Chapter 7
Unveiling the Connection Between Self-Regulated Learning and Emotional Management Among Higher Education Students

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ABSTRACT

This study explores the impact of self-emotional management (SEM) on self-regulated learning among undergraduate (UG) and postgraduate (PG) students. The students with high SEM excel in self-regulated learning, showing superior motivation, mastery of content, and higher academic performance. They effectively use learning strategies like rehearsal and elaboration, maintaining focus and emotional stability during challenges. SEM also enhances strategic planning, critical thinking, and stress management, and proactive learning behaviors. Interestingly, no direct link between SEM and test anxiety was found, suggesting that test anxiety may be influenced by other factors. Students with average SEM demonstrate effective but less robust self-regulation, while those with low SEM exhibit reduced motivation and

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poorer academic outcomes. These findings emphasize the critical role of SEM in higher education and advocate for interventions to develop emotion management skills, supporting students' academic success.

INTRODUCTION

Self Regulated Learning

Recent studies on the academic achievement of college or university students highlighted the importance of self-regulation in the process of learning. The learning is the interplay of cognitive, metacognitive, affective and motivational processes (Aleven et al., 2010) and self-regulation of learning is the process of controlling the cognitive, metacognitive, affective and motivational aspects all together (Pintrich, 1995; Pintrich & Garcia, 1991; Zimmerman, 1990, 1998; Zimmerman and Bandura, 1994; Zimmerman and Martinez-Pons, 1988). As defined by Bandura (1986), self-regulated learning is associated with three psychological processes towards goal attainment: self-monitoring, self-judgment and self-reaction. Self-controlled learning is a sparkling, constructive process whereby a learner lay down targets for his or her learning and then attempt to monitor, regulate, and manage their cognition, motivation, and behaviour, controlled by their goals and environment (Pintrich, 2000). Self-Regulated learning is comprised of cognitive, metacognitive, behavioural, and motivational processes, where individuals involve for the purpose of learning and achieving their goals (Kirschenbaum, 1984, 1987; Kitsantas and Zimmerman, 1998, 2002; Zimmerman, 1989, 2000, 2004).

However, Bandura's later works on self-efficacy has led to an addition of the construct of motivation to the self-regulation framework. The motivational dimension of self-regulation according to Bandura includes an evaluative dimension of performance, valuation of activities and attributions. The motivational factors like goal orientation, self-efficacy and task value and various cognitive, metacognitive and regulatory strategies play a significant role in the process of academic self-regulation (Pintrich and De Groot, 1990; Pintrich et al., 1994; Pintrich and Schrauben, 1992). There are different cognitive strategies which strengthen the process of encoding, retention, comprehending the classroom notes and various metacognitive strategies that help the learner to plan, regulate and monitor their learning (Corno, 1989; Sternberg, 1998; Zimmerman, 1989). Schunk and Zimmerman (1994) advocated that self-regulated learning is the self-geared thoughts, self-motivated feelings and actions, which are helpful in achieving personal goals (Zimmerman, 2000).

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