

## Emotional Regulation in Adolescence: A Systematic Review

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### ABSTRACT

Emotion regulation is a critical skill that plays a central role in an individual's personal and social development. On an individual level, emotional regulation allows a person to better face life's challenges. The method used is PCC (Population, Concept, Context) to formulate research questions by understanding the problem, phenomenon, or situation by considering three main aspects: population, concept, and context. 7 out of 15 journals stated that emotional regulation was influenced by the role of parents. The results of this systematic observation show that the presence and support of parents plays an important role in the development of adolescents' emotional regulation abilities. Parents who are actively involved in educating their children about emotion recognition and emotion regulation strategies make a positive contribution to the emotional development of adolescents.

**Keywords:** *Adolescent, Emotional Regulation, Parents*

According to Santrock, adolescence is a developmental period covering the age range between 11 and 18 years, which is characterized by physical, cognitive and social changes (Santrock, 2012). According to Santrock, adolescence is a significant transition period from childhood to adulthood. Some of the typical characteristics of adolescents described by Santrock include rapid physical changes, such as puberty and physical growth, more complex cognitive development, and changes in social and interpersonal identity (Batubara, 2016). Santrock's definition reflects the view that adolescence is not just about physical changes, but also involves complex psychological and social changes. Santrock emphasizes the importance of seeing adolescents as a developmental unit that includes various aspects of individual life.

Adolescents often experience significant emotional fluctuations during their development period. Hormonal changes, physical changes, identity exploration, and pressure from the surrounding environment can have an impact on teenagers' emotional wellbeing (Sary, 2017). The puberty process in adolescents involves significant hormonal changes. Hormones such as estrogen and testosterone can influence mood and emotional responses (Rodiani &

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Rusfiana, 2016). Adolescents are often involved in a search for personal identity. This process can cause anxiety, confusion, and emotional fluctuations as they try to understand who they are and how they want to be seen by others (Agustriyana, 2017). Relationships with peers and social interactions are very important for teenagers (Hidayati, 2016). Changes in social, friendship and romantic environments can affect their mood and emotions.

Adolescents are often faced with academic pressure and decisions regarding their future, such as career choices and higher education, which can cause stress and anxiety that affects their emotional state (Salim & Muhammad Fakhurrozi, 2020). Adolescence is often accompanied by increased autonomy and the desire to be independent (Sa'diyah, 2017). Conflict with parents may arise as part of this process, affecting the adolescent's mood and emotions. Physical changes that occur during puberty, such as body growth and sexual development, can influence adolescents self-perception and emotions (Santrock, 2012). Some teens may also experience mental health problems, such as depression, anxiety, or eating disorders. Genetic, environmental and biological factors can play a role in the development of mental disorders in adolescents (Sarmini et al., 2023). According to Erik Erikson's theory this happened identity vs. identity phase anxiety (*identity vs. role confusion*), describes adolescence as an identity phase, the process of searching for identity is closely related to emotional regulation. Adolescents who successfully find their identity may be better able to manage their emotions effectively (Feist, 2017).

Emotion regulation refers to the process by which an individual modifies the trajectory of one or more emotional components of a national response. Emotion regulation may function to influence type (i.e., the kind of emotion a person has), intensity (i.e., how strong the emotion is), time course (i.e., when the emotion begins and how long the emotion lasts), and quality (i.e., how emotions experienced or expressed) of those emotions (Peña-Sarrionandia et al., 2015). Managing emotions well is critical to improving social and emotional health among children and adolescents. Parents play an important role in how children develop emotion regulation, which we summarize here along with other research related to parenting and emotion regulation (Morris *et al.*, 2017). Mindfulness in daily life was associated with emotion regulation, lower negative emotions and higher positive emotions, whereas the opposite pattern was found for suppression of daily emotions, cognitive reappraisal was associated with daily positive emotions but not with negative emotions. When mindfulness, suppression, and daily reappraisal were included in the same model, these strategies predicted unique variance in emotional well-being. (Brockman et al., 2017).

From the explanation above, it states that it is important to increase regulation for teenagers. Emotion regulation is very important in adolescent development because it plays a key role in their physical, cognitive and social aspects. The ability to recognize, understand and manage emotions brings various positive benefits to teenagers. This systematic review will present some relevant consequences for improving emotion regulation. A single study is not enough to support policy improvements. To obtain maximum results, it is necessary to combine the results of several previous studies. A systematic review approach is used to synthesize the results of a large number of studies and present them in the form of actionable information. A systematic review is a research method that identifies, evaluates and interprets research (Sastypratiwi & Nyoto, 2020).

## METHODOLOGY

### Procedure

In the review process, the author first formulates research questions. The author uses the PCC (*Population, Concept, Context*) system problem formulation to formulate research questions. The research questions in this review aim to identify the antecedents and outcomes that influence emotion regulation in adolescents, such as the factors that precede them, the outcomes that emerge, and the variables that moderate them. Next, the author continues the process by designing search keywords in *the database*. After the author obtained the terms from the research question, the author continued the search using the terms found, namely *emotional regulation*, and *adolescent*. From several search terms, the author included several databases Google Scholar, Sagepub, Taylor & Francis Online Elsevier, Springer, and Wiley Online Library. Next, after collecting several articles, the author checked for duplication using Mendeley and Rayyan. The author filters the title and abstract then continues reading the entire manuscript. After selecting from 321 journals there were 15 journals that met the criteria for finding outcomes for emotional regulation.

