

EFL Undergraduate Students' Interpersonal Emotion-Regulation Degree and their Academic Achievement

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Abstract: The current research aimed at discovering the degree of EFL undergraduate students' interpersonal emotion-regulation degree and their academic achievement. The study adopted the quantitative research, descriptive approach. The sample consisted of (33) female students in the department of English language in Qassim university. The research used the scenario-base questionnaire prepared by Chaudri et al. (2023). The study attempted to answer the following questions?

(1) what is the degree of Interpersonal emotion regulation for EFL Undergraduate Students?

(2) Is there a statistically significant difference at the significance level ($\alpha \leq 0.05$) in interpersonal emotion regulation among EFL undergraduate students based on academic achievement (high achievement vs. low achievement)?.

The results of the first question show that the students are struggling with regulating their interpersonal emotions in academic contexts, and teachers' role in improving the students' attempts is insufficient while the second question show that there is a direct relationship between interpersonal emotional regulation of EFL undergraduate students and their academic achievement. In conclusion, the results revealed that high achieving students have higher interpersonal emotional regulation comparing to the low-achieving students. In other words, these results emphasize that high academic achievement of EFL undergraduate students could be strongly related to their capability of utilizing self-emotional regulation.

Keywords: Qassim University, The department of English Language, emotion, achievement

درجة تنظيم العواطف الشخصية لطلاب البكالوريوس في اللغة الإنجليزية كلغة أجنبية وإنجازاتهم الأكاديمية

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مستخلص البحث: هدف البحث الحالي إلى اكتشاف درجة تنظيم الانفعالات الشخصية لدى طلاب البكالوريوس الدارسين للغة الإنجليزية كلغة أجنبية وتحصيلهم الأكاديمي. اعتمدت الدراسة على البحث الكمي؛ المنهج الوصفي. تكونت العينة من (33) طالبة من قسم اللغة الإنجليزية بجامعة القصيم. استخدم البحث استبياناً قائماً على السيناريوهات ورد في (Chaudri et al. (2023 والذي صممه Oxford و (Gkonou (2017. حاولت الدراسة الإجابة عن الأسئلة التالية:

(1) ما درجة تنظيم الانفعالات الشخصية لدى طلاب البكالوريوس الدارسين للغة الإنجليزية كلغة أجنبية؟

(2) هل يوجد فرق ذو دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) في تنظيم المشاعر الشخصية بين طلاب البكالوريوس الناطقين باللغة الإنجليزية كلغة أجنبية بناءً على التحصيل الدراسي (التحصيل العالي مقابل التحصيل المنخفض)؟ تُظهر نتائج السؤال الأول أن طلاب قسم اللغة الإنجليزية يواجهون صعوبة في تنظيم مشاعرهم الشخصية في السياقات الأكاديمية، وأن دور المعلمين في تحسين محاولات الطلاب غير كافٍ بينما يُظهر السؤال الثاني وجود علاقة مباشرة بين التنظيم العاطفي الشخصي لطلاب قسم اللغة الإنجليزية وتحصيلهم الدراسي. وفي الختام، كشفت النتائج أن الطلاب المتفوقين لديهم تنظيم عاطفي شخصي أعلى مقارنة بالطلاب ذوي التحصيل المنخفض. وبعبارة أخرى، تؤكد هذه النتائج أن التحصيل الدراسي العالي لطلاب البكالوريوس الناطقين باللغة الإنجليزية كلغة أجنبية يمكن أن يرتبط ارتباطاً وثيقاً بقدرتهم على استخدام التنظيم العاطفي الذاتي.

الكلمات المفتاحية: جامعة القصيم، قسم اللغة الإنجليزية، العواطف، التحصيل.



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1. Introduction:

The concept of Emotion regulation (ER) is a process that enables individuals to produce appropriate responses to the ever-changing environmental demands by modifying their emotional experiences, expressions, and physiology and the situations facilitating such emotions (Aldao, 2013). The roots of this process related to the Cognitive Behavioural Theory (Gross, 2007). Indeed, it is a set of processes by which people try to redirect their own spontaneous emotions (Holic, R. I., & Cretu, C., 2018). In addition, it appears to be largely dependent on one's capacity to have control on his/her emotions (Burić et al., 2016). Thus, emotion regulation is the process of monitoring and adjusting emotional reactions to achieve an aim (Gross, J. J., 2015), by which a person can have influence over which emotions they feel, when they feel them, and how they are experienced and expressed (Gross, 2007, 2015).

More specifically, interpersonal emotional regulation can be described as the frequency with which people utilize different productive or unproductive emotions regulation strategies in their daily lives, and it is measured through self-report instruments such as expressive suppression strategy: "I control my emotions by not expressing them", and cognitive reappraisal strategy: "I control my emotions by changing the way I think about them" (Gross & John, 2003).

