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EMOTIONAL MANAGEMENT AND ACADEMIC EFFICACY: THE IMPACT OF EMOTIONAL REGULATION STRATEGIES ON ACADEMIC PERFORMANCE AMONG SENIOR HIGH SCHOOL STUDENTS

Abstract. This study employed a cross-sectional correlational design to investigate the relationship between test emotions, emotion regulation strategies (cognitive reappraisal and expressive suppression), and academic self-efficacy in senior high school students, aiming to inform psychological counseling for college entrance exam preparation. The research questions were: (1) What are the levels of test emotions, cognitive reappraisal, expressive suppression, and academic self-efficacy among senior high school students? (2) How are these variables associated with academic self-efficacy? The research hypotheses were: (1) cognitive reappraisal would be positively correlated with academic self-efficacy; (2) expressive suppression would be positively correlated with academic self-efficacy but with a weaker relationship; (3) test emotions would not be significantly correlated with academic self-efficacy; (4) cognitive reappraisal would be the strongest correlate of academic self-efficacy. A questionnaire survey was administered to 139 senior high school students from five randomly selected classes in a key high school in China. Data were analyzed using descriptive statistics, correlation analysis, and regression analysis. Cronbach's α coefficients for the scales were 0.81 for test emotions, 0.84 for cognitive reappraisal, 0.79 for expressive suppression, and 0.86 for academic self-efficacy. The results revealed that: (1) Students scored highest on cognitive reappraisal ($M=3.39$), followed by academic self-efficacy ($M=3.33$), expressive suppression ($M=2.95$), and test emotions ($M=2.78$); (2) Cognitive reappraisal showed a significant strong positive correlation with academic self-efficacy ($r=0.76, p<.01$), while expressive suppression exhibited a moderate positive correlation ($r=0.38, p<.01$). The correlation between test emotions and academic self-efficacy was not significant ($r=-0.07, p>.05$); (3) Regression analysis indicated that cognitive reappraisal had a strong statistical predictive effect on academic self-efficacy ($\beta=0.68, p<.001$), and expressive suppression had a moderate predictive effect ($\beta=0.21, p<.01$). Conversely, the predictive effect of test emotions was not significant ($\beta=-0.06, p>.05$). In conclusion, emotion regulation strategies are associated with academic self-efficacy more strongly than the emotional experience itself, with cognitive reappraisal emerging as a core associated factor. Therefore, school psychological counseling should prioritize cultivating students' cognitive reappraisal abilities.

Keywords: senior high school students, test emotions, cognitive reappraisal, expressive suppression, academic self-efficacy

Introduction

The final year of high school is widely regarded as a crucial stage where students' academic demands significantly increase. During this period, students not only need to prepare for exams but also have to cope with an increasing academic burden and higher expectations from teachers and parents. These challenges often bring about continuous psychological stress and may affect students' learning experience from non-cognitive aspects. In recent years, educational researchers have increasingly emphasized the significant role of emotional processes in shaping students' academic functioning, especially in high academic pressure situations (Pekrun, 2006; Putwain et al., 2018). For instance, emotional experiences during exam preparation have been proven to influence students'

learning motivation, learning engagement, and academic performance. More and more studies have shown that how students regulate their own emotions may have an equally or even more important impact. The theory of emotion regulation provides an important framework for understanding this process. Gross (1998, 2015) pointed out that emotion regulation refers to the process by which individuals influence their own emotional experiences, including when to experience emotions, what emotions to experience, and how to express emotions. Under this theoretical framework, cognitive reappraisal and expressive suppression are two widely studied emotion regulation strategies.

