



The Role of Emotional Regulation in Academic Performance and Relationship Satisfaction among Young Adults

Cheshta Uppal, Bachelor of Arts in Psychology (Hons.), Chandigarh, India

cheshtauppal15@gmail.com

Abstract

Emotion regulation plays a crucial role in young adults' academic performance and relationship satisfaction, especially during their formative years in higher education. The current study focused on two key emotion regulation strategies: cognitive reappraisal, which involves reframing negative emotions positively, and expressive suppression, which entails concealing emotions. The primary objective of the study was to explore how cognitive reappraisal and expressive suppression correlate with academic performance and relationship satisfaction in young adults. Utilizing standardized scales, such as the Emotion Regulation Questionnaire (ERQ-S), the Academic Performance Scale (APS), and the Burns Relationship Satisfaction Scale (RSAT), these relationships were explored in a sample of 124 young adults (18-25 years) who are either currently enrolled in a university or recent graduates. The results indicated that cognitive reappraisal positively correlated with academic performance, suggesting that students who frequently reframe emotions tend to perform better academically. However, cognitive reappraisal did not significantly correlate with relationship satisfaction, indicating other interpersonal factors may play a more substantial role in this domain. Furthermore,

expressive suppression showed no significant correlations with either academic performance or relationship satisfaction, suggesting its impact may be mitigated by other variables. These findings suggest that promoting cognitive reappraisal as a positive emotion regulation strategy can enhance academic outcomes, while interventions focusing on interpersonal skills, such as effective communication, may be more beneficial for improving relationship satisfaction. Future research could further explore the interplay between emotion regulation and other interpersonal variables to better understand their combined effects on young adults' relationship satisfaction.

Keywords: *Emotional Regulation, Academic Performance, Relationship Satisfaction, Young Adults*

Introduction

“It is very important to understand that emotional intelligence is not the opposite of intelligence; it is not the triumph of heart over head – it is the unique intersection of both” – David Caruso. This quote by David Caruso emphasizes a crucial but frequently missed reality: emotional intelligence and cognitive intelligence do not compete; rather, they complement each other in the development of a competent, capable human. Emotion regulation, or the ability to impact and control one's emotional reactions, becomes particularly critical for young adults who need to balance academic and interpersonal relationships.

Young adults, particularly those aged 18 to 25, frequently experience a peculiar and challenging phase in life, characterized by heavy academic pressures and the complications of interpersonal relationships. For many, this period entails juggling university education, developing significant relationships, and determining future job possibilities. University students have academic obligations that can cause severe stress, as they must balance hard

schoolwork, deadlines, and, in some cases, part-time jobs to make ends meet. As they navigate these pressures, the ability to manage emotions effectively becomes crucial.

In such circumstances, emotional regulation can make a significant difference in how students deal with pressure and stay focused on their goals. Young adults who can manage their emotions perform more effectively in college because they accept setbacks, manage anxiety during exams, and remain resilient in the face of adversity. On the other hand, issues in emotional management might impair academic achievement since overwhelming emotions can distract from studies and reduce motivation.

A study by Supervía and Robres (2021) highlights the powerful role emotional regulation plays in academic performance through its relationship with self-efficacy, particularly in secondary education students. Their research underscores that students who can regulate their emotions tend to have higher self-efficacy, which further supports their academic achievements. The findings suggest that promoting emotional regulation and self-efficacy in educational contexts could foster not only academic success but also personal growth and resilience in students as they face various challenges.

Beyond academics, young adults also often experience their first significant romantic relationships during this period, adding another layer of emotional complexity. Relationship satisfaction can have a profound impact on their lives, influencing not only personal happiness but also their academic performance and mental health. A study by Kardum et al. (2021) explored how two emotion regulation strategies namely cognitive reappraisal and expressive suppression, impact relationship satisfaction within romantic partnerships. This study found that cognitive reappraisal generally enhanced both the individual's and their partner's relationship satisfaction, showcasing its positive interpersonal effects. These findings underscore how emotion regulation, particularly cognitive reappraisal, can foster healthier,

more fulfilling relationships by promoting openness and reducing conflict, which are vital for young adults navigating relationship expectations alongside other life challenges.