During the process of emotional regulation, people can impact the duration and intensity of positive and negative emotions (Holic, R. I., & Cretu, C., 2018). Indeed, emotions play crucial roles in understanding people's opinions and actions. Moreover, Emotional reactions to situations are valuable when they help individuals achieve their goals; however, they can be worthless or even harmful if they hinder the process. Thus, the ability to regulate emotions effectively is a basic skill for healthy relationships (Cole, 2014) because emotional regulation often involves changes in the emotional response. (Holic & Cretu, 2018).

So that, when an emotional reaction does not work effectively, emotional regulation (ER) can take the turn and regulate this particular emotion to meet the needs of individuals in specific situations (Ochsner & Gross, 2014).

This confirms what Davis & Levine (2013) have reached; that under certain circumstances, emotions can consume a good deal of an individual's cognitive resources; therefore, they could limit the attention and memory capacity needed to process educational material. Students capable of regulating their emotions would thus have a performance advantage over those who cannot.

Students may experience either limited awareness or reduced attention to their emotional responses, a condition referred to as lack of emotional awareness, or they may have difficulty identifying and understanding their emotions, known as lack of emotional clarity (Neumann et al., 2010). These emotional difficulties can generally have a negative impact on academic achievement, which is a multifaceted concept of considerable importance in education, encompassing the grades, competencies, and skills students attain in academic contexts, as well as the influence of these outcomes on their learning processes and future development (Macnamara & Burgoyne, 2023). Academic achievement can be assessed using various indicators, including procedural and declarative knowledge acquired within the educational system, curriculum-based measures such as grades or performance on standardized achievement tests, and cumulative indicators such as academic degrees and certifications. These criteria are commonly used to represent intellectual endeavors and, to a considerable extent, reflect an individual's intellectual capacity (Steinmayr, 2014).

Recently, in the developed societies, academic achievement plays an important crucial in people's life. Usually, it is measured by the GPA (grade point average) which is assumed to determine whether a student will have the opportunity to have good opportunities in the future (Steinmayr et al., 2014, p.1).

So, understanding the procedure of psychological variables in academic contexts is an important step to reach better understanding for cognitive processes among students, and shape the contributed qualities in configuring their adult personality (García Vinuesa, A., & Meira Cartea, P. Á., 2019).

It is worth noting that academic achievement plays an important role. Accordingly, a lot of research in the past several decades have explored

factors associated with academic achievement and how to incorporate these factors into intervention and instruction to improve academic performance and remediate learning difficulties (Peng & Kievit, 2020).

Khan's study (2023) explores the relationship between Emotional Regulation (ER) and academic achievement in secondary school students. It aimed to find how efficiently emotional regulation can increase academic achievement and reduce the rate of lower grades. The analysis of included articles showed that emotional regulated students are doing well in academic setting. Students who reveal competence in ER tend to have higher academic achievement, thus proving that emotional regulation significantly enhances learning processes and academic achievement. This suggests that emotional regulation training should be included in education practices.

While Usán Supervía's study (2021) focuses on analyzing the relationships between emotional regulation, and academic performance, as well as the possible mediating role of self-efficacy for adolescents. The measures used for the investigation were the Emotion Regulation Questionnaire (ERQ), the Academic Self-Efficacy Scale (ASES) and average marks were used to measure students' academic performance. The results of the study showed a self-determined behavioural pattern characterized by high scores in emotional regulation, self-efficacy and academic performance.

Therefore, the current research aimed at discovering the degree of EFL undergraduate students' interpersonal emotion-regulation degree and their academic achievement.

Statement of the problem:

Despite the presence of several studies on emotional regulation in language teaching and learning—such as emotional regulation among EFL teachers (Akbari et al., 2017), emotional regulation strategies in EFL teaching contexts (Morris & King, 2017), and emotional regulation in learning activities (De Neve et al., 2023)—as well as the growing interest in the relationship between emotional regulation and academic success (Hafiz, 2015; Ivcevic & Eggers, 2021), EFL undergraduate students interpersonal emotional regulation degree and academic achievement remains underexplored

sufficiently.

Investigating the degree of interpersonal emotional regulation among EFL undergraduate students—particularly management level of emotions during academic interactions—could be crucial for understanding their emotional awareness and enhancing it. On one hand, this awareness may support emotional development; on the other, it could positively impact their academic performance. Therefore, the current study addressed this gap.

Research Questions

The research attempt to answer the following questions:

1. What is the degree of Interpersonal emotion regulation for EFL Undergraduate Students?
2. Is there a statistically significant difference at the significance level ($\alpha \leq 0.05$) in interpersonal emotion regulation among EFL undergraduate students based on academic achievement (high achievement vs. low achievement)?

Research Objectives

This study aimed at discovering the degree of EFL undergraduate students' interpersonal emotion-regulation degree and their academic achievement.