Although existing studies have separately explored the relationships between emotional experiences, emotion regulation, and academic outcomes, few studies have examined the relationships between test emotions, emotion regulation strategies, and academic self-efficacy simultaneously in the special context of high school graduation. Moreover, the existing literature is largely descriptive, lacking critical synthesis and explicit testing of hypothesized relationships among variables. Thus, the research gap addressed by this study is the lack of simultaneous examination of test emotions, cognitive reappraisal, expressive suppression, and academic self-efficacy in a single model among senior high school students facing high-stakes examinations, particularly in the Chinese cultural context. Based on this research gap, this study employed a cross-sectional correlational design to examine the overall levels of test emotions, cognitive reappraisal, expressive suppression, and academic self-efficacy among senior high school graduating students, and to analyze the relationships among these variables. The research questions were: (1) What are the levels of test emotions, cognitive reappraisal, expressive suppression, and academic self-efficacy among senior high school students? (2) How are test emotions, cognitive reappraisal, and expressive suppression associated with academic self-efficacy? The research hypotheses were as follows: (1) cognitive reappraisal would be positively correlated with academic self-efficacy; (2) expressive suppression would be positively correlated with academic self-efficacy, but with a weaker correlation than cognitive reappraisal; (3) test emotions would not be significantly correlated with academic self-efficacy; (4) cognitive reappraisal would be the strongest correlate of academic self-efficacy.

Literature Review

High school students face frequent exams and the pressure of entering higher education, making emotional regulation an important aspect of their academic life. Emotional regulation refers to the process by which individuals manage and change their emotional experiences and expressions (Gross & John, 2003). Gross (2015) proposed two main strategies: cognitive reappraisal and expressive suppression. Cognitive reappraisal is a pre-event-oriented strategy that adjusts the impact of emotions by changing the interpretation of the situation; expressive suppression is a response-oriented strategy that regulates emotions by suppressing their external expression. The relationship between emotional regulation and mental health has been well established. Aldao et al. (2010) conducted a meta-analysis of 100 studies and found that individuals who frequently use cognitive reappraisal reported lower levels of anxiety and depression, while those who relied on expressive suppression exhibited more psychological symptoms.

Despite the well-established role of emotion regulation in mental health, the application of these strategies to academic contexts remains under-specified. For instance, while cognitive reappraisal has been consistently associated with positive outcomes (Aldao et al., 2010; Gross & John, 2003), it remains unclear whether this effect operates through the same mechanisms in high-pressure academic settings as in daily emotional contexts. Furthermore, existing studies have predominantly focused on college students or younger adolescents, leaving the unique developmental stage of senior high school students—characterized by impending high-stakes examinations—largely unexplored.

Another critical gap concerns cultural context. Solhi et al. (2023) found that the negative effects of expressive suppression were attenuated in collectivist cultures, suggesting that cultural norms around emotional expression may moderate the effectiveness of different regulation strategies. However, most existing studies have been conducted in Western individualist contexts, limiting their applicability to East Asian educational settings where emotional restraint may be more socially valued.

In the academic field, Pekrun's Control-Value Theory clarifies the mechanism of academic emotions, suggesting that students' sense of control and value of academic activities affect their emotional experiences and, in turn, their learning outcomes. Why is cognitive reappraisal beneficial for learning? One explanation is that when students reinterpret exams as "challenges" rather than "threats," the interference of anxiety on attention and working memory is reduced, thereby releasing more cognitive resources for learning (Gross, 2015). Lande et al. (2023) used a combination of electroencephalogram (EEG) and questionnaires to study teenagers and found that students with stronger cognitive reappraisal abilities reported higher self-efficacy, while expressive suppression did not show this correlation.

Moreover, the relationship between emotion regulation and academic self-efficacy—a key motivational construct—has received insufficient attention. While Lande et al. (2023) provided preliminary evidence using EEG measures, their sample was not specifically focused on exam-stressed students. Thus, the present study aims to address these gaps by examining both cognitive reappraisal and expressive suppression in relation to academic self-efficacy within a high-stakes testing context.

Solhi et al. (2023) conducted a cross-cultural comparative study in Turkey, Iran, and Norway, finding that emotional regulation has cultural differences in its impact on academic burnout, suggesting that the negative effects of expressive suppression may be moderated in collectivist cultures. Yim et al. (2024) found in a study of Malaysian high school students that exam anxiety reduces students' willingness to continue their education, while positive emotions have the opposite effect. Gusmão and Fontaine (2020)'s review states that cognitive reappraisal is usually beneficial for learning, while the effect of expressive suppression is context-dependent: it may be functional in short-term social contexts, but it will consume an individual's psychological resources in long-term academic stress.