While significant research has examined the effects of emotion regulation on either academic performance or relationship satisfaction independently, there is limited understanding of how these two factors interact within the lives of young adults facing both academic and relational demands. Given that both domains—academic and interpersonal—are critical during this developmental stage, understanding how emotion regulation strategies simultaneously impact these aspects could provide valuable insights for enhancing young adults' well-being and performance in both areas. This study aims to address this gap by investigating the role of emotional regulation as a predictor of both academic achievement and relationship satisfaction among young adults. By examining these variables together, this research seeks to shed light on the interconnectedness of academic and relational success, providing a more comprehensive perspective on the role of emotional regulation during a formative and often stressful life phase.

Emotional Regulation

Aldao and Plate (2018) defined Emotional Regulation as “a process by which individuals modify the duration or intensity of their emotions to best respond to environmental challenges.” According to Gross (2015), Emotion regulation refers “to all the processes involved in shaping which emotions one experiences, when emotions are experienced, and how these emotions are experienced and expressed.”

Myers (1996) conducted an in-depth exploration into how adult romantic attachment influences the emotional strategies individuals use within romantic relationships, ultimately affecting their satisfaction levels. By investigating these relationships, Myers highlights the importance of understanding the interplay between attachment and emotional regulation,

especially as it affects perceptions of romantic satisfaction. According to Myers, individuals with secure attachment styles typically exhibit more adaptive emotion regulation strategies, contributing to higher relationship satisfaction levels. Conversely, individuals with insecure attachment styles may rely on less effective strategies, such as avoidance or suppression, which can lead to relationship dissatisfaction. This pattern underscores the role of secure attachment in fostering positive relational experiences, while maladaptive emotion regulation associated with insecure attachment often correlates with relational conflict and dissatisfaction. In the context of emotion regulation, Myers identifies key strategies that are commonly employed by individuals in romantic relationships, such as cognitive reappraisal and emotional suppression. Cognitive reappraisal, a strategy where individuals reinterpret a potentially negative situation in a positive light, is associated with higher relationship satisfaction. Conversely, emotional suppression, where individuals inhibit the outward expression of their emotions, is linked to lower satisfaction in romantic relationships.

Bradbury and Shaffer (2022) investigated how emotion dysregulation mediates the association between childhood emotional maltreatment and relationship satisfaction among young adults. They conducted the study on 492 (135 male, 357 female) young adults in current romantic relationships. Their study provided essential insights into the long-term impacts of early emotional maltreatment on relational well-being and underscores the significance of emotion regulation as a mediating factor in adult relationships. Their findings show that young adults with a history of childhood emotional maltreatment often experience difficulties managing emotions within relationships, contributing to lower levels of romantic satisfaction. By identifying emotion dysregulation as a mediator, Bradbury and Shaffer's research provides a nuanced understanding of how early emotional experiences can indirectly impact romantic outcomes in young adulthood.

Jardine et al. (2022) conducted a comprehensive study examining the relationship between emotional intelligence (EI) and romantic relationship satisfaction. Their study aimed to assess the extent to which higher levels of EI are associated with increased relationship satisfaction by systematically reviewing and analyzing previous research findings on this topic. While the study primarily focuses on EI, a concept closely related to emotional regulation, it provides insights into how individuals with higher EI, which encompasses skills in understanding, managing, and regulating emotions, are more likely to experience satisfying relationships. Utilizing a meta-analytic approach, the researchers compiled data from a wide array of studies to provide a more conclusive understanding of this relationship. The results of this study indicated a significant positive correlation between emotional intelligence and romantic relationship satisfaction. Their findings suggest that individuals with higher EI are better equipped to manage relational challenges, communicate effectively, and empathize with their partners, all of which contribute to increased relationship satisfaction.

Relationship Satisfaction

Fallis et al. (2016) defined relationship satisfaction as “a subjective sense of relational quality that arises from evaluations of the positive and negative dimensions of one’s romantic relationship (adapted from Lawrence & Byers, 1995).” According to Rusbult (1983), “romantic relationship satisfaction can be defined as a person’s internal evaluation of their partner’s positive feelings and the attractiveness of their relationship.”