Significance of the Study

- EFL teachers: it will help EFL teachers to pay more attention to the students' emotions, improve their teaching and increase the students' achievements.
- University students: to understand and regulate their own emotion in order to improve their academic achievement in EFL.
- Supervisors: they will benefit by providing workshops for teachers, especially EFL teachers, to help their students and enable them from regulating their emotion during learning EFL.
- Further studies: the findings may support other studies, which implement emotional regulations.

Delimitations

The current study is delimited to the following:

Objectivity Delimits:

- This study is delimited to identify the relation between EFL undergraduate students' interpersonal emotion-regulation and their academic achievement among the students of seventh and eighth levels of English department specialization at English language department in Arras College at Qassim University.
- The study is delimited to four scenarios, which reflects some positions of emotional regulation.

Spatial Delimits:

The study is delimited to a sample of (33) students from seventh and eighth levels specialised in English language at English language department in Arras college at Qassim University.

Time Delimits:

It was carried out during the second semester of the academic year 1446 semester.

Terms:

Emotional Regulation

Emotion is a multi-componential concept, which is defined from various perspectives, such as physiology, philosophy, history, and sociology. The word emotion is derived from the Latin word "emovere," which is literally translated as "to excite". Emotion regulation is characterized as the product of physiological, behavioral, and cognitive processes that each person employs to modify their experienced emotion Zheng et al. (2023, p.3). Gross (1998) defined the process model of emotion regulation as "the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions" (p.275 as cited in Faith et al.,2021).

Interpersonal Emotional Regulation:

"A set of processes occurring in the context of social interactions that aim to emotion regulation" (Williams, et al., 2018, P.2).

Academic Achievement

"Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university" (Steinmayr et al., 2014, P.1).

Methodology

- Approach: the current study adopted the quantitative research; descriptive approach
- Participants: the population of this study consisted of all female students of the last two levels (seventh and eighth) in the department of English language, in Arras Collage, at Qassim University.
- Sample: the sample consisted of (33) female students of the last two levels (seventh and eighth) in the department of English language in Qassim university. The sample was chosen purposively depending on their GPA (11 high, 11 medium and 11 low).
- Data collection tool: a scenario-base questionnaire, adopted from Chaudri, A. I., Pervaiz, A., & Ali, R. A. (2023).
- A pilot study conducted on (22) students from seventh and eighth levels in order to calculate the internal consistency and reliability, as following:

Internal Consistency

The internal consistency of the questionnaire was calculated by using Pearson correlation coefficient between the score of each question and the total score of the questionnaire, Table (2) shows the results:

Table 1 Pearson Correlation to calculate the internal consistency of the questionnaire

No	Pearson Correlation
1	.359**
2	.617**
3	.567**
4	.483**
5	.404**
6	.411**
7	.371**
8	.511**
9	.599**
10	.671**
11	.408**
12	.508**
13	.665**
14	.490**
15	.659**
16	.672**
**. Correlation is significant at the 0.01 level	

Table (1) shows the following:

There is a statistically significant relationship between the score of each question and the total score of the questionnaire, which indicates that the questionnaire has internal consistency.

Reliability

The reliability of the questionnaire was calculated using Cronbach's alpha equation. Table (2) shows the results

Table 2 Cronbach's Alpha equation result of the questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.821	16

Table (2) shows the following:

The Cronbach Alpha result for the questionnaire is statistically high.

Results and discussion

To answer the first question: What is the degree of Interpersonal emotion regulation for EFL Undergraduate Students? The mean, standard deviation, rank, and response degree were used. Tables (1) to (4) show the results.

First Scenario:

Table 1

The mean, standard deviation, rank, and response degree for the degree of Interpersonal emotion regulation for EFL Undergraduate Students (First Scenario)

Scenario 1 The teacher assigns an essay-writing task in class and allows 60 minutes for completion of the task. After a couple of minutes, you notice that your classmates have already started writing while you still work on the outline of your essay.					
No	Statements	Mean	Std. Deviation	Rank	Degree
6	I make myself think about it in a way that helps me stay calm.	2.76	0.561	1	Agree
11	I consciously tried to manage my emotions in this situation, and it was successful.	2.64	0.549	2	Agree
5	In order to feel less negative emotion, I would change what I'm thinking about.	2.36	0.742	3	Agree
9	I would feel (afraid) in this situation.	2.18	0.769	4	Neutral
2	In order to feel more positive emotion, I would change what I'm thinking about.	2.15	0.795	5	Neutral
14	My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.	2.06	0.864	6	Neutral
4	I would experience negative emotion in this situation.	2.03	0.847	7	Neutral
8	I would feel (excited) in this situation.	1.79	0.781	8	Neutral
13	I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.	1.76	0.751	9	Neutral