Intervention studies are important for cultivating students' emotion regulation skills in the school environment. Dunning et al. (2019) analyzed 15 randomized controlled trials of mindfulness training and found that adolescents' attention and self-efficacy improved moderately. Villavicencio-Ayala and Bernardo (2024) conducted a recent meta-analysis that confirmed that students with stronger emotional regulation abilities experienced less academic burnout, and this effect was more significant in high school students than in junior high school students. Based on this theory, Chinese scholars have also made important contributions. Dong and Yu (2007) compiled the Chinese Adolescent Academic Emotions Questionnaire, which has been widely adopted. Yu et al. (2025) found in a survey of high school students that cognitive reappraisal is positively correlated with positive mental health, while expressive suppression is negatively correlated. Additionally, emotion regulation strategies play a mediating role between mental health beliefs and personal growth. These studies show that in the context of Chinese culture, students using cognitive reappraisal as a coping strategy can not only alleviate exam anxiety but also contribute to improving mental health.

Methods

Research Design

This study employed a cross-sectional correlational design. Data were collected at a single time point, and no experimental manipulation was applied. Therefore, all interpretations of associations are correlational, and causal inferences cannot be drawn.

Participants and Sampling

The present study recruited 139 senior high school students from five randomly selected classes in a key high school in China. This sampling strategy (random selection of classes within a single school) was intended to reduce selection bias at the class level while maintaining feasibility for a preliminary investigation. However, as the sample was drawn from a single school, the generalizability of the findings is limited (see Limitations section). A total of 139 valid questionnaires were returned. The sample characteristics are presented in Table 1.

Table 1

Sample Characteristics (N = 139)

Variable	Category	n	%
Gender	Male	95	68.3
	Female	44	31.7
Academic Rank	Top 20%	40	28.8
	21%-50%	59	42.4
	51%-80%	29	20.9
	Bottom 20%	11	7.9
Academic Trajectory	Markedly Improved	8	5.8
	Slightly Improved	37	26.6
	Relatively Stable	36	25.9
	Slightly Declined	39	28.1
	Markedly Declined	19	13.7

Instruments

All scales were developed or adapted based on existing literature. The Test Emotions Scale was adapted from the Chinese Adolescent Academic Emotions Questionnaire (Dong & Yu, 2007). The Cognitive Reappraisal Scale and Expressive Suppression Scale were adapted from the Emotion Regulation Questionnaire (Gross & John, 2003). The Academic Self-Efficacy Scale was adapted from previously validated measures of academic self-efficacy in Chinese student populations (Tian & Guo, 2004). Content validity was confirmed by expert review. The internal consistency reliability (Cronbach's α) for each scale was good: 0.81 for the Test Emotions Scale, 0.84 for the Cognitive Reappraisal Scale, 0.79 for the Expressive Suppression Scale, and 0.86 for the Academic Self-Efficacy Scale.

The Exam Emotional Experience Scale (EE) contains 5 items, used to assess students' emotional experiences during exam preparation and the exam process. Among them, the 5th item (EE5) "During my senior year study, I also experience positive learning emotions" is a reverse-scored item. All items are scored using a 5-point Likert scale, ranging from 1 (completely disagree) to 5 (completely agree). The higher the score, the stronger the students' negative emotional experiences during exams.

The Cognitive Reappraisal Scale (CR) contains 5 items, used to measure students' tendency to regulate emotions by changing their cognitive interpretations of academic situations. One representative item is: "When I encounter difficulties in my studies, I will try to understand the problem from a new perspective." The higher the score, the more likely the student is to use cognitive reappraisal strategies.

The Expressive Suppression Scale (ES) contains 5 items, used to assess the degree to which students suppress the expression of emotions. One item is: "Even when I feel down, I will deliberately avoid showing it to others." The higher the score, the more likely the student is to use expressive suppression strategies.

