute to decreased academic engagement and performance, particularly in high-stress academic environments. These results emphasize the importance of emotional regulation skills in fostering academic motivation and highlight the need for interventions aimed at improving emotion regulation to enhance students' academic outcomes.

Keywords: *Emotion Regulation; Academic Motivation; Teenagers; Adolescents; Education; School*

Introduction

Adolescence is a crucial stage of development, marked by important emotional, cognitive, and social changes (Jaworska, N., & MacQueen, G., 2015). During this time, the ability to manage emotions is key to an individual's well-being, relationships, and academic success (Shengyao, Y., Xuefen, L., Jenatabadi, H.S. et al., 2024). Emotions influence how we think, feel, and act in everyday life, shaping our decisions and motivating our actions. These emotions can range from brief moments of irritation to long-lasting feelings like sadness after a loss. Emotions serve a survival function, helping us respond to challenges, recognize opportunities, and avoid danger. They guide our behavior, helping us thrive in personal and social settings, and can highlight

38 differences in emotional experiences and regulation, which are of great interest in psychology
39 (Izard C. E., 2009).

40 Effective emotional control is important for maintaining psychological balance. Emotion
41 regulation involves managing and controlling emotional experiences, responses, and expressions.
42 Being able to regulate emotions positively impacts mental and emotional health, supporting
43 resilience, improving relationships, and enhancing decision-making (Menefee, D. S., Ledoux, T.,
44 & Johnston, C. A., 2022). Emotional regulation is made up of several skills, such as emotional
45 sensitivity, clarity, acceptance, impulse control, and the ability to persist toward goals despite
46 negative emotions. When these skills are lacking, it can lead to emotional regulation difficulties,
47 which can affect mental health and overall functioning (Young, K. S., Sandman, C. F., & Craske,
48 M. G., 2019).

49 In the context of higher education, the well-being of students has been a major area of research in
50 recent years. For teenagers, emotion regulation is essential to cope with the pressures of school
51 life, including academic challenges, peer interactions, and family expectations (Chaudhry, S.,
52 Tandon, A., Shinde, S., & Bhattacharya, A., 2024). Problems with emotional regulation can lead
53 to emotional distress, behavioral issues, and poor academic performance (Graziano, P. A.,
54 Reavis, R. D., Keane, S. P., & Calkins, S. D., 2007). Therefore, learning how to manage
55 emotions is important for building resilience and maintaining psychological health.

56 Motivation, as described by Cuceloglu (2005) (as cited in Uyulgan, Melis & Akkuzu Güven,
57 Nalan, 2014), includes desires, needs, impulses, and interests, all of which play a central role in
58 human behavior. In school, motivation determines how students engage with their learning and
59 the effort they put into their education. Motivation is linked to student engagement, a major
60 predictor of academic success (Collie, Rebecca & Martin, Andrew., 2019). Well-motivated
61 students are goal-oriented, socially skilled, and able to balance academic and social
62 responsibilities (Steinmayr, Ricarda & Weidinger, Anne & Schwinger, Malte & Spinath, Birgit.,
63 2019). Studies have shown that academic motivation is strongly associated with achievement,
64 emphasizing its importance in learning and success (Elliot & Dweck, 2005). Research by Deci
65 and Ryan (1985) also connects motivation to outcomes like interest, persistence, and
66 performance. Motivation plays a particularly important role in academic success during
67 adolescence (Elliot & Dweck, 2005).

68 Given the emotional challenges faced by teens and the importance of motivation for academic
69 success, it is crucial to understand how difficulties in emotion regulation can impact academic
70 motivation. Previous studies have shown positive links between emotion regulation and school
71 performance (Gumora & Arsenio, 2002), and negative links with behavior problems and learning
72 difficulties (Graziano et al., 2007). Despite existing research on emotion regulation and academic
73 performance, the link between emotion regulation difficulties and academic motivation in
74 adolescents has not been fully explored. This study will investigate how difficulties in managing
75 emotions impact academic motivation in teens. By examining this relationship, the study aims to
76 offer insights into how emotional regulation affects academic behavior and outcomes. This
77 understanding could lead to interventions that help students manage their emotions and boost
78 their academic motivation, ultimately improving their academic performance. It could also help

79 educators create environments that encourage student engagement and success by addressing
80 individual needs and using both intrinsic and extrinsic motivators to enhance learning.

