

## A Study of Emotional Regulation among Secondary School Students

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### Abstract

Holistic development is essential for every individual. When a student moves from primary to secondary school, they transition from early adolescence to late adolescence. During this period, it becomes very important for them to regulate and manage their emotions. The challenges they face in this phase significantly influence their development. As anxiety, depression and stress increase among students, emotional regulation becomes necessary to handle such situations. Proper emotional regulation and expression help individuals respond with understanding and adapt effectively. This phase ultimately shapes their future path. For these reasons, the researcher has prepared a study on this topic.

**Key Words:** Secondary school, students, emotion, regulation

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## Effect of constructivist classroom Environment on Achievement of students for B.Ed. trainees

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### 1. Introduction

In India, education is not only important for competitiveness and progress but also for social stability. It is essential for everyone. Education is the process of imparting and acquiring knowledge. India has long been a global center of learning, home to some of the world's best universities. Today, India has the largest higher education system in the world in terms of number of institutions and the second largest in terms of student population. For developing nations, the quality of education has become a crucial issue. To match fast-changing global conditions, educational reforms have been made at both governmental and non-governmental levels.

Education is essential for both men and women to achieve success and growth in life. Both play an important role in building a healthy and progressive society. Education helps individuals become responsible citizens. All human progress relies on education, which opens the door to opportunities.

Emotional regulation refers to the ability to monitor and differentiate one's own and others' emotions. It includes skills related to understanding, self-management, self-awareness, social awareness, learning, reasoning, creativity, planning, critical thinking, problem-solving and abstract thinking.

Emotional intelligence includes the capacity for empathy, understanding and connecting with emotions. It affects learning, relationships, health and communication.

### 2. Objectives of the Study

- 1) To study emotional regulation among secondary school students with reference to gender.
- 2) To study emotional regulation among secondary school students with reference to area (urban and rural).

### 3. Hypotheses

**H01:** There will be no significant difference between the mean scores of boys and girls on the Emotional Regulation Scale.

**H02:** There will be no significant difference between the mean scores of urban and rural secondary school students on the Emotional Regulation Scale.

**HO3:** There will be no significant difference between the mean scores of boys and girls in urban areas on the Emotional Regulation Scale.

**HO4:** There will be no significant difference between the mean scores of boys and girls in rural areas on the Emotional Regulation Scale.

#### **4. Population and Sample**

##### **4.1. Population**

The population consisted of students studying in secondary schools of Surat district during the year 2025–26.

##### **4.2. Sample**

A total of 100 students from Gujarati medium secondary schools in Surat district were selected through stratified random sampling.

#### **5. Scope and Limitations of the Study**

##### **5.1. Scope**

The study was limited to students of secondary schools in Surat district.

##### **5.2. Limitation**

The study was confined only to Gujarati medium secondary school students of Surat district.

#### **6. Research Tool**

For data collection, the researcher translated the standardized Emotional Regulation Scale developed and validated in English by Prof. Nadia Garneski into Gujarati and used it as the research instrument.

#### **7. Data Collection**

Data were collected by personally contacting the selected secondary school students and administering the tool according to the required number.

#### **8. Data Analysis**

Data were classified according to objectives and hypotheses. Statistical measures such as mean, standard deviation, standard error of the difference between means and t-value were calculated using MS Excel. Interpretation was done at the 0.05 and 0.01 levels of significance.

#### **9. Findings**

- 1) Emotional regulation differs significantly between boys and girls studying in secondary schools.
- 2) Emotional regulation between urban and rural students does not differ significantly.
- 3) Urban boys and girls do not differ significantly in emotional regulation.

4) Rural boys and girls differ significantly in emotional regulation.

### **10. Educational Implications**

Schools should take active steps to enhance the emotional regulation abilities of students.

### **11. References**

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