Vater and Schröder-Abé (2015) conducted a study exploring how personality traits influence romantic relationship satisfaction through the mechanisms of emotional regulation and interpersonal behaviors during conflict discussions. The study examined the interactions of various personality traits, such as openness, conscientiousness, and agreeableness, with emotional regulation strategies, aiming to clarify how these factors jointly affect relationship

dynamics. The sample consisted of young adult romantic couples who participated in controlled conflict discussions. Data collection involved self-report measures to assess individual personality traits and emotional regulation styles, paired with behavioral observations and satisfaction assessments taken before and after the conflict discussions. Results indicated that personality traits significantly impacted relationship satisfaction, with emotional regulation acting as a mediator. Specifically, individuals high in conscientiousness and agreeableness demonstrated more adaptive regulation strategies, which in turn predicted greater relationship satisfaction. Conversely, those with lower agreeableness or higher neuroticism often used less effective emotional regulation techniques, leading to lower satisfaction levels. The study suggests that understanding the interplay between personality and emotional regulation provides valuable insight into the maintenance of satisfying relationships.

Ursu and Turliuc (2022) conducted a study on the relationship between anger experience and romantic relationship satisfaction, specifically examining how emotion regulation serves as a mediator. Their study aimed to understand how emotional experiences, specifically anger, impact relationship quality and how emotion regulation strategies could mediate this effect. The study consisted of a sample of 255 young adult couples, gathering data through self-reported measures that assessed levels of anger, emotion regulation strategies (extrinsic and intrinsic improving), and relationship satisfaction. Results revealed that extrinsic improving emotion regulation partially mediates the relationship between anger experience and momentary relationship satisfaction.

Batool et al. (2024) conducted a study to examine how achievement motivation impacts academic performance among university students, specifically investigating whether satisfaction in romantic relationships moderates this relationship. Using a survey research design, the study collected data from a purposive sample of 300 university students aged 18 and older, all of whom had completed at least 14 years of formal education. Engaged students

were included, while married participants were excluded. Results indicated a significant positive correlation between achievement motivation and academic performance. Moreover, romantic relationship satisfaction was found to moderate the relationship, such that higher satisfaction levels enhanced the effect of achievement motivation on academic performance.

Okada and Doki (2017) conducted a study examining the effects of romantic relationships on university students' lives, focusing on how romantic attachment impacts various life aspects. Their sample included 156 university students who completed a survey exploring the life changes they experienced due to romantic involvement. Results indicated that these changes clustered into categories labeled "priority on boyfriend/girlfriend," "confidence and stability," "positive attitude," "improvement of living conditions and character," "academic benefit," and "activity." The findings showed that students primarily felt their romantic relationships influenced their "priority on boyfriend/girlfriend" and "activity." Positive romantic relationships were associated with enhanced "confidence and stability," "positive attitude," and "academic benefit." Students in respectful relationships reported greater academic benefits, while enjoyable relationships impacted students' confidence, positivity, and engagement in activities. However, the study also identified some negative outcomes, including excessive time and money spent due to romantic attachment. Overall, the research highlighted both positive and negative impacts of romantic relationships on university students' lives, suggesting that romantic attachment can shape students' personal and academic experiences in complex ways.

Academic Performance

Busalim et al. (2019) defined academic performance as “students’ ability to carry out academic tasks, and it measures their achievement across different academic subjects using objective measures such as final course grades and grading point average.”

According to Narad & Abdullah (2016), “academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals.”

Hafiz (2022) conducted a study on 127 psychology students at the International Islamic University Malaysia aged between 21 to 25 years to investigate the relationship between emotion regulation strategies, specifically cognitive reappraisal and expressive suppression, and academic performance. The study utilized a survey adapted from the Emotion Regulation Questionnaire (ERQ) developed by Gross (2011) to measure emotion regulation strategies. Academic performance was assessed through participants' cumulative grade point averages (CGPA) alongside demographic background information. The results indicated a significant relationship between expressive suppression and CGPA, suggesting that students who employed expressive suppression tended to have differing academic outcomes. However, no significant relationship was found between cognitive reappraisal and CGPA. Furthermore, the regression analysis revealed that neither cognitive reappraisal nor expressive suppression significantly predicted students’ academic performance.