81

82

Method

83 **Research Design:**

84 The current study employed a mixed-method research design, incorporating both quantitative
85 and qualitative approaches for data collection and analysis. The quantitative component involved
86 the use of structured questionnaires to measure key variables, while the qualitative component
87 utilized interview from teachers to gain in-depth insights into participants' experiences and
88 perspectives. This combination allowed for a more comprehensive understanding of the research
89 topic by integrating numerical data with rich, descriptive insights.

90 **Sample and sampling technique:**

91 The present study used a purposive sampling method to collect data from high school students
92 attending private schools in Bangalore city. The sample included 185 students (89 boys and 96
93 girls) aged 15-18 years (mean age = 17.2, SD = 0.46) from three private schools in the city. The
94 exclusion criteria for the study included students from government schools, students with mental
95 health concerns or those currently seeking psychological support, and students with disabilities.
96 The study also conducted interview of 8 teachers to get in- depth understanding about students
97 emotional and motivational aspect when it comes to their studies.

98 **Measures:**

99 **Difficulties in Emotion Regulation Scale (DERS; Gratz & Roemer, 2004):** It is a 36-item
100 self-report measure that assesses individuals' typical levels of emotion regulation difficulties in
101 general, as well as across a number of specific dimensions of emotion regulation. Individuals are
102 asked to indicate how often the items apply to themselves, with responses ranging from 1 to 5,
103 where 1 is "almost never (0-10%)," 2 is "sometimes (11-35%)," 3 is "about half the time (36-
104 65%)," 4 is "most of the time (66-90%)," and 5 is "almost always (91-100%)." The DERS
105 provides a total score (ranging from 36 to 180) that represents overall difficulties in emotion
106 regulation. DERS score has been found to have high internal consistency (e.g., Gratz, Tull,
107 Baruch, Bornovalova, & Lejuez, 2008; Fox et al., 2007) In addition, the DERS has demonstrated
108 good test- retest reliability over a period of 4 to 8 weeks ($\bar{r}_I = .88$; Gratz & Roemer, 2004).

109 **Academic Motivation Scale (AMS-HS 28, Vallerand et al., 1992):** It is a 28-item, 7-point
110 Likert Type scale that was developed to assess students' self-regulatory styles in their academic
111 activities. The AMS measures intrinsic motivation, extrinsic motivation as well as amotivation.
112 According to authors, Cronbach's alphas were calculated as 0.86 for the intrinsic motivation, as
113 0.89 for the extrinsic motivation and 0.81 for the amotivation subscale. The reliability coefficient
114 for 28 items was calculated as 0.89.

115 **Interview Schedule:** The interview schedule for teachers consisted of five open-ended questions
116 aimed at exploring their perspectives on teenage students' emotional regulation and its impact on

117 academic motivation. The questions were designed to gather insights on common emotional
118 challenges faced by students, the relationship between emotional regulation and academic
119 engagement, observed behavioral patterns, and strategies that can support students in managing
120 their emotions effectively. The structured yet flexible format allowed teachers to share their
121 experiences and provide qualitative data for the study.

122 The procedure for framing the interview schedule began with identifying the research objectives,
123 ensuring that the questions aligned with the study's focus on teenage students' emotional
124 regulation and its impact on academic motivation. A comprehensive literature review was
125 conducted to understand existing research, identify key themes, and address any gaps. Based on
126 these insights, five open-ended questions were formulated to explore teachers' observations on
127 students' emotional challenges, their influence on academic motivation, and strategies to support
128 them. The questions were then reviewed and refined to ensure clarity, relevance, and neutrality,
129 avoiding any leading or complex wording. To enhance the reliability of the interview schedule, it
130 was validated by 2 psychologists and 2 education experts, who provided feedback on wording
131 and content. A pilot interview was conducted with two teachers to assess the effectiveness of the
132 questions, and necessary adjustments were made based on their feedback. Finally, the revised
133 and structured interview schedule was finalized, maintaining flexibility while ensuring
134 consistency across interviews. The interview questions are as mentioned in table 1

135 ***Table 1 showing the interview questions used in the study***

Question no.	Interview questions
1.	What are the most common emotional challenges that affect students' motivation?
2.	How does emotional regulation impact students' academic performance?
3.	What strategies do you use to help students regulate their emotions and stay motivated?
4.	How does peer influence impact students' emotional regulation and motivation?
5.	What advice would you give to parents to support their child's emotional regulation and academic motivation?