## RESULTS

### PRISMA graph of journal selection flow

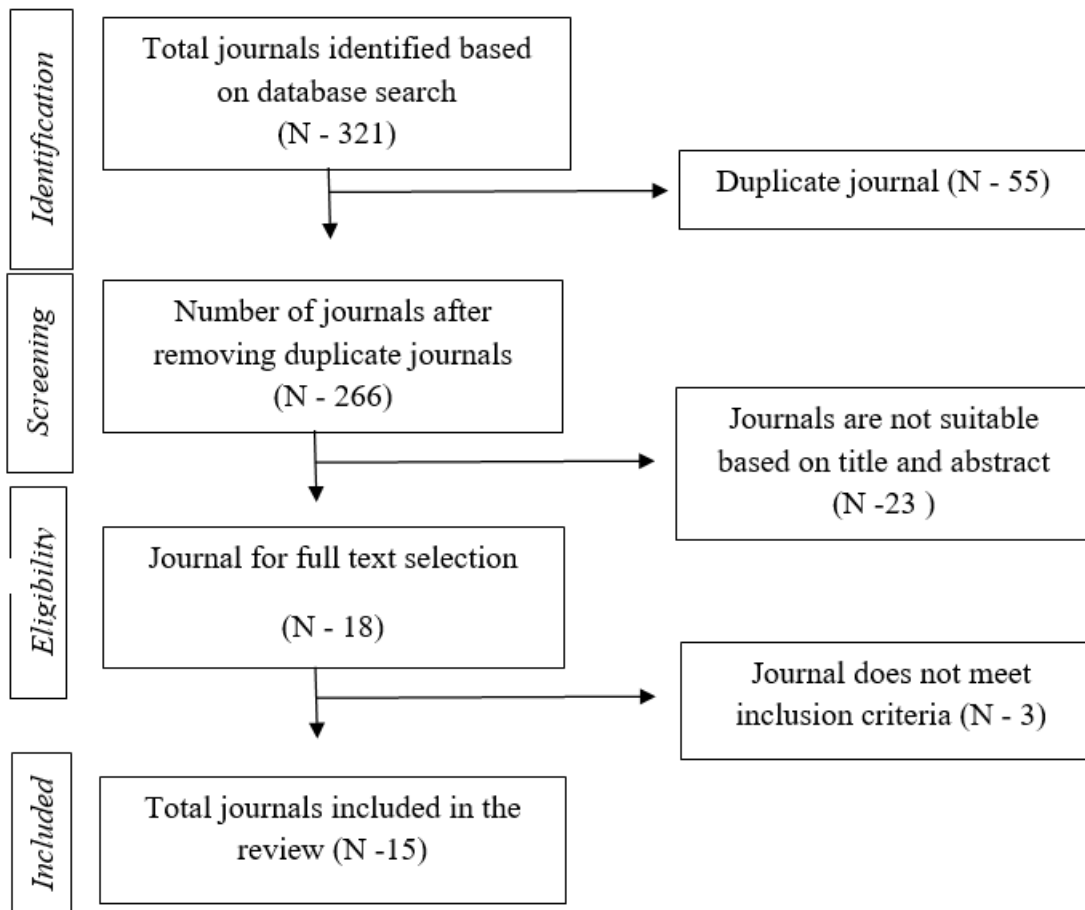


Figure 1 shows the journal selection flow as a prism graph.

Researchers set boundaries for journal reviews by 1) Journal content discussing emotional regulation by including the causes and effects of emotional regulation; 2) The journal publication year is from 2013–2023; and 3) The type of research is qualitative and quantitative. There are several criteria for journals that will not be selected: 1) Journals that

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discuss the causes and effects of emotional regulation but are not specific to adolescents, 2) do not use English, 3) Articles that cannot be accessed.

### DISCUSSION

Emotion regulation is a critical skill that plays a central role in an individual's personal and social development. Emotion regulation is defined when there is activation of a goal that recruits one or more processes to influence the generation of emotion, the target of this regulatory goal can cause changes in the person experiencing the emotion or cause changes in other people (Sheppes et al., 2015). This includes the ability to recognize, understand, and manage emotions healthily and effectively. At a basic level, emotion regulation involves two main components: understanding the emotions of oneself and others, and the ability to manage emotional responses.

At the individual level, emotional regulation allows a person to face life's challenges better (Alfian, 2014). The ability to respond to stress, anxiety or anger in a healthy way can help prevent negative impacts on mental and physical well-being. This opens the door to improved quality of life and the ability to learn from experience. Socially, emotional regulation plays an important role in interactions between individuals (Josua et al., 2020). The ability to communicate effectively, handle other people's emotions, and manage conflict strengthens interpersonal relationships. This creates a healthy social environment, supports positive growth, and reduces the risk of interpersonal conflict.