Scenario 1 The teacher assigns an essay-writing task in class and allows 60 minutes for completion of the task. After a couple of minutes, you notice that your classmates have already started writing while you still work on the outline of your essay.					
No	Statements	Mean	Std. Deviation	Rank	Degree
7	I would feel (interested) in this situation.	1.76	0.830	10	Neutral
1	I would experience positive emotion in this situation.	1.70	0.728	11	Neutral
15	My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.	1.64	0.699	12	Disagree
3	When I am feeling positive emotions, I am careful not to express them.	1.61	0.659	13	Disagree
16	I consciously tried to manage my emotions in this situation, but it was not successful.	1.52	0.566	14	Disagree
12	I consciously tried to manage my emotions in this situation, but it was not successful.	1.39	0.556	15	Disagree
10	I would feel (angry) in this situation.	1.39	0.609	16	Disagree
Scenario 1		1.88	0.273		Neutral

Table (1) shows the following:

(3) statements were rated as (Agree), with their average score falling within the category of (2.34 to 3.00). The average ratings for these questions ranged between (2.36) and (2.76), and they were arranged as follows:

- I make myself think about it in a way that helps me stay calm.
- I consciously tried to manage my emotions in this situation, and it was successful.
- In order to feel less negative emotion, I would change what I'm thinking about.

(8) statements were rated as (Neutral), with their average score falling within the category of (1.67 to less than 2.34). The average ratings for these questions ranged between (1.70) and (2.18), and they were arranged as follows:

- I would feel (afraid) in this situation.
- In order to feel more positive emotion, I would change what I'm thinking about.
- My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.
- I would experience negative emotion in this situation.
- I would feel (excited) in this situation.

- I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.
- I would feel (interested) in this situation.
- I would experience positive emotion in this situation.

(5) statements were rated as (Disagree), with their average score falling within the category of (1.00 to less than 1.67). The average ratings for these questions ranged between (1.39) and (1.64), and they were arranged as follows:

- My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.
- When I am feeling positive emotions, I am careful not to express them.
- I consciously tried to manage my emotions in this situation, but it was not successful.
- I consciously tried to manage my emotions in this situation, but it was not successful.
- I would feel (angry) in this situation.

The overall result of the first scenario was rated as (Neutral), with an average (1.88).

Second Scenario:**Table 2**

The mean, standard deviation, rank, and response degree for the degree of Interpersonal emotion regulation for EFL Undergraduate Students (Second Scenario)

Scenario 2 You make a mistake during a classroom oral activity. Your teacher corrects you in front of the class.					
No	Statements	Mean	Std. Deviation	Rank	Degree
6	I make myself think about it in a way that helps me stay calm.	2.64	0.653	1	Agree
11	I consciously tried to manage my emotions in this situation, and it was successful.	2.58	0.614	2	Agree
5	In order to feel less negative emotion, I would change what I'm thinking about.	2.48	0.755	3	Agree
2	In order to feel more positive emotion, I would change what I'm thinking about.	2.33	0.817	4	Neutral
1	I would experience positive emotion in this situation.	2.09	0.765	5	Neutral
7	I would feel (interested) in this situation.	2.09	0.805	6	Neutral
14	My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.	2.06	0.747	7	Neutral
3	When I am feeling positive emotions, I am careful not to express them.	1.82	0.727	8	Neutral
8	I would feel (excited) in this situation.	1.82	0.769	9	Neutral
4	I would experience negative emotion in this situation.	1.79	0.781	10	Neutral
13	I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.	1.79	0.781	11	Neutral
9	I would feel (afraid) in this situation.	1.67	0.736	12	Neutral
15	My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.	1.48	0.508	13	Disagree
16	I consciously tried to manage my emotions in this situation, but it was not successful.	1.48	0.619	14	Disagree
12	I consciously tried to manage my emotions in this situation, but it was not successful.	1.42	0.561	15	Disagree
10	I would feel (angry) in this situation.	1.30	0.529	16	Disagree
Scenario 2		1.87	0.203		Neutral

Table (2) shows the following:

(3) statements were rated as (Agree), with their average score falling within the category of (2.34 to 3.00). The average ratings for these questions ranged between (2.48) and (2.64), and they were arranged as follows:

- I make myself think about it in a way that helps me stay calm.
- I consciously tried to manage my emotions in this situation, and it was successful.
- In order to feel less negative emotion, I would change what I'm thinking about.

(9) statements were rated as (Neutral), with their average score falling within the category of (1.67 to less than 2.34). The average ratings for these

questions ranged between (1.67) and (2.33), and they were arranged as follows:

- In order to feel more positive emotion, I would change what I'm thinking about.
- I would experience positive emotion in this situation.
- I would feel (interested) in this situation.
- My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.
- When I am feeling positive emotions, I am careful not to express them.
- I would feel (excited) in this situation.
- I would experience negative emotion in this situation.

- I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.
- I would feel (afraid) in this situation.