136

137

138 **Procedure:**

139 After obtaining approval from the institutional ethics committee and the principals of the three
140 schools, the researchers began the data collection process. Three schools were selected for the
141 study: one from Central Bangalore, one from North Bangalore, and one from East Bangalore.
142 The administration of the tests was conducted in a group setting. The DERS and AMS scales
143 were distributed to all participants by the researchers, following consent from both the students
144 and their respective principals. Prior to completing the questionnaires, all participants were
145 provided with general guidelines and specific instructions, including information about

146 confidentiality. The researchers were available to address any questions or concerns from the
147 students. Both questionnaires were administered collectively in the group setting.

148 For the interview a total of eight teachers from different subject areas were selected using
149 purposive sampling, ensuring they had at least 5 years of teaching experience with teenage
150 students. Before the interviews, teachers were informed about the study's objectives and their
151 role in providing insights into students' emotional regulation and academic motivation. Ethical
152 considerations were prioritized, with written informed consent obtained from all participants.
153 Additionally, they were assured of confidentiality and reminded that their participation was
154 entirely voluntary. Interviews were conducted in a quiet and comfortable setting within the
155 school premises and via an online platform, depending on the participants' preference. Each
156 interview lasted approximately 30–45 minutes, allowing teachers to provide detailed and
157 comprehensive responses. The interviewer used probing techniques to encourage participants to
158 elaborate on their answers and share deeper insights. With participants' consent, interviews were
159 audio-recorded to ensure accuracy in data collection. Additionally, field notes were taken to
160 capture key observations and non-verbal cues, enriching the qualitative analysis.

161

162

Results and Discussion

163 *Table 2: Sociodemographic details of the student sample*

<i>Variable</i>	<i>N</i>	<i>%</i>	<i>Min.</i>	<i>Max.</i>	<i>Mean; SD</i>
Age	185		15	18	17.2; 0.46
Gender					
Girls	96	51.9%			
Boys	89	48.1%			
Educational stream					
Science	118	63.85			
Commerce	33	17.8%			
Arts	34	18.4%			

164

165 *Table 3: Sociodemographic details of the teacher's sample*

Demographic	Category	Number of	Percentage
Variable		Teachers	
Gender	Male	3	37.5%

	Female	5	62.5%
Age Group	23-34 years	2	25%
	35-44 years	3	37.5%
	45-54 years	2	25%
	55 and above	1	12.5%
Years of experience	1-5 years	2	25%
	6-10 years	3	37.5%
	11-15 years	2	25%
	16 years and above	1	12.5%
Subject Taught	Mathematics	2	25%
	Science	2	25%
	English	2	25%
	Social studies	2	25%

166

167 The study firstly analyzed the level of emotion regulation difficulties experienced by high school
168 students. To assess this, Difficulties in Emotional Regulation Scale by Gratz K.L, and Roemer L,
169 was used. It measures High, Moderate, and Low difficulties in emotional regulation. Looking at
170 the results it could be seen that out of 185 students 24.3% showed low level of difficulty in
171 emotional regulation, 27.6% experienced moderate level of difficulty in emotional regulation and
172 48.1% had high level of difficulty in emotional regulation. Majority of the students showed high
173 level of emotional regulation difficulty. Adolescence is a transformative phase of life, marked by
174 emotional, cognitive, and social changes. During this period, teenagers navigate complex
175 experiences that shape their identity, relationships, and future aspirations (Agarwal, Shelly &
176 Maheshwari, Abhishek & Jindal, Manisha & Rastogi, Pooja, 2020). However, the emotional
177 challenges of adolescence often lead to struggles with managing emotions effectively, a
178 phenomenon known as emotion dysregulation. Factors such as hormonal changes, brain
179 development, and external pressures from academics, peers, and family dynamics contribute to
180 the heightened vulnerability of adolescents to emotion dysregulation (Sahi, R. S., Eisenberger, N.
181 I., & Silvers, J. A., 2023). The consequences of emotion dysregulation among teens are wide-
182 ranging. Psychologically, it is associated with conditions such as anxiety, depression, and
183 borderline personality disorder (Paulus, F. W., Ohmann, S., Möhler, E., Plener, P., & Popow, C.,