The Academic Self-Efficacy Scale (LE) contains 6 items, used to measure students' confidence in maintaining effective learning in the face of emotional fluctuations. One item is: "Even when I experience significant emotional fluctuations, I can still maintain a high level of learning efficiency." The higher the score, the higher the students' academic self-efficacy level.

Ethical Considerations

All participants and their legal guardians signed informed consent forms, agreeing to participate in this study and allowing their data to be used for academic purposes.

Results

All statistical analyses were conducted in accordance with APA 7th edition standards. Descriptive statistical analyses were conducted for each dimension, and the results are presented in Table 2.

Table 2

Descriptive Statistics for Each Dimension (N = 139)

Dimension	Number	Mean	Standard	Skewness	Kurtosis
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	of Items	(M)	Deviation (SD)		
Test Emotions (EE)	5	2.78	0.89	0.32	-0.41
Cognitive Reappraisal (CR)	5	3.39	0.94	-0.28	-0.63
Expressive Suppression (ES)	5	2.95	0.91	0.15	-0.55
Academic Self-Efficacy (LE)	6	3.33	0.86	-0.19	-0.48

The results showed that cognitive reappraisal yielded the highest score ($M = 3.39$), academic self-efficacy ranked second ($M = 3.33$), expressive suppression fell in the middle range ($M = 2.95$), and test emotions scored the lowest ($M = 2.78$).

Gender Difference Analysis: An independent samples t-test was conducted, with the results presented in Table 3. On the expressive suppression dimension, male students ($M = 3.05$, $SD = 0.92$) scored higher than female students ($M = 2.73$, $SD = 0.85$), with the difference approaching significance ($t = 1.97$, $p = .051$). On the other dimensions, gender differences were not significant ($p > .05$).

Table 3

Gender Differences in Study Variables (N = 139)

Dimension	Male(n=95)	Female (n=44)	t	p
Test Emotions (EE)	2.71±0.87	2.93±0.92	-1.38	.170
Cognitive Reappraisal (CR)	3.42±0.96	3.33±0.90	0.52	.604
Expressive Suppression (ES)	3.05±0.92	2.73±0.85	1.97	.051
Academic Self-Efficacy (LE)	3.35±0.88	3.29±0.83	0.38	.705

Table 4

Pearson Correlation Matrix (*r*) Among Dimensions

Dimension	Test Emotions (EE)	Cognitive Reappraisal (CR)	Expressive Suppression (ES)	Academic Self-Efficacy (LE)
Test Emotions (EE)	1			
Cognitive Reappraisal (CR)	-0.18*	1		
Expressive Suppression (ES)	0.23**	-0.12	1	
Academic Self-Efficacy (LE)	-0.07	0.76**	0.38**	1

Note: * $p < .05$, ** $p < .01$

The results showed : (1) Cognitive reappraisal demonstrated a strong positive correlation with academic self-efficacy ($r = 0.76$, $p < .01$); (2) Expressive suppression showed a moderate positive correlation with academic self-efficacy ($r = 0.38$, $p < .01$); (3) The correlation between test emotions and academic self-efficacy was not significant ($r = -0.07$, $p > .05$).

To further explore the statistical predictive effects of various variables on academic self-efficacy in a correlational sense (not implying causation), a multiple linear regression analysis (stepwise method) was conducted with academic self-efficacy as the dependent variable and test

emotions, cognitive reappraisal, and expressive suppression as independent variables. The results are presented in Table 5.

Table 5

Multiple Linear Regression Analysis (Stepwise Method) with Academic Self-Efficacy as Dependent Variable

Predictor	Unstandardized Coefficients B	Standard Error	Standardized Coefficients β	t	p	Collinearity Diagnostics
Constant	0.89	0.21		4.24	< .001	
Cognitive Reappraisal (CR)	0.62	0.05	**0.68**	12.40	< .001	VIF=1.04
Expressive Suppression (ES)	0.20	0.05	**0.21**	4.00	< .001	VIF=1.06
Test Emotions (EE)	-0.06	0.05	** -0.06**	-1.20	.232	VIF=1.08

Model Summary: $R = 0.78$, $R^2 = 0.61$, Adjusted $R^2 = 0.60$, $F(3,135) = 70.52$, $p < 0.001$

The results showed: Cognitive reappraisal had a significant positive predictive effect on academic self-efficacy ($\beta = 0.68$, $p < .001$); expressive suppression also had a significant positive predictive effect ($\beta = 0.21$, $p < .001$); the predictive effect of test emotions was not significant ($\beta = -0.06$, $p = .232$). All VIF values were close to 1, indicating no multicollinearity issues.

