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The Relationship between Emotion Regulation and Academic Adjustment among College Students in Indonesia

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Abstract

The present study determined the relationship between emotion regulation and student adjustment among collage students in Indonesia. An important component of a successful collage student was how they manage their social, psychological, and academic challenges as they transition to tertiary education. In collage students they usually left their hometown so they would face new experience in academic and culture. Processes around managing these challenges are broadly referred to as academic adjustment. This interest of research was how college student regulated their emotion to adapt with academic life. There are two strategies of regulation emotion: Cognitive reappraisal and expressive suppression. We used purposive sampling technique to collecting data. The amount of participants in this research were 508 with range 18-23 Years old College Student in Indonesia. The regulation emotion be measured by Emotion Regulation Questionnaire by Gross & John (2003). While Academic Adjustment measured by Academic Adjustment Scale by Anderson, Guan and Koc (2016). The result of this research is there is no correlation between emotion regulation and academic adjustment. However, further investigation revealed that the subscale cognitive reappraisal and emotion regulation was positively correlated ($r=0.021$ $p<0.05$) with academic adjustment. These findings suggest that more we cognitive reappraisal experience the more we can adjust in academic life.

Keywords: Emotion regulation, academic adjustment, collage students, Indonesia

Introduction of The Study

Complex challenges in emotional, social and academic adjustment marked the transition of college students. They commonly question their relationship, direction of life and self-worth (Chickering, 1969). As college students will face new way of life.

In university life, the students certainly have many task to do and could make students' emotional problems. The emotional problem can be manifested as psychological distress, somatic distress, anxiety, low self-esteem and depression (Gerdes & Mallinckrodt, 1994). Moreover can make the students dropping out from the campus. In this condition, the strategies of emotion regulation can affect the students' dealing with the problem (Wilson, Barnes-Holmes, & Barnes-Holmes, 2014).

Adjusting well to the new college life needs a variegated and flexible set of responses to the changing demands. Students face several new challenges such as interacting with an unfamiliar physical space, taking part on new social roles, and navigating cultural norms that happen in environment. In addition, the curriculum and extra-curriculars are likely less structured and more variable from day-to-day than what students experienced pre-college. Given the transitional changes, students often experience set backs that are frustrating or overwhelming, prompt homesickness, or invite feelings of anger or regret for deciding to leave the familiarity and comfort of home. In

fact, these emotional experiences can predict students' academic performance and intentions to dropout (Respondek, Seufert, Stupnisky, & Nett, 2017).

Students likely vary their efforts to compromised their emotional experiences that arise from challenges in college. In order to be most effective, students' emotion regulation tactics need to be responsive to changing contextual demands. However, little research has investigated the role of dynamic regulatory emotional processes—the variability in how people respond to the on going demands of their environment. Emotion regulation variability, the extent to which people vary their emotion regulation strategy use across contexts, is thought to have important implications for adjustment (Aldao, Sheppes, & Gross, 2015)

The college context is one where identity and social concerns as well as a more demanding curriculum and varying social interactions makes for an emotionally volatile context. Moreover, it provides a context that is optimal for understanding how emotion is correlated to more specific forms of adjustment.

Objectives

The purpose of this study to find the relationship between Emotion Regulation and Academy adjustment among College Students in Indonesia

Research Question

1. Is the emotion regulation has a relationship with life academic adjustment among college students in Indonesia?
2. Is there a relationship between two dimensions of emotion regulation and academic adjustment?

Significance of the Study

For evaluate the academic adjustment on college student in Indonesia we use questionnaires and link it to emotion regulation. The data obtained from these questionnaires must be reliable and valid. One factor that determines reliability is the response rate from the respondents. Low response rate may question the reliability and validity of the questionnaire. The questionnaires usually used for individual evaluation about what happen in themselves psychologically. This study is important because it provides an opportunity to the college students to reflect their process in academic life. It allows them to talk about the success factors that motivate them and about academic satisfaction when study in university. The questionnaire of regulation emotion mean to reflect individual process in regulate their emotion. For college student, this is tend to how they process their feeling in daily life. We will check the relationship between emotion regulation and academic adjustment to know how it affect for college students in academic life.