184 2021). Emotionally dysregulated teens often experience lower self-esteem and heightened stress,
185 which can affect their academic motivation and performance. Socially, difficulties in managing
186 emotions can lead to conflicts with peers, teachers, and family members, further isolating teens
187 and perpetuating negative emotional cycles (De Berardis, D., Fornaro, M., Orsolini, L.,
188 Ventriglio, A., Vellante, F., & Di Giannantonio, M., 2020). To address emotion dysregulation, a
189 multi-faceted approach is needed. Schools can incorporate social-emotional learning (SEL)
190 programs that teach skills like emotional recognition, coping strategies, and mindfulness
191 (Lawson, G. M., McKenzie, M. E., Becker, K. D., Selby, L., & Hoover, S. A., 2019). Providing
192 access to counselors or mental health professionals is also crucial for offering support to
193 struggling students. Parents play a vital role by fostering open communication, emotional
194 support, and consistent discipline, while modeling healthy emotional regulation themselves. On a
195 broader level, society should work to reduce the stigma around mental health and promote
196 awareness of emotional well-being. Community initiatives and workshops can help equip teens
197 with resources to build emotional resilience.

198 The study assessed the academic motivation levels of 185 high school students. Results showed
199 that 20% had extremely high motivation, 43.2% had extremely low motivation, 12.4% had high
200 motivation, 1.1% had moderate motivation, and 23.2% had low motivation. The majority of
201 students exhibited low to extremely low academic motivation levels. Academic motivation is a
202 critical factor influencing students' academic performance. Lack of motivation, or amotivation,
203 can lead to poor academic outcomes and associated psychological issues (Yang, M., Viladrich,
204 C., & Cruz, J., 2022). Several factors contribute to low motivation, including a belief that effort
205 won't improve performance, competing priorities, boring lessons, and lack of clarity in teaching.
206 These factors, as noted by Carnegie Mellon University (2019) and Dişlen (2013), can lead to
207 disengagement and academic struggles. In addition to poor academic performance, low
208 motivation can have emotional and social consequences. Students may experience frustration,
209 guilt, and inadequacy, negatively impacting their mental health. Socially, they might face
210 criticism, leading to alienation and reduced self-confidence. Over time, this disengagement can
211 result in negative behavioral patterns such as procrastination, absenteeism, or even dropping out
212 of school, perpetuating a cycle of underachievement. To address this issue, a collaborative
213 approach is necessary. Schools can implement student-centered teaching methods that make
214 lessons more engaging and relevant. Teachers should create supportive environments that
215 encourage active participation and open communication. Mental health support is also essential,
216 with counselors and peer programs helping to address underlying emotional challenges. Parents
217 can play a role by offering encouragement, setting realistic goals, and balancing academics with
218 relaxation. Finally, society needs to reduce the stigma around academic struggles and promote
219 diverse paths to success, helping students stay engaged in their education.

220 The third objective was to assess the relationship between emotional regulation difficulty and
221 academic motivation among PUC students.

222 ***Table 4 showing the Pearson Correlation result for relationship between difficulties in***
223 ***emotion regulation and academic motivation among high school students***

Emotion regulation difficulty	Academic motivation
Pearson Correlation	-0.149
Sig. (2-tailed)	0.042*
N	185

224 **significant at the 0.05 level*

225

226 The findings from table 4 indicate a significant relationship between emotional regulation
 227 difficulties and academic motivation among PUC students, as evidenced by a Sig. (2-tailed)
 228 value of 0.042, which is lower than the alpha value of 0.05. Emotion regulation helps individuals
 229 maintain control over their behavior while staying engaged with their environment (Melnick &
 230 Hinshaw, 2000). Research has linked emotional regulation difficulties to various emotional
 231 challenges (Berking & Wupperman, 2012; Naragon-Gainey et al., 2017; Kapoor et al., 2019).
 232 Students who struggle with emotional regulation may face challenges in academics, social
 233 interactions, and conflict resolution. They may exhibit defiance, difficulty following instructions,
 234 trouble maintaining friendships, and reduced focus on tasks. On the other hand, students who
 235 manage their emotions effectively tend to perform better academically (Boekaerts, 2002).
 236 Gumora & Arsenio (2002) found that early adolescent emotion management significantly
 237 influences academic achievement, even beyond cognitive abilities. A 2013 study further
 238 confirmed a negative correlation between emotional regulation difficulties and academic
 239 performance, showing that students with greater difficulties performed worse in academics
 240 (Parwinder Singh & Nayanika Singh, 2013).