(4) statements were rated as (Disagree), with their average score falling within the category of (1.00 to less than 1.67). The average ratings for these questions ranged between (1.30) and (1.48), and they were arranged as follows:

- My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.
- I consciously tried to manage my emotions in this situation, but it was not successful.
- I consciously tried to manage my emotions in this situation, but it was not successful.
- I would feel (angry) in this situation.

The overall result of the second scenario was rated as (Neutral), with an average (1.87).

Third Scenario:

Table 3

The mean, standard deviation, rank, and response degree for the degree of Interpersonal emotion regulation for EFL Undergraduate Students (Third Scenario)

Scenario 3 You make a mistake during a classroom oral activity. One of your classmates corrects you in front of the class.					
No	Statements	Mean	Std. Deviation	Rank	Degree
11	I consciously tried to manage my emotions in this situation, and it was successful.	2.58	0.663	1	Agree
6	I make myself think about it in a way that helps me stay calm.	2.48	0.619	2	Agree
5	In order to feel less negative emotion, I would change what I'm thinking about.	2.33	0.736	3	Neutral
2	In order to feel more positive emotion, I would change what I'm thinking about.	2.18	0.769	4	Neutral
1	I would experience positive emotion in this situation.	2.12	0.781	5	Neutral
7	I would feel (interested) in this situation.	2.12	0.820	6	Neutral
14	My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.	2.00	0.750	7	Neutral
4	I would experience negative emotion in this situation.	1.79	0.893	8	Neutral
3	When I am feeling positive emotions, I am careful not to express them.	1.76	0.751	9	Neutral
8	I would feel (excited) in this situation.	1.73	0.761	10	Neutral
15	My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.	1.70	0.637	11	Neutral
10	I would feel (angry) in this situation.	1.67	0.854	12	Neutral
12	I consciously tried to manage my emotions in this situation, but it was not successful.	1.64	0.603	13	Disagree
16	I consciously tried to manage my emotions in this situation, but it was not successful.	1.55	0.564	14	Disagree
13	I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.	1.55	0.617	15	Disagree
9	I would feel (afraid) in this situation.	1.48	0.667	16	Disagree
Scenario 3		1.88	0.223		Neutral

Table (3) shows the following:

(2) statements were rated as (Agree), with their average score falling within the category of (2.34 to 3.00). The average ratings for these questions ranged between (2.48) and (2.58), and they were arranged as follows:

- I consciously tried to manage my emotions in this situation, and it was successful.
- I make myself think about it in a way that helps me stay calm.

(10) statements were rated as (Neutral), with their average score falling within the category of (1.67 to less than 2.34). The average ratings for these questions ranged between (1.67) and (2.33), and they were arranged as follows:

- In order to feel less negative emotion, I would change what I'm thinking about.
- In order to feel more positive emotion, I would change what I'm thinking about.
- I would experience positive emotion in this situation.
- I would feel (interested) in this situation.
- My teacher (current or past) tried to teach me how to manage my emotions in this

situation, and it was successful.

- I would experience negative emotion in this situation.
- When I am feeling positive emotions, I am careful not to express them.
- I would feel (excited) in this situation.
- My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.
- I would feel (angry) in this situation.

(4) statements were rated as (Disagree), with their average score falling within the category of (1.00 to less than 1.67). The average ratings for these questions ranged between (1.48) and (1.64), and they were arranged as follows:

- I consciously tried to manage my emotions in this situation, but it was not successful.
- I consciously tried to manage my emotions in this situation, but it was not successful.
- I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.
- I would feel (afraid) in this situation.

The overall result of the third scenario was rated as (Neutral), with an average (1.88).

Fourth Scenario:

Table 4

The mean, standard deviation, rank, and response degree for the degree of Interpersonal emotion regulation for EFL Undergraduate Students (Fourth Scenario)

Scenario 4 You get back your end-of-term test results. You scored 50% on this test. There are two more terms to go until the end of the academic year, and at the end of each term, you will take a similar test again.					
No	Statements	Mean	Std. Deviation	Rank	Degree
6	I make myself think about it in a way that helps me stay calm.	2.48	0.667	1	Agree
5	In order to feel less negative emotion, I would change what I'm thinking about.	2.42	0.792	2	Agree
11	I consciously tried to manage my emotions in this situation, and it was successful.	2.24	0.663	3	Neutral
2	In order to feel more positive emotion, I would change what I'm thinking about.	2.21	0.740	4	Neutral
4	I would experience negative emotion in this situation.	2.21	0.820	5	Neutral
9	I would feel (afraid) in this situation.	2.15	0.795	6	Neutral
14	My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.	2.12	0.740	7	Neutral
12	I consciously tried to manage my emotions in this situation, but it was not successful.	1.94	0.556	8	Neutral