Based on the above findings, the following theoretical path model can be constructed (Figure 1).

Figure 1

Path model

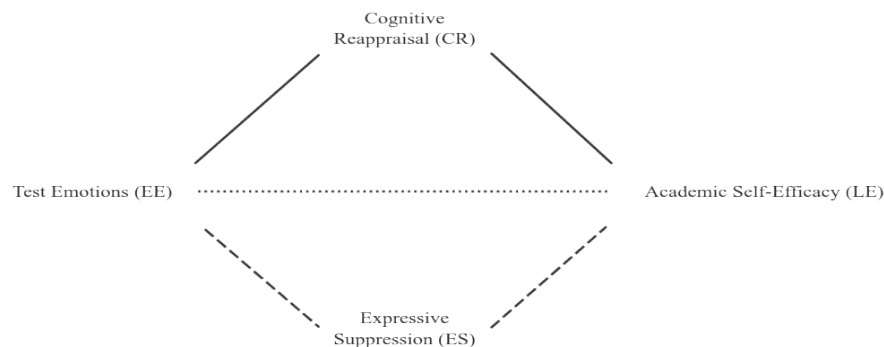


Figure 1. Path model showing standardized regression coefficients (β). Solid line = strong statistical predictive path ($CR \rightarrow LE$, $\beta = 0.68$); dashed line = moderate predictive path ($ES \rightarrow LE$, $\beta = 0.21$); dotted line = non-significant path ($EE \rightarrow LE$, $\beta = -0.06$, $*p^* = .232$). Note: All coefficients are from a cross-sectional correlational design and do not imply causation.

Discussion

This study employed a cross-sectional correlational design to investigate the relationships among test emotions, emotion regulation strategies, and academic self-efficacy in third-year senior high school students. The results supported most of the hypotheses: cognitive reappraisal was strongly positively correlated with academic self-efficacy, expressive suppression was moderately positively correlated, and test emotions showed no significant correlation. Cognitive reappraisal was the strongest correlate of academic self-efficacy.

Consistent with previous research, cognitive reappraisal scored the highest and showed a strong positive correlation with academic self-efficacy ($r = 0.76$). This suggests that students who are able to reinterpret and appraise stressful situations through cognitive means are more likely to maintain higher levels of academic self-efficacy. Expressive suppression also showed a positive correlation ($r = 0.38$), but its effect size was notably weaker ($\beta = 0.21$), suggesting that the role of this strategy in academic adaptation is context-dependent (Gross & John, 2003). The correlation between test emotions and academic self-efficacy was not significant ($r = -0.07$), nor was its predictive effect significant in the regression model ($\beta = -0.06$, $p = .232$), indicating that after controlling for emotion regulation strategies, the direct contribution of emotional experience itself to academic self-efficacy is limited.

Unexpected Findings and Possible Explanations

Contrary to expectations, test emotions showed no significant correlation or statistical predictive effect on academic self-efficacy ($\beta = -0.06$, $p = .232$). This finding, while aligning with the primary hypothesis, contradicts some previous research suggesting that negative emotions directly impair academic functioning (Pekrun, 2006). One possible explanation is that emotion regulation strategies act as a mediating mechanism that supersedes the direct effects of emotional experience. In other words, whether a student experiences anxiety may matter less than how they respond to that anxiety. This interpretation is consistent with Gross's (2015) process model, which emphasizes regulation over raw emotional experience.