Underpinning Theory

The underpinning theory of this research is based on experiences of college students who experiencing a lots of academic pressure in their daily study. For the first year students, it can be mention as transitional period, a time that bridges the gap between students' previous identities in high school and new learning context. Response to change within educational field transition best viewed as a process-oriented phenomenon. The response of change includes how students regulate their emotion to adapt with new environment. The skill of self-management of students founded as a vital for smoothness of transition to academic life in college (Awang, Kutty & Ahmad, 2014). The theory of developmental psychology explain that college students was categorized as late

adolescence and early adulthood. In this kind of phase, they will meet many problems and pressures. They are experiencing various change followed by many demands that should be faced (Widuri, 2012).

Literature Review

Emotion Regulation

Emotions have been defined as a desire that appear and lost, more or less of people's accord on their feeling (Solomon, 1995). According to Lazarus (1991), emotions represent "the wisdom of age". Emotion regulation was understood as the extrinsic and intrinsic processes for monitoring, evaluating and modifying reaction of emotion to accomplish individual goals (Thompson, 1994). There are two model of emotion regulation; Antecedent-focused and Response-focused. Antecedent-focused regulate the emotion by manipulating the input to the system. While response-focused regulate the emotion by manipulating its output (Gross, 1998). The both model conducted two strategies of regulation that involve the down of emotion which is a common value and goal of emotion regulation. The first is Cognitive Reappraisal, which is defined by interpreting a potentially situation to a relevant emotion and thus antecedent-focused. The second is Expressive Suppression which is defined by inhibiting emotion-expressive behaviour and thus response-focused (Gross, 2002).

Anxiety was a problem that usually occur during academic task. The recent research suggest that student who has strategy on emotion regulation can be useful for dealing with anxiety. Acceptance might be useful strategy for reducing psychological symptoms of anxiety (Wilson, Barnes-Holmes, & Barnes-Holmes, 2014). Emotion regulation associated with psychological well-being. The research on adolescent shows that there are greater reliance on cognitive reappraisal to predict better outcomes especially for life satisfaction, social support and positive effect (Verzeletti, et al., 2016). On adulthood, the correlation between regulation emotion was not strongly significant because well-being includes many aspects such as social, activity and economic while emotion regulation only manage and control the emotional reaction (Verma, Totuka & Gaur, 2014).

Academic Adjustment

Adjustment was defined as the set of individuals reactions exhibit in response to the demands of other people, the physical, psychological and social requirements of their environment. The environment has an important role in shaping adjustment (Aslan, 2018). Academic adjustment involves more than a student's scholarly potential (Gerdes & Mallinckrodt, 1994). Adjustment also has an effect on individuals' interaction with their environment, their academic career and their life satisfaction (Aslan, 2018). There are important components of academic adjustment that is motivation to learn, taking action to meet academic demands, a clear academic purpose and satisfaction with academic environment (Baker & Siryk, 1984). College student engagement and adjustment to academic life are important predictors that contribute to their success. Student engagement has moderate relationship to adjustment in college (Goudih, Abdallah, & Benraghda, 2018). When students have a good engagement so they can adjust in academic life without any problem. This is also related to social support as an extremely important component of academic adjustment in university (Hays & Oxley, 1986). Social support has been defined as the attachment that a person feels to his or her family, friends, community, and other close help providers (Bowlby, 1973). Academic adjustment, social adjustment and emotional among new students in university are depend on their abilities to taking on the support from friends and families. There is powerful influence of parents and socio-

relationship for their well-being (Awang, Kuty & Ahmad, 2014). Furthermore, the college student who had high levels of self-esteem and social support had better academic adjustment. Students who were better adjust to college academic life would more be committed to the goal of their study (Grant-Vallone, et.al., 2004).

Methodology

Design of the Study

This study followed the quantitative approach. Data was collected using questionnaire method. The quantitative approach was very appropriate to use because we want to see the correlation between two variables, namely emotion regulation and academic adjustment. This study involved 508 respondents with the criteria college students aged 18-24 years in Indonesia. Purposive sampling method was used in this study. Purposive sampling is a method where sampling was based on criteria or requirements made by researchers (Nasution, 2003). Sampling is done if the target sample had met the required criteria and if the characteristics do not meet the requirements, will not be taken (Mulyatiningsih, 2011).