Nadeem et al. (2023) investigated the relationship between emotion regulation, specifically cognitive reappraisal and expressive suppression, and academic performance among university students. The research aimed to determine how different emotion regulation strategies affect students' academic success, contributing to the understanding of emotional factors in educational contexts. The study involved a sample of 300 university students (119 men and 181 women) aged 18 to 29 years from a public sector university in Faisalabad, Pakistan. A correlational research design was employed, and participants completed the

Emotion Regulation Questionnaire (Gross & John, 2003) to assess their emotion regulation strategies. Academic performance was measured using the percentages of marks obtained in the participants' most recent semester or degree program. The findings revealed a significant correlation between emotion regulation and academic performance. Specifically, cognitive reappraisal was positively associated with academic performance, indicating that students who utilized this strategy tended to achieve higher academic results. Conversely, expressive suppression showed a significant negative association with academic performance, suggesting that students who relied on this strategy performed worse academically. Furthermore, both cognitive reappraisal and expressive suppression emerged as significant predictors of academic performance.

Singh and Singh (2024), conducted a study to examine the impact of difficulties in emotion regulation on academic motivation and performance among school students. The primary objective was to explore the relationships among various types of difficulties in emotion regulation, academic motivation, and academic performance. The study hypothesized that there would be a negative association between these factors. A sample of 100 twelfth-grade students, with a mean age of 16.15 years, was selected through random sampling for this study. Participants were assessed using the Difficulties in Emotion Regulation Scale and the Academic Motivation Scale to evaluate their emotional regulation and academic motivation, respectively. The researchers employed correlation and regression analysis to test their hypotheses. The results revealed a significant negative correlation between the six types of difficulties in emotion regulation and academic performance, indicating that students who experienced greater difficulties in regulating their emotions tended to perform poorly academically. These findings suggest that difficulties in emotion regulation act as a barrier to academic motivation and performance.

Purpose

The purpose of this study is to explore the role of emotion regulation strategies in academic performance and relationship satisfaction among young adults.

Hypothesis

H1: Cognitive reappraisal (a positive emotion regulation strategy) will be positively associated with academic performance among young adults.

H2: Cognitive reappraisal will be positively associated with relationship satisfaction in young adults.

H3: Expressive suppression (a negative emotion regulation strategy) will be negatively associated with academic performance in young adults.

H4: Expressive suppression will be negatively associated with relationship satisfaction in young adults.

Methodology***Sample***

This study involved a sample of 124 young adults (83-Females and 41- Males) aged 18-25 from various cities in India, selected based on specific eligibility criteria: participants were either currently enrolled in or recent graduates of a college/university program and had experience in a romantic relationship. Data was collected using a Google Forms survey, which included three standardized scales: the Burns Relationship Satisfaction Scale (RSAT), the Emotion Regulation Questionnaire-Short Form (ERQ-S), and the Academic Performance Scale (APS).

Measures

Emotion Regulation Questionnaire-Short Form (ERQ-S): Preece et al. (2023) developed the Emotion Regulation Questionnaire-Short Form (ERQ-S). The ERQ-S is a 6-item self-report questionnaire that measures how people regulate their emotions. It is a short version of the Emotion Regulation Questionnaire (ERQ), which was developed by James J. Gross and Oliver P. John in 2003. Items are rated on a 7-point Likert scale, from 1 (“Strongly Disagree”) to 7 (“Strongly Agree”). Like the ERQ, the ERQ-S is designed to assess the habitual use of two common emotion regulation strategies, cognitive reappraisal (i.e., changing the way one is thinking about a situation to change its emotional impact) and expressive suppression (i.e., suppressing behavioral expression of emotion). Separate scale scores can be derived from the ERQ-S for each of these strategies, with higher scores indicating higher usage of that strategy. The ERQ-S has demonstrated good internal consistency, convergent validity, and reliability, making it a valid measure for understanding emotional regulation among young adults (Preece et al., 2023).

Burns Relationship Satisfaction Scale (RSAT): Burns developed the Burns Relationship Satisfaction Scale (RSAT) in 1988. The BRSS is a self-report inventory that measures relationship satisfaction in various areas, including Communication and openness, Degree of caring and affection, resolving conflicts, Intimacy and closeness, and Satisfaction with roles in the relationship. It is a seven-item scale that uses a 7-point Likert scale (0-6), with 0 indicating "very dissatisfied", 1 indicating “moderately dissatisfied”, 2 indicating “slightly dissatisfied”, 3 indicating “neutral”, 4 indicating “slightly satisfied”, 5 indicating “moderately satisfied” and 6 indicating "very satisfied". The total score ranges from 0–42, with higher scores indicating greater satisfaction and lower scores indicating extreme dissatisfaction. The scale has good internal consistency (coefficient alpha =0.94) and a substantial correlation with other measures of relationship satisfaction, such as the Locke-Wallace MAT ($r=.80$), Dyadic

Adjustment Scale ($r = -0.89$), and Norton's Quality of Marriage Index ($r = .91$) (Heyman et al., 1994).