Another noteworthy finding is the near-significant gender difference in expressive suppression ($p = .051$), with male students scoring higher than female students. This aligns with socialization theories suggesting that males are often encouraged to suppress emotional expression, particularly vulnerable emotions (Gross & John, 2003). However, the lack of significant gender differences in other variables suggests that once students enter the high-pressure environment of senior year, gender-based differences in emotion regulation may diminish or become less salient.

Comparison with Cross-Cultural Findings

Solhi et al.'s (2023) cross-cultural study found that the negative effects of expressive suppression were less pronounced in collectivist cultures. Our finding that expressive suppression had a moderate positive correlation with academic self-efficacy ($r = 0.38$) provides partial support for this cultural moderation effect. In the Chinese educational context, where emotional restraint is often valued as a sign of maturity, expressive suppression may serve a more adaptive function than in Western contexts, at least in the short term.

Important Caveat on Interpretation

It is important to note that this study employed a cross-sectional design, which does not allow for causal inferences. Therefore, the term "predictive effect" is used strictly in a statistical sense (i.e., variance explained in regression models) and should not be interpreted as causal. All relationships reported are correlational.

Limitations and Future Directions

This study has several limitations. First, the cross-sectional design precludes determining causal relationships among variables. For example, while we found that cognitive reappraisal statistically predicts academic self-efficacy, the reverse direction—that students with higher self-efficacy are more likely to engage in reappraisal—is equally plausible. Future research could employ longitudinal or experimental designs to explore causal directions.

Second, the sample was drawn from a single school with a higher proportion of male students (68.3%), which may affect the generalizability of the findings. The overrepresentation of male students limits the extent to which the results can be generalized to female students, and the single-school sampling restricts applicability to other educational contexts. Future studies should recruit more diverse and balanced samples across multiple schools and regions.

Third, all data were collected via self-report measures, which may be subject to social desirability bias. Students may have underreported negative emotions or overreported adaptive regulation strategies due to social expectations. Future studies could incorporate teacher ratings, behavioral

observations, or physiological indicators such as EEG or heart rate variability to provide multi-method validation.

Fourth, the study did not examine the moderating role of cultural background on the effectiveness of emotion regulation strategies; cross-cultural comparisons are recommended for future research. Additionally, the cross-sectional design prevents examination of how emotion regulation strategies might change over time or how their effects might accumulate across the academic year. Longitudinal studies tracking students from the beginning to the end of the senior year would provide valuable insights into these developmental processes.

Recommendations

Based on the research findings, the following suggestions are proposed for the psychological counseling and educational practice of third-year senior high school students, focusing on cultivating emotion regulation abilities:

1. Emphasize the cultivation of cognitive reappraisal ability. Given the significant association between cognitive reappraisal and academic self-efficacy, school mental health education should prioritize the development of this ability. Through systematic courses or group counseling, students can be guided to identify irrational cognitions, adjust negative interpretations of exam pressure, and form more positive and reasonable cognitive patterns. Practical strategies include: (a) conducting weekly 20-minute “thought record” exercises where students identify and reframe exam-related negative thoughts; (b) using case-based discussions to demonstrate how peers successfully reappraise stressful situations; and (c) integrating cognitive reappraisal prompts into regular classroom instruction (e.g., “Before this quiz, let’s think of it as a learning check rather than a judgment of your ability”).

2. Guide students in the appropriate use of expressive suppression strategies. The research found that expressive suppression has a certain predictive effect on academic self-efficacy, but its effect size is weaker than that of cognitive reappraisal. Therefore, help students understand the short-term adaptability and long-term limitations of this strategy to avoid over-reliance. School counselors should teach students to recognize situations where suppression may be temporarily useful (e.g., during an exam when focus is needed) while also introducing alternative strategies for long-term emotional health.

3. Strengthen emotional cognition education. The research results indicate that test emotions themselves do not have a significant direct impact on academic self-efficacy. Therefore, help students correctly understand the universality and adaptive functions of emotions, reduce excessive worry about negative feelings, and guide students to focus on learning and applying emotion regulation strategies. Classroom activities might include normalizing discussions about anxiety, helping students distinguish between helpful and unhelpful worry, and teaching that emotions are transient states rather than fixed traits.