Data Collection instruments

The questionnaire was designed based on the items emotional regulation questionnaire and academic adjustment questionnaire. This 'Emotional Regulation Questionnaire' was adapted from Gross & John (2003). The whole questionnaire comprised of the items related to strategies to emotion regulation, engaging in goal directed behavior, control emotional response and acceptance of emotional response. The other hand 'Academic adjustment Questionnaire' was adapted from Anderson (2016). The whole questionnaire comprised of the items related to academic lifestyle, academic achievement and academic motivation.

The first section of the questionnaire was aimed to collect demographic information of the age and gender of participants. The second section consisted of five Likert Scale items about the academic adjustment and third section consisted of five Likert Scale items about emotion regulation.

The participants of this study were 508 Undergraduate students enrolled in Undergraduate program in Indonesia. The age of the participants of this study ranged from minimum 18 to maximum 24 years old.

Validity and Reliability of the Questionnaire

As mentioned earlier, that the 'Emotional Regulation Questionnaire' was adapted from Gross & John (2003), the Cronbach Alpha is 0,622. The other hand the 'Academic adjustment Questionnaire' was adapted from Anderson (2016), the Cronbach Alpha is 0,796.

Findings

Table 1
Correlation Result

Variable	p	r
Emotion Regulation *Academicadjustment	0.000($p < 0.0005$)	0.021

The result of statistical of Spearman Correlation showed that there are no correlation between emotion regulation and academic adjustment. However, further investigation revealed that the subscale cognitive reappraisal and emotion regulation was positively correlated ($r=0.021$ $p<0.05$) with academic adjustment. These results indicate that the higher subscale cognitive reappraisal by students, also have higher academic adjustment.

Discussion

Based on the result, there are no correlation between emotion regulation and academic adjustment but further investigation revealed that the subscale cognitive reappraisal and emotion regulation was positively correlated with $p = 0,000$ and $r = 0.021$. Respondent with higher subscale cognitive reappraisal adjustment have higher academic adjustment and respondent with lower subscale cognitive reappraisal have also lower academic adjustment. It's strongly same based on (Landa, I. 2018) said contrary to expectations, she did not find support for the hypothesis that emotion regulation variability is associated with better adjustment. The process of emotion regulation happen before the emotional situation. It's the way to adapt and prevent before the emotional situation happen.

According to the study of (Hossain, M. S., Banu, T., & Uddin, M. K., 2008) that showed the data revealed these findings suggest that the more we express our emotional experiences the less we are psychologically maladjusted. The results further revealed that ethnic and gender differences were observed to be significant in emotion regulation but non-significant in psychological adjustment. Based on the study (Matsumoto, D., Yoo, S. H., & Nakagawa, S. 2008) showed that tended to have higher scores on suppression, and reappraisal and suppression tended to be positively correlated. It conjecture that an initial suppression-reappraisal link in these cultures allows individuals to select the "proper" emotion to express (or simulate) in order to preserve social order. Suppression may also be necessary as a cultural norm so that emotions do not disrupt interpersonal relationships and social bonds. It's the way of adjustment happened. Variability in the meaning of emotion regulation is a core aspect of regulation flexibility which has been proposed as essential for wellbeing (Aldao, A., Sheppes, G., & Gross, J. J. (2015). But they did not finds that emotion regulation variability is associated with better adjustment. in categorical variability and temporal variability. Even they try to control both mean levels of negative emotion and negative emotion variability across a week.

Recommendation

It would better for the next research that have more sample that specific so it can be normal data that can represent the situation in the field. Otherwise the next research could be more deeply about the mediator between emotion regulation and academic adjustment.

Limitations of the Study

The study is limited to the students who are studying at undergraduate level in Indonesia. The researchers was aware of the limitations of this study because of the sample size and the case study methodology on distribution questionnaire that convenient sampling, with the result that the data collected is not very specific and there are some data that are not appropriate.

Conclusion

Based on this research we can conclude that there are no significant correlation between emotional regulation and academic adjustment but it founds that have significant positive correlation between reappraisal and emotion regulation among college students. College students with higher subscale cognitive reappraisal adjustment have higher academic adjustment and college students with lower subscale cognitive reappraisal adjustment have also lower academic adjustment. It means that process emotion regulation happen before the emotional situation. It's the way to adapt and prevent before the emotional situation happen.

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