Scenario 4					
You get back your end-of-term test results. You scored 50% on this test. There are two more terms to go until the end of the academic year, and at the end of each term, you will take a similar test again.					
No	Statements	Mean	Std. Deviation	Rank	Degree
13	I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.	1.85	0.667	9	Neutral
8	I would feel (excited) in this situation.	1.85	0.834	10	Neutral
10	I would feel (angry) in this situation.	1.85	0.834	11	Neutral
1	I would experience positive emotion in this situation.	1.82	0.882	12	Neutral
16	I consciously tried to manage my emotions in this situation, but it was not successful.	1.79	0.740	13	Neutral
7	I would feel (interested) in this situation.	1.76	0.792	14	Neutral
3	When I am feeling positive emotions, I am careful not to express them.	1.73	0.674	15	Neutral
15	My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.	1.58	0.614	16	Disagree
Scenario 4		1.96	0.319		Neutral

Table (4) shows the following:

(2) statements were rated as (Agree), with their average score falling within the category of (2.34 to 3.00). The average ratings for these questions ranged between (2.42) and (2.48), and they were arranged as follows:

- I make myself think about it in a way that helps me stay calm.
- In order to feel less negative emotion, I would change what I'm thinking about.

(13) statements were rated as (Neutral), with their average score falling within the category of (1.67 to less than 2.34). The average ratings for these questions ranged between (1.73) and (2.24), and they were arranged as follows:

- I consciously tried to manage my emotions in this situation, and it was successful.
- In order to feel more positive emotion, I would change what I'm thinking about.
- I would experience negative emotion in this situation.
- I would feel (afraid) in this situation.
- My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.

- I consciously tried to manage my emotions in this situation, but it was not successful.
- I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.
- I would feel (excited) in this situation.
- I would feel (angry) in this situation.
- I would experience positive emotion in this situation.
- I consciously tried to manage my emotions in this situation, but it was not successful.
- I would feel (interested) in this situation.
- When I am feeling positive emotions, I am careful not to express them.

(1) statement was rated as (Disagree), with its average score falling within the category of (1.00 to less than 1.67). The average rating for this question is (1.58):

- My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.

The overall result of the fourth scenario was rated as (Neutral), with an average (1.96).

The current study intended to assess the degree of interpersonal emotion regulation among

EFL undergraduate students. In order to do this, four scenarios were used to investigate how EFL undergraduate students could manage their interpersonal emotions with different academic circumstances. Each scenario exposed how students do understand emotional regulation strategies by answering suggested statements. Students' answers, which revealed their interpersonal emotional degree, are discussed in detail.

First Scenario

First scenario results revealed that the students were using emotional regulation strategies at medium level since most of the statement were answered with "Neutral", which suggest that they are not totally agreed, nor totally disagreed and that's largely similar to the findings in many existing studies such as Liu (2025) where he said that students reported a low to medium use of emotion regulation. On the other hand, statements like: "I make myself think about it in a way that helps me stay calm" and "I consciously tried to manage my emotions in this situation, and it was successful" have the highest rating. This points at the capability of students' interpersonal emotion management although they cannot always succeed in being stable and relaxed.

Though, a number of statements had a low rating level, such as: "My teacher tried to teach me how to manage my emotions in this situation, it was not successful" which may point at the absence or weakness of teachers support in such situations. Overall, this scenario could reveal that students may attempt to improve their personal emotional regulation as reflected by the "Neutral" rating, and teachers need to implement more effort to seriously highlight this issue.

Second Scenario

The majority of the second scenario statements answers show moderate interpersonal emotion regulation, since the rating of the most statements is "Neutral". Some statements, such as: "I consciously tried to manage my emotions in this situation, and it was successful" and "I make myself think about it in a way that helps me stay calm" were rated with "Agree", which reflect the students attempts in managing their interpersonal emotions during their formal learning.

In fact, the results of this scenario, to a large, matching the first scenario's; the ignorance of improving students' interpersonal emotions from the teachers' side is obvious. Some statements such as "My teacher tried to teach me how to manage my emotions in this situation, but it was not successful" rated as "Disagree". Such result revealed that the students did not have enough emotional or practical support from the side of the teachers to help them manage their emotions. It appears from the overall average that teacher guidance is minimal and the students remain struggling.

Third Scenario

Comparing to the two previous scenarios, the third one indicates a slight development in students' interpersonal emotional regulation. The higher rated two statements ; "I consciously tried to manage my emotions in this situation, and it was successful" and "I make myself think about it in a way that helps me stay calm" reflect the possibility of students' capability in managing their interpersonal emotional regulation in certain circumstances.

However, teachers' role in supporting students' interpersonal emotional regulations remained insufficient. This can be seen clearly as a result of students' agreement on statements such as: "My teacher tried to teach me how to manage my emotions in this situation, but it was not successful". The overall average confirms that students need intervention to support their attempt in regulating their interpersonal emotions.