4. Provide individualized psychological support. Students exhibit differences in emotional experiences and academic adaptation. Combine psychological assessments with individual counseling to deliver targeted interventions for students struggling with academic adaptation. Schools could implement tiered support systems: universal emotion regulation training for all students, targeted group interventions for those showing early signs of difficulty, and individualized counseling for students with significant academic or emotional challenges.

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ЭМОЦИЯЛАРДЫ БАСҚАРУ ЖӘНЕ АКАДЕМИЯЛЫҚ ӨЗІНДІК ТИІМДІЛІК: ЭМОЦИЯЛАРДЫ РЕТТЕУ СТРАТЕГИЯЛАРЫНЫҢ СТУДЕНТТЕР АКАДЕМИЯЛЫҚ ҮЛГЕРІМІНЕ ЫҚПАЛЫ

Андатпа. Бұл зерттеуде жоғары сынып оқушыларының емтихан эмоциялары, эмоцияларды реттеу стратегиялары (когнитивті қайта бағалау және экспрессивті басу) және академиялық өзіндік тиімділік арасындағы байланысты зерттеу үшін көлденең корреляциялық дизайн қолданылды, мақсаты – университетке түсу емтиханына дайындық кезінде психологиялық кеңес беруді қамтамасыз ету. Зерттеу сұрақтары: (1) Жоғары сынып оқушыларында емтихан эмоцияларының, когнитивті қайта бағалаудың, экспрессивті басудың және академиялық өзіндік тиімділіктің деңгейлері қандай? (2) Бұл айнымалылар академиялық өзіндік тиімділікпен қалай байланысады? Зерттеу болжамдары: (1) когнитивті қайта бағалау академиялық өзіндік тиімділікпен оң корреляцияланады; (2) экспрессивті басу академиялық өзіндік тиімділікпен оң корреляцияланады, бірақ әлсізірек байланыспен; (3) емтихан эмоциялары академиялық өзіндік тиімділікпен маңызды корреляцияланбайды; (4) когнитивті қайта бағалау академиялық өзіндік тиімділіктің ең күшті корреляты болады. Әдістер: Қытайдағы ірі мектептердің бірінде кездейсоқ тандалған бес сыныптан 139 жоғары сынып оқушысы арасында сауалнама жүргізілді. Деректер сипаттамалық статистика, корреляциялық талдау және регрессиялық талдау арқылы талданды. Шкалалар үшін Кронбах α коэффициенттері: емтихан эмоциялары үшін 0,81, когнитивті қайта бағалау үшін 0,84, экспрессивті басу үшін 0,79 және академиялық өзіндік тиімділік үшін 0,86 құрады. Нәтижелер көрсеткендей: (1) Оқушылар ең жоғары ұпайды когнитивті қайта бағалаудан ($M=3,39$), содан кейін академиялық өзіндік тиімділіктен ($M=3,33$), экспрессивті басудан ($M=2,95$) және емтихан эмоцияларынан ($M=2,78$) алды; (2) Когнитивті қайта бағалау академиялық өзіндік тиімділікпен маңызды күшті оң корреляция көрсетті ($r=0,76$, $p<0,01$), ал экспрессивті басу орташа оң корреляция көрсетті ($r=0,38$, $p<0,01$). Емтихан эмоциялары мен академиялық өзіндік тиімділік арасындағы корреляция маңызды емес болды ($r=-0,07$, $p>0,05$); (3) Регрессиялық талдау когнитивті қайта бағалаудың академиялық өзіндік тиімділікке күшті статистикалық болжамдық әсері бар екенін көрсетті ($\beta=0,68$, $p<0,001$), ал экспрессивті басудың орташа болжамдық әсері бар ($\beta=0,21$, $p<0,01$). Керісінше, емтихан эмоцияларының болжамдық әсері маңызды емес болды ($\beta=-0,06$, $p>0,05$). Қорытынды: Эмоцияларды реттеу стратегиялары академиялық өзіндік тиімділікпен эмоционалдық тәжірибенің өзіне қарағанда күштірек байланысты, ал когнитивті қайта бағалау негізгі байланысты фактор ретінде шығады. Сондықтан мектептегі психологиялық кеңес беру оқушылардың когнитивті қайта бағалау қабілеттерін дамытуға басымдық беруі керек.