241 One of the key challenges in higher education is fostering learning self-regulation, which
 242 involves students actively managing their thoughts, emotions, motivation, and behaviors to
 243 achieve their academic goals (Panadero, 2017). Effective self-regulation strategies are beneficial,
 244 as they help students develop deeper knowledge, maintain learning goals, and improve academic
 245 performance. However, students often face emotional and motivational challenges that can
 246 interfere with learning, reduce motivation, and hinder the effective use of learning strategies
 247 (Pekrun et al., 2002). To succeed academically, students must employ strategies to regulate their
 248 emotions, especially when facing difficulties or failures. Research indicates that emotions
 249 mediate the relationship between goals, beliefs, and learning behaviors, influencing students'
 250 ability to persist in their academic tasks (Ben-Eliyahu, 2019; Pekrun et al., 2002). Those who
 251 effectively regulate their emotions are more likely to stay motivated and engaged until they
 252 master a concept or skill. Additionally, emotions are closely linked to key components of self-
 253 regulated learning, such as interest, motivation, and learning strategies, all of which contribute to
 254 academic success (Asikainen et al., 2018).

255

256 **Table 5 showing the results for the gender difference in emotional regulation difficulties**
 257 **among PUC students using Independent T-Test**

Independent T- test

F	0.402
Sig.	0.527
t	2.931
Asymp. Sig (2- tailed)	0.004*

258

259 The study found significant gender differences in emotional regulation difficulties among high
260 school students as seen in table 5, with male students ($M = 100.3$, $SD = 1.43$) scoring higher than
261 female students ($M = 94.6$, $SD = 1.30$), indicating that boys struggle more with emotional
262 regulation. Several factors contribute to this difference, including societal norms, biological
263 influences, and socialization patterns. From an early age, boys are often discouraged from
264 expressing vulnerability, which can lead them to channel emotions like sadness or fear into anger
265 or aggression, limiting their ability to develop emotional regulation skills. Biological factors,
266 such as hormonal differences and lower language and inhibitory control in boys, further
267 contribute to these difficulties. Additionally, social and cultural influences shape emotional
268 expression, with boys encouraged to externalize emotions (e.g., anger), while girls are more
269 likely to internalize emotions (e.g., sadness, anxiety). Research suggests that girls tend to use
270 more adaptive strategies, like cognitive reappraisal, while boys may have fewer opportunities to
271 develop these skills due to restrictive emotional norms. Poor emotional regulation in boys can
272 lead to academic struggles, engagement in risky behaviors, and increased risks of depression and
273 aggression. To address these challenges, targeted interventions should focus on teaching boys'
274 emotional regulation strategies, such as cognitive reframing and reappraisal, while encouraging
275 healthy emotional expression. Creating supportive environments that promote emotional
276 diversity can improve boys' emotional regulation, ultimately enhancing their academic success
277 and long-term well-being.

278 The final step in analysis was the interpretation of the interviews. The recorded interviews were
279 transcribed verbatim to ensure accuracy in data representation. A descriptive analysis was used
280 to examine the data. Responses to the open-ended questions were transcribed, coded, and
281 grouped based on common themes within each question. Repetitive responses were identified to
282 recognize patterns and similarities in the data. Thematic analysis was used to identify common
283 themes and patterns in teachers' responses regarding students' emotional regulation and academic
284 motivation. The most common emotional challenges affecting students' motivation as per
285 teachers included anxiety about grades, which leads to procrastination and avoidance (T1),
286 frustration and low self-esteem, causing students to internalize failure (T2), and impulsivity,
287 resulting in rash academic decisions (T3). Some students according to teachers, experience
288 apathy due to feeling overwhelmed (T4), while social comparison, especially through social
289 media, lowers self-confidence and motivation (T5). Emotional struggles can manifest as
290 outbursts or complete withdrawal from learning (T6). Family pressure adds to stress, making
291 students anxious and disengaged (T7). Lastly, a lack of resilience prevents students from
292 bouncing back after setbacks, reducing their perseverance (T8). Teachers also observed that

293 students with poor emotional regulation often exhibit outbursts, avoidance behaviors, or
294 disengagement, making it difficult for them to stay motivated. In contrast, those who effectively
295 regulate emotions are more likely to remain focused, resilient, and proactive in their studies.
296 Additionally, educators emphasized the need for supportive learning environments, mindfulness
297 practices, and emotional skill-building interventions to help students manage emotions
298 constructively and sustain academic motivation. These insights suggest that fostering strong
299 emotional regulation skills is essential for enhancing students' academic engagement and overall
300 performance.