Academic Performance Scale (APS): The Academic Performance Scale (APS), developed by Birchmeier et al. at Saginaw Valley State University, is an 8-item self-report scale designed to evaluate academic behaviors and motivations among students. The APS uses a 5-point Likert scale format, with responses ranging from Strongly Agree (5) to Strongly Disagree (1). This scale has demonstrated strong psychometric properties, with an internal consistency (Cronbach's alpha) of 0.89 and a test-retest reliability of 0.85 over a two-week interval. These reliability indices ensure that the APS consistently measures academic behaviors and intentions, while its satisfactory concurrent validity supports its application in educational research settings focused on academic performance. In scoring, higher values indicate better academic preparedness, attentiveness, and motivation, making the APS an effective instrument for studies examining student performance.

Procedure

At the beginning of the survey, all participants were informed that participation was entirely voluntary, and responses would remain confidential and anonymous. Consent was obtained by having participants select an agreement option, indicating their understanding and willingness to participate. We sincerely thanked the participants for their time and cooperation as they were invaluable to the success of our research.

ANALYSIS OF RESULTS

RESULTS

Table 1: *N, Mean & SD of variables*

	Cognitive Reappraisal	Expressive Suppression	Relationship Satisfaction	Academic Performance
N	124	124	124	124
Mean	14.3	13.6	29.4	27.6
Standard Deviation	4.46	5.05	10.9	6.61

Table 2: *Correlation between Emotion Regulation strategies (Cognitive Reappraisal & Expressive Suppression), Relationship Satisfaction & Academic performance*

	Cognitive Reappraisal	Expressive Suppression	Relationship Satisfaction	Academic Performance
Cognitive Reappraisal	—			
Expressive Suppression	0.253**	—		
Relationship Satisfaction	0.139	-0.012	—	
Academic Performance	0.231**	-0.028	-0.023	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

The results indicated a significant positive correlation between Cognitive Reappraisal and Expressive Suppression ($r = 0.253$, $p < .01$), suggesting that higher use of cognitive reappraisal as an emotional regulation strategy is associated with higher levels of expressive suppression. Additionally, Cognitive Reappraisal showed a significant positive correlation

with Academic Performance ($r = 0.231$, $p < .01$), indicating that students who use cognitive reappraisal more frequently tend to perform better academically.

There were no significant correlations between Expressive Suppression and either Relationship Satisfaction ($r = -0.012$) or Academic Performance ($r = -0.028$). Similarly, Relationship Satisfaction did not significantly correlate with Cognitive Reappraisal ($r = 0.139$), or Academic Performance ($r = -0.023$).

Discussion of Results

The findings from this study provide intriguing insights into the relationships among emotion regulation strategies, academic performance, and relationship satisfaction among young adults. The results from our study partially supported our hypotheses. The first hypothesis, which proposed a positive association between cognitive reappraisal and academic performance, was supported, as shown by the significant positive correlation between these two variables ($r = 0.231$, $p < .01$). This finding aligns with existing research that has shown cognitive reappraisal to enhance academic outcomes by promoting resilience, focus, and a constructive approach to managing academic challenges (Supervía & Robres, 2021). By reinterpreting stressful academic situations in a positive or neutral way, students may be better equipped to handle setbacks and maintain motivation, resulting in higher academic achievement.

A significant positive correlation was also observed between cognitive reappraisal and expressive suppression, suggesting that individuals who frequently use cognitive reappraisal as an emotional regulation strategy also tend to employ expressive suppression to some degree. This result, while somewhat unexpected, may indicate that young adults utilize both strategies

to adaptively manage different situational demands, possibly balancing external emotional expressions with internal cognitive adjustments.