Fourth Scenario

The level of variation appears to be lower in the fourth scenario, where most of the answers revolved around choosing (Neutral). Again, statements focus on self-regulation have been rating highly, for example, "I make myself think about it in a way that helps me stay calm". This emphasizes students' attempts to raise their level of emotional regulation.

According to the students' low rating on some statements such as "My teacher tried to teach me how to manage my emotions in this situation, but it was not successful", teachers' intervention continued to be low. The overall average reveals students' insufficient attempts to achieve a satisfactory level of emotional regulation and additionally signaling that teachers' role needs improvement.

To sum up, the findings of the four scenarios indicate that EFL undergraduate students are struggling with regulating their interpersonal emotions in academic contexts, and teachers' role in improving the students' attempts is insufficient or insignificant. Thus, repeated selection of "Neutral" by the students indicates that students are struggling to regulate their interpersonal emotions. Indeed, this result consistent with what was stated by (Pennequin et al., 2020; De, Bronstein, Leroy, Truys, & Everaert, 2023; Riggins & Liu, 2022) that emotions affect students cognitive and metacognitive abilities,

as they require them to learn how to cope with stress and regulate negative emotions and to take control of their feelings, communicate effectively, and express themselves appropriately.

- To answer the second question: Is there a statistically significant difference at the significance level ($\alpha \leq 0.05$) in interpersonal emotion regulation among EFL undergraduate students based on academic achievement (high achievement vs. low achievement)? Independent Samples Test was used. Table (6) shows the results.

Table 6

Independent Samples Test to know the significance differences in the Interpersonal emotion regulation for EFL Undergraduate Students based on academic achievement (High achievement, Low achievement)

Scenario	Category	N	Mean	Std. Deviation	t	Sig
First	High achievement	18	2.04	0.249	5.279	.000
	Low achievement	15	1.68	0.136		
Second	High achievement	18	1.98	0.178	4.042	.000
	Low achievement	15	1.74	0.154		
Third	High achievement	18	2.00	0.146	4.053	.000
	Low achievement	15	1.74	0.220		
Fourth	High achievement	18	2.13	0.269	3.948	.000
	Low achievement	15	1.76	0.259		
All Scenarios	High achievement	72	2.04	0.220	8.354	.000
	Low achievement	60	1.73	0.196		

Table (6) shows the following:

- There is a statistically significant difference at the significance level ($\alpha \leq 0.05$) in the Interpersonal emotion regulation for EFL Undergraduate Students based on academic achievement (High achievement, and Low achievement). As all significance levels for all scenarios are less than (0.05). And all of these differences were to the high achieving students.

According to the results of the independent sample test, it can be seen clearly that there is a direct relationship between interpersonal emotional regulation of EFL undergraduate students and their academic achievement. Across all scenarios examined, the results revealed that high achieving students have higher interpersonal emotional regulation comparing to the low-achieving students. In other words, these results emphasize that high academic achievement of EFL undergraduate students could be strongly related to their capability of utilizing self-emotional regulation, and that's

largely similar to the findings in many existing studies such as Nezhad's study (2024) which shows that there is a significant relationship between academic achievement and emotion regulation, Namaziandost et al. study (2024) which indicates that academic emotion regulation positively influences L2 learning among students of English language.

A possible explanation for such relationship may refer to what Supervia's (2021) indicates that emotion regulation plays a mediating role in the relations between college satisfaction, sense of achievement. the EFL undergraduate students to manage and control their reactions towards situations within the academic context. Such management and control may enable them from dealing with issues such as anger, fear and stress. Consequently, they can achieve academically higher and maintain their own learning motivations. As clarified by (Ivcevic & Eggers, 2021), individuals' ability of regulation their anxiety, for example, during taking an exam is likely to increase their scores comparing to those who are overwhelmed by anxiety. Moreover, the study of Lennarz et al. (2019) pointed out that successful emotion regulation (ER) is a central aspect of psychosocial functioning and mental health.

Interestingly, the overall findings of the second question align with previous research such as; Pekrun & Perry (2014) which indicates that there is a direct impact of students' emotions on their learning capacity. However, these findings contrast with Hafiz's (2015) how argued that there is no significant association between emotional regulation and academic achievement. Interestingly, findings of a more recent research Akhtar et al. (2020) emphasised on the significant association of emotional regulation with the academic achievement, which agreed with Pekrun & Perry's (2014) results.

2. Recommendations

- Given the current research results, there are some recommendations:
- EFL undergraduate students' interpersonal emotional regulation skills should be adequately supported academic institutions.
- Students-teachers training program must highlight the role of teachers in enhancing students' emotional regulation.
- EFL undergraduate students should enroll in training programs to improve their interpersonal emotional awareness.
- Teachers may implement some strategies to support students' confidence in expressing and managing their emotions.

3. Suggestions

- Further research could underline issues such as:
- Emotional regulation awareness strategies among EFL students.
- Supporting low-achieving EFL students by improving the level of their interpersonal emotional regulation.