301 **Conclusion**

302 The current study highlights the significant relationship between difficulties in emotion
303 regulation and academic motivation among teenagers. The findings indicate that adolescents who
304 struggle with managing their emotions tend to have lower levels of academic motivation, which
305 can negatively impact their academic performance. Emotion regulation plays a crucial role in
306 students' ability to engage with their academic tasks, and difficulties in this area can hinder their
307 overall academic experience. Given the widespread emotional challenges faced by teens, it is
308 essential to address these difficulties to improve their motivation and academic outcomes. By
309 fostering better emotional regulation skills, students can enhance their ability to stay focused,
310 manage stress, and approach academic tasks with greater resilience. This can lead to improved
311 academic performance and overall well-being. The study suggests that interventions aimed at
312 enhancing emotional regulation can play a crucial role in boosting academic motivation.
313 Educators, parents, and mental health professionals can support students by providing tools and
314 strategies to manage their emotions, create a supportive learning environment, and encourage
315 intrinsic motivation. Additionally, helping students set clear academic goals and making learning
316 more engaging and meaningful can further enhance motivation. Fostering students' physical,
317 mental, and emotional well-being through engaging teaching methods and a nurturing school
318 environment can further enhance motivation. Offering students some control over their learning,
319 linking tasks to their personal goals, and ensuring that activities strike an appropriate balance
320 between challenge and manageability can all help boost engagement and motivation. Overall, the
321 study underscores the importance of addressing emotional regulation in promoting academic
322 success. By understanding the interplay between emotion regulation and motivation, educators
323 and caregivers can better support teens in overcoming emotional barriers, ultimately leading to
324 improved academic outcomes and personal growth.

325 **Implications and Recommendations**

326 The study highlights the need for schools to integrate emotional regulation training into their
327 curricula. Strategies such as mindfulness exercises, cognitive-behavioral techniques, and
328 emotional awareness programs can help students develop better emotion regulation skills.
329 Additionally, fostering a supportive and engaging learning environment, providing students with
330 autonomy in their learning, and aligning academic tasks with their interests and goals can
331 enhance motivation. Parents and educators play a vital role in supporting adolescents' emotional
332 and academic development. By understanding the emotional struggles faced by students and

333 collaborating to address these challenges, stakeholders can promote resilience, well-being, and
334 academic success.

335 **Future Directions**

336 Future research could investigate the role of external influences, such as family dynamics, peer
337 relationships, teacher support, and socioeconomic status, as potential moderators or mediators of
338 this relationship. Longitudinal studies could provide insights into how these variables evolve
339 over time and identify critical periods for interventions during adolescence. Intervention-based
340 research could explore the effectiveness of strategies like mindfulness training, cognitive-
341 behavioral therapy, or emotion-focused interventions to enhance both emotion regulation skills
342 and academic motivation. Cross-cultural studies would be valuable in examining how cultural
343 and contextual factors, such as societal norms and education systems, shape this relationship.
344 Additionally, studies focusing on gender, personality traits, and individual differences could
345 reveal how these factors influence the interplay between emotions and motivation. In the context
346 of today's digital age, research on how technology and social media impact emotion regulation
347 and academic motivation among teens could uncover relevant insights.

348 **Limitations**

349 The current study had some limitations: firstly, the cross-sectional design of the study prevents
350 any conclusions about causality between emotion regulation difficulties and academic
351 motivation. Secondly, the study relied on self-report measures, which may introduce bias such as
352 social desirability or inaccuracies in self-perception. Teens may not accurately assess their own
353 emotional regulation skills or motivation levels, potentially impacting the reliability of the
354 findings. Incorporating multi-method approaches, including teacher or parent assessments and
355 observational methods, could provide a more comprehensive understanding of the variables.
356 Third, the sample may lack generalizability, as it was limited to teens from a specific
357 geographical location, age group, or type of school (e.g., private schools). Fourth, the study did
358 not account for other potential factors influencing academic motivation, such as personality
359 traits, family support, peer relationships, or mental health conditions. These confounding
360 variables could play a significant role in shaping the relationship between emotion regulation and
361 motivation, suggesting the need for a more comprehensive analytical framework in future
362 research. The study could have also, done few interviews or focus groups with the students to get
363 conclusive evidence supportive of the quantitative data about their academic motivation and
364 emotion regulation as well as to provide deeper insight into adolescents' lived experiences.

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