However, Hypothesis 2, which posited a positive association between cognitive reappraisal and relationship satisfaction, was not supported. The correlation was positive but not statistically significant ($r = 0.139$).

Similarly, the third and fourth hypotheses, which proposed a relationship between expressive suppression and both relationship satisfaction and academic performance, were not supported. The results indicated no significant correlations between expressive suppression and either relationship satisfaction ($r = -0.012$) or academic performance ($r = -0.028$). This suggests that, unlike cognitive reappraisal, expressive suppression may not play a substantial role in influencing these specific domains within this population. Additionally, the absence of a strong relationship between expressive suppression and relationship satisfaction could indicate that other factors, such as communication skills, problem-solving abilities, or attachment styles, may be more influential in determining relationship satisfaction. Supporting this, a study by Egeci and Gencoz (2011) investigated the impact of attachment styles, problem-solving skills, and communication skills on various dimensions of relationship satisfaction. Their findings revealed that secure attachment styles and effective problem-solving abilities had a significant impact on dyadic cohesion and satisfaction. Notably, they found an interaction effect between problem-solving effectiveness and conflict tendencies, indicating that those who were both secure in their attachment and skilled in problem-solving were more likely to experience satisfaction in their relationships. It's also possible that emotion regulation plays a more complex or indirect role in relationships, where other mediating factors might influence relationship outcomes.

Limitations and Future Directions

This study is limited by its reliance on self-reported data, which may introduce bias, particularly in variables as subjective as emotion regulation and relationship satisfaction. A more comprehensive approach could incorporate partner reports or behavioral observations to validate self-reported responses. Additionally, the sample primarily comprised university students, potentially limiting the generalizability of findings to other young adults with differing life circumstances or cultural backgrounds. Future research should also investigate the interplay of emotion regulation strategies with other significant factors, such as attachment styles and communication skills, to clarify their combined impact on relationship satisfaction and academic performance.

Conclusion

This study examined the relationships between cognitive reappraisal and expressive suppression, two emotion regulation strategies, with academic performance and relationship satisfaction among young adults. The results showed that cognitive reappraisal was positively associated with academic performance, supporting its role in helping students manage academic stress and improve resilience. However, cognitive reappraisal did not show a significant relationship with relationship satisfaction, suggesting that other interpersonal factors may play a larger role in romantic satisfaction. Additionally, expressive suppression did not significantly correlate with either academic performance or relationship satisfaction, indicating its limited impact on these outcomes.

These findings imply that fostering cognitive reappraisal skills in academic settings could be beneficial, as this strategy enhances students' abilities to cope with academic challenges and maintain focus. Institutions might consider implementing workshops or interventions to teach effective reappraisal techniques to students. For relationship satisfaction, however, interventions may need to address other interpersonal competencies, such as

communication and conflict resolution, as these might play a more direct role in romantic success. Future research could further explore the combined effects of emotion regulation with other interpersonal factors to provide a more comprehensive understanding of young adults' academic and relational well-being.

