



REVIEWER'S REPORT

Manuscript No.: IJAR-50770

Date: 26-03-2025

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

Recommendation:

- Accept as it is.....**YES**.....
- Accept after minor revision.....
- Accept after major revision
- Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality	√			
Techn. Quality		√		
Clarity		√		
Significance			√	

Reviewer's Name: Mir Jaffar

Reviewer's Decision about Paper: **Recommended for Publication.**

Comments (*Use additional pages, if required*)

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Reviewer's Comment / Report

Abstract

The abstract provides a comprehensive summary of the study, clearly presenting the research focus, methodology, and key findings. The articulation of the relationship between emotion regulation difficulties and academic motivation is well-structured. The use of standardized scales and interviews adds credibility to the research. The findings are concisely conveyed, emphasizing the importance of emotional regulation skills in academic performance.

Introduction

The introduction effectively establishes the significance of emotion regulation in adolescence, linking it to psychological well-being and academic motivation. The literature review is thorough,

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incorporating a range of relevant studies to build a strong theoretical foundation. The discussion of emotions, their role in psychological balance, and their impact on decision-making is well-integrated. The connections drawn between emotion regulation, academic engagement, and student well-being are clearly articulated, making the introduction compelling and informative.

Literature Review & Theoretical Framework

The review of literature includes relevant and contemporary sources, providing an in-depth analysis of key concepts. The inclusion of psychological theories and empirical findings supports the study's rationale. The discussion of motivation, including its connection to emotional regulation and academic success, is well-developed. The reference to Deci and Ryan's work on motivation, along with other foundational research, strengthens the theoretical grounding of the study.

Methodology

The methodology is clearly outlined, detailing the sample, tools, and data collection procedures. The use of the Difficulties in Emotional Regulation Scale and the Academic Motivation Scale ensures a standardized assessment of the variables. The inclusion of teacher interviews provides a qualitative perspective, adding depth to the study. The choice of statistical analysis, Pearson's correlation, is appropriate for examining the relationship between the studied variables.

Findings & Discussion

The findings are well-presented, highlighting the significant negative correlation between emotion regulation difficulties and academic motivation. The discussion effectively interprets these results in the context of existing research. The emphasis on high-stress academic environments as a contributing factor to decreased motivation is well-supported by the findings. The study successfully illustrates the implications of poor emotion regulation on academic engagement, reinforcing the need for further exploration of interventions in this area.

Conclusion

The conclusion effectively summarizes the study's key insights, reinforcing the importance of emotional regulation in academic motivation. It succinctly ties back to the broader implications

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for education and student well-being. The study's findings highlight the necessity of fostering emotional regulation skills to enhance academic outcomes.

Overall Evaluation

The paper is well-structured and presents a coherent argument supported by strong theoretical and empirical foundations. The integration of various psychological perspectives and the methodological rigor enhance the credibility of the study. The writing style is clear and professional, effectively communicating the research's significance.