4. Conclusion

In conclusion, this research has investigated the degree of interpersonal emotional regulation among EFL undergraduate students and their academic achievement. It reveals that EFL undergraduate students have a moderate interpersonal emotional regulation level. Additionally, there is a significant association between EFL undergraduate students' interpersonal emotional regulation and their academic achievement.

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Appendix: Scenario-base questionnaire

EFL Undergraduate Students' Interpersonal Emotion-Regulation Degree and their Academic Achievement

Scenario 1			
The teacher assigns an essay writing task in class and allows 60 minutes for completion of the task. After a couple of minutes, you notice that your classmates have already started writing while you still work on the outline of your essay.			
Statements	Agree	Neutral	Disagree
I would experience positive emotion in this situation.			
In order to feel more positive emotion, I would change what I'm thinking about.			
When I am feeling positive emotions, I am careful not to express them.			
I would experience negative emotion in this situation.			
In order to feel less negative emotion, I would change what I'm thinking about.			
I make myself think about it in a way that helps me stay calm.			
I would feel (interested) in this situation.			
I would feel (excited) in this situation.			
I would feel (afraid) in this situation.			
I would feel (angry) in this situation.			
If you have ever encountered this situation, and kept your emotions to yourself, answer the following:			
I consciously tried to manage my emotions in this situation, and it was successful.			
I consciously tried to manage my emotions in this situation, but it was not successful.			
I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.			
If you have ever encountered this situation, and your teacher helped you, answer the following:			
My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.			
My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.			
I consciously tried to manage my emotions in this situation, but it was not successful.			

Scenario 2			
You make a mistake during a classroom oral activity. Your teacher corrects you in front of the class.			
Statements	Agree	Neutral	Disagree
I would experience positive emotion in this situation.			
In order to feel more positive emotion, I would change what I'm thinking about.			
When I am feeling positive emotions, I am careful not to express them.			
I would experience negative emotion in this situation.			
In order to feel less negative emotion, I would change what I'm thinking about.			
I make myself think about it in a way that helps me stay calm.			
I would feel (interested) in this situation.			
I would feel (excited) in this situation.			
I would feel (afraid) in this situation.			
I would feel (angry) in this situation.			
If you have ever encountered this situation, and kept your emotions to yourself, answer the following:			
I consciously tried to manage my emotions in this situation, and it was successful.			
I consciously tried to manage my emotions in this situation, but it was not successful.			
I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.			
If you have ever encountered this situation, and your teacher helped you, answer the following:			
My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.			
My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.			
I consciously tried to manage my emotions in this situation, but it was not successful.			

Scenario 3

You make a mistake during a classroom oral activity. One of your classmates corrects you in front of the class.

Statements	Agree	Neutral	Disagree
I would experience positive emotion in this situation.			
In order to feel more positive emotion, I would change what I'm thinking about.			
When I am feeling positive emotions, I am careful not to express them.			
I would experience negative emotion in this situation.			
In order to feel less negative emotion, I would change what I'm thinking about.			
I make myself think about it in a way that helps me stay calm.			
I would feel (interested) in this situation.			
I would feel (excited) in this situation.			
I would feel (afraid) in this situation.			
I would feel (angry) in this situation.			
If you have ever encountered this situation, and kept your emotions to yourself, answer the following:			
I consciously tried to manage my emotions in this situation, and it was successful.			
I consciously tried to manage my emotions in this situation, but it was not successful.			
I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.			
If you have ever encountered this situation, and your teacher helped you, answer the following:			
My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.			
My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.			
I consciously tried to manage my emotions in this situation, but it was not successful.			

Scenario 4			
You get back your end-of-term test results. You scored 50% on this test. There are two more terms to go until the end of the academic year, and at the end of each term you will take a similar test again.			
Statements	Agree	Neutral	Disagree
I would experience positive emotion in this situation.			
In order to feel more positive emotion, I would change what I'm thinking about.			
When I am feeling positive emotions, I am careful not to express them.			
I would experience negative emotion in this situation.			
In order to feel less negative emotion, I would change what I'm thinking about.			
I make myself think about it in a way that helps me stay calm.			
I would feel (interested) in this situation.			
I would feel (excited) in this situation.			
I would feel (afraid) in this situation.			
I would feel (angry) in this situation.			
If you have ever encountered this situation, and kept your emotions to yourself, answer the following:			
I consciously tried to manage my emotions in this situation, and it was successful.			
I consciously tried to manage my emotions in this situation, but it was not successful.			
I was not conscious enough of my emotions in the situation and therefore could not manage my emotions.			
If you have ever encountered this situation, and your teacher helped you, answer the following:			
My teacher (current or past) tried to teach me how to manage my emotions in this situation, and it was successful.			
My teacher tried to teach me how to manage my emotions in this situation, but it was not successful.			
I consciously tried to manage my emotions in this situation, but it was not successful.			