REFERENCES

- Aldao, A., & Plate, A. J. (2018). Coping and emotion regulation. *Process-based CBT. The science and core clinical competencies of cognitive behavioral therapy*, 261-272.
- Batool, M., Ahsan, S., & Sohail, J. (2024). Impact of Achievement Motivation on Academic Performance among University Students: Moderating Role of Satisfaction in Romantic Relationships. *Journal of Professional & Applied Psychology*, 5(2), 304–314. <https://doi.org/10.52053/jpap.v5i2.274>
- Bradbury, L. L., & Shaffer, A. (2012). Emotion Dysregulation Mediates the Link between Childhood Emotional Maltreatment and Young Adult Romantic Relationship Satisfaction. *Journal of Aggression, Maltreatment & Trauma*, 21(5), 497–515. <https://doi.org/10.1080/10926771.2012.678466>
- Burns, D. D., & Sayers, S. L. (1988). Cognitive and affective components of marital satisfaction: 1. Development and validation of a brief relationship satisfaction scale. Unpublished manuscript, Presbyterian Medical Center of Philadelphia, Department of Psychiatry, Philadelphia.
- Busalim, A. H., Masrom, M., & Zakaria, W. N. B. W. (2019). The impact of Facebook Addiction and self-esteem on students' academic performance: A multi-group analysis. *Computers & Education*, 142, 103651. <https://doi.org/10.1016/j.compedu.2019.103651>
- Egeci, I. S., & Gencoz, T. (2011). The effects of attachment styles, Problem-Solving skills, and communication skills on relationship satisfaction. *Procedia - Social and Behavioral Sciences*, 30, 2324–2329. <https://doi.org/10.1016/j.sbspro.2011.10.453>
- Fallis, E. E., Rehman, U. S., Woody, E. Z., & Purdon, C. (2016). The longitudinal association of relationship satisfaction and sexual satisfaction in long-term relationships. *Journal of Family Psychology*, 30(7), 822–831. <https://doi.org/10.1037/fam0000205>
- Gross, J. J. (2015). Emotion Regulation: Current status and future Prospects. *Psychological Inquiry*, 26(1), 1–26. <https://doi.org/10.1080/1047840x.2014.940781>
- Hafiz, N. H. A. H. (2015). Emotion regulation and academic performance among IIUM students: A preliminary study. *Jurnal Psikologi Malaysia*, 29(2).
- Heyman, R. E., Sayers, S. L., & Bellack, A. S. (1994). Global marital satisfaction versus marital adjustment: An empirical comparison of three measures. *Journal of Family Psychology*, 8(4), 432–446. <https://doi.org/10.1037/0893-3200.8.4.432>

- Jardine, B. B., Vannier, S., & Voyer, D. (2022). Emotional intelligence and romantic relationship satisfaction: A systematic review and meta-analysis. *Personality and Individual Differences*, 196, 111713. <https://doi.org/10.1016/j.paid.2022.111713>
- Kardum, I., Gračanin, A., Hudek-Knežević, J., & Blažić, B. (2021). Emotion regulation and romantic partners' relationship satisfaction. *Psihologijske Teme*, 30(1), 145–159. <https://doi.org/10.31820/pt.30.1.8>
- Myers, E. A. (2000). Adult romantic attachment: Emotion regulation strategies and relationship satisfaction. University of Montana.
- Nadeem, A., Umer, F., & Anwar, M. J. (2023). Emotion regulation as predictor of academic performance in university students. *Journal of Professional & Applied Psychology*, 4(1), 20–33. <https://doi.org/10.52053/jpap.v4i1.157>
- Narad, A., & Abdullah, B. (2016). Academic performance of senior secondary school students: influence of parental encouragement and school environment. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 8(2), 12–19. <https://doi.org/10.21659/rupkatha.v8n2.02>
- Okada, M., & Doki, K. (2017). The Effects of Romantic Relationships on University Students' Life. *Journal of Asian Regional Association for Home Economics*, 24(3).
- Preece, D. A., Petrova, K., Mehta, A., & Gross, J. J. (2023). The Emotion Regulation Questionnaire-Short Form (ERQ-S): A 6-item measure of cognitive reappraisal and expressive suppression. *Journal of Affective Disorders*, 340, 855–861. <https://doi.org/10.1016/j.jad.2023.08.076>
- Rusbult, C. E. (1983). A longitudinal test of the investment model: The development (and deterioration) of satisfaction and commitment in heterosexual involvements. *Journal of Personality and Social Psychology*, 45(1), 101–117. <https://doi.org/10.1037/0022-3514.45.1.101>
- Singh, P., & Singh, N. (2013). Difficulties in emotion regulation: A barrier to academic motivation and performance. *Journal of the Indian Academy of Applied Psychology*, 39(2), 289.
- Supervía, P. U., & Robres, A. Q. (2021). Emotional Regulation and Academic performance in the Academic context: The Mediating Role of Self-Efficacy in Secondary Education Students. *International Journal of Environmental Research and Public Health*, 18(11), 5715. <https://doi.org/10.3390/ijerph18115715>

- Ursu, A., & Turliuc^o, M. N. (2022). The relationship between anger experience and relationship satisfaction: The mediating role of emotion regulation. *Psychreg Journal of Psychology*, 6(4), 1-14.
- Vater, A., & Schröder–Abé, M. (2015). Explaining the Link between Personality and Relationship Satisfaction: Emotion Regulation and Interpersonal Behaviour in Conflict Discussions. *European Journal of Personality*, 29(2), 201–215.
<https://doi.org/10.1002/per.1993>