Түйін сөздер: жоғары сынып оқушылары, емтихан эмоциялары, когнитивті қайта бағалау, экспрессивті басу, академиялық өзіндік тиімділік

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УПРАВЛЕНИЕ ЭМОЦИЯМИ И АКАДЕМИЧЕСКАЯ ЭФФЕКТИВНОСТЬ: ВЛИЯНИЕ СТРАТЕГИЙ ЭМОЦИОНАЛЬНОЙ РЕГУЛЯЦИИ НА АКАДЕМИЧЕСКУЮ УСПЕВАЕМОСТЬ СТУДЕНТОВ

Аннотация. В данном исследовании использовался кросс-секционный корреляционный дизайн для изучения взаимосвязи между экзаменационными эмоциями, стратегиями регуляции эмоций (когнитивное переоценивание и экспрессивное подавление) и академической самоэффективностью у старшеклассников, с целью информирования

психологического консультирования при подготовке к вступительным экзаменам в вузы. Вопросы исследования: (1) Каков уровень экзаменационных эмоций, когнитивного переоценивания, экспрессивного подавления и академической самооэффективности у старшеклассников? (2) Как эти переменные связаны с академической самооэффективностью? Гипотезы исследования: (1) когнитивное переоценивание будет положительно коррелировать с академической самооэффективностью; (2) экспрессивное подавление будет положительно коррелировать с академической самооэффективностью, но эта связь будет слабее; (3) экзаменационные эмоции не будут значимо коррелировать с академической самооэффективностью; (4) когнитивное переоценивание будет самым сильным коррелятом академической самооэффективности. Методы: Анкетный опрос был проведен среди 139 старшеклассников из пяти случайно выбранных классов в одной из ключевых школ Китая. Данные были проанализированы с помощью описательной статистики, корреляционного и регрессионного анализов. Коэффициенты α Кронбаха для шкал составили: 0,81 для экзаменационных эмоций, 0,84 для когнитивного переоценивания, 0,79 для экспрессивного подавления и 0,86 для академической самооэффективности. Результаты показали, что: (1) Самый высокий балл учащиеся набрали по шкале когнитивного переоценивания ($M = 3,39$), за ним следуют академическая самооэффективность ($M = 3,33$), экспрессивное подавление ($M = 2,95$) и экзаменационные эмоции ($M = 2,78$); (2) Когнитивное переоценивание показало значимую сильную положительную корреляцию с академической самооэффективностью ($r = 0,76$, $p < 0,01$), в то время как экспрессивное подавление обнаружило умеренную положительную корреляцию ($r = 0,38$, $p < 0,01$). Корреляция между экзаменационными эмоциями и академической самооэффективностью не была значимой ($r = -0,07$, $p > 0,05$); (3) Регрессионный анализ показал, что когнитивное переоценивание обладает сильным статистическим предиктивным эффектом в отношении академической самооэффективности ($\beta = 0,68$, $p < 0,001$), а экспрессивное подавление — умеренным предиктивным эффектом ($\beta = 0,21$, $p < 0,01$). Напротив, предиктивный эффект экзаменационных эмоций не был значимым ($\beta = -0,06$, $p > 0,05$). Заключение: Стратегии регуляции эмоций связаны с академической самооэффективностью в большей степени, чем сами эмоциональные переживания, при этом когнитивное переоценивание выступает в качестве ключевого связанного фактора. Таким образом, школьное психологическое консультирование должно уделять первостепенное внимание развитию у учащихся способности к когнитивному переоцениванию.

Ключевые слова: старшеклассники, экзаменационные эмоции, когнитивное переоценивание, экспрессивное подавление, академическая самооэффективность

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