The importance of emotional regulation is clear in the context that teenagers who have this skill tend to be better at overcoming learning challenges, maintaining focus, and interacting with their surroundings. Deep emotional education can provide a foundation for the development of early emotional regulation, providing children with skills that support their well-being throughout life (Brockman et al., 2017). Moreover, in a rapidly changing world, adaptability and psychological resilience are becoming increasingly important. Emotion regulation helps individuals remain stable amidst change and challenges, deal with failure, and grow from difficult experiences.

**Table 1** List of causes and effects that influence emotional regulation in adolescents.

No	Writer	Subject	Antecedents	Outcomes	Types of emotional regulation
1	Claudia & Ancuța, <i>et.al.</i> (2020)	60 teenagers 13-16 years old	<i>Father gone abroad</i>		<i>Emotion development</i>
2	Samper <i>et al.</i> , (2021)	440 teenagers, aged (15-18 years)		Prosocial behavior	<i>Emotional instability</i>
3	Kati Vinter & Arro, (2021)	165 women	<i>Academic burnout</i>		<i>Cognitive emotion regulation strategies</i>
4	Shimin Zhu & Hamilton, (2020)	735 youth, aged 11–17 years, and 285 youth aged 10–19 years		<i>Cognition malleability</i>	<i>Emotion regulation</i>

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No	Writer	Subject	Antecedents	Outcomes	Types of emotional regulation
5	Chiang <i>et al.</i> , (2023)	191 teenagers	<i>Life satisfaction, parent and adolescent relationships</i>		<i>Emotion dysregulation</i>
6	Reff & Baschnagel, (2021)	225 students	<i>Negative affect</i>	<i>Positive affect</i>	<i>Emotional regulation</i>
7	Ricon & Dolev Cohen, (2023)	625 late teens (18-21 years)		<i>Moral judgment</i>	<i>Emotional regulation</i>
8	Shrivastava & Sharma, (2022)	32 teenagers, aged 15-18 years	<i>Parenting, parental care, parental control</i>	<i>self-injurious behavior, maladaptive schemas</i>	<i>Emotional regulation</i>
9	Zhensong Lan Kee Pau & Huang, (2022)	2573 teenagers		Social support	<i>Emotional regulation</i>
10	(Natalie Marie Lande Torvald F Ask & Sütterlin, 2023)	45 teenagers 17-18 years old	<i>Cognitive reappraisal, self-efficacy</i>		<i>Emotional regulation</i>
11	Verzeletti <i>et al.</i> , (2016)	633 teenagers, 14-16 years old	<i>Cognitive reappraisal and expressive suppression in adolescents.</i>		<i>Emotional regulation</i>
12	Jabeen, (2013)	194 teenagers 9	<i>Parenting styles</i>		<i>Emotional regulation</i>
13	Musembi <i>et al.</i> , (2022)	344 teenagers, middle school	<i>Father absence</i>		<i>Emotional adjustment</i>
14	Zahra <i>et al.</i> , (2023)	3 teenagers	<i>Fatherless</i>		<i>Emotional regulation</i>
15	Cherry & Gerstein, (2021)	Teenager	<i>Masculinity and fathering behavior</i>		<i>Emotion regulation, emotion socialization</i>

The systematic review carried out attempted to answer the research question, namely looking for causes and effects that can influence emotional regulation in adolescents. To answer the question, it can be seen from the table that 7 out of 15 journals state that

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emotional regulation is influenced by the role of parents. Apart from that, there are several other aspects such as cognitive abilities, moral judgment, and social support to improve emotional regulation. Taking into account research conducted in various countries, including our own, this is relevant to apply in Indonesia to improve emotional regulation in adolescents.

Emotion regulation in adolescents is the ability to recognize, understand, and manage emotions in a healthy and adaptive way. This is a very important process because teenagers often experience strong emotional fluctuations and have not yet fully developed coping skills. Likewise, parents' parenting style has a big influence on the development of children's emotional regulation. Parenting that is warm, responsive, and supports children's autonomy tends to facilitate better emotional regulation in children. On the other hand, parenting that is critical, rejecting, or overly controlling can hinder children's emotional regulation abilities (Morris et al., 2007). Positive relationships with peers provide opportunities for adolescents to practice and develop their emotion regulation skills. Positive social interactions with peers can help adolescents learn to manage emotions more effectively, while negative relationships or rejection from peers can lead to poor emotional regulation (Yunanto, 2019).

During adolescence, significant changes occur in brain structure and function, especially in areas associated with emotional regulation such as the prefrontal cortex and limbic system. This development influences how adolescents process and regulate their emotions. For example, increasing connectivity between the prefrontal cortex and the amygdala can improve emotional regulation abilities (Ahmed et al., 2015). Attachment styles formed during adolescence have a long-term impact on the way individuals regulate their emotions. Individuals with secure attachment tend to have better emotional regulation, while individuals with insecure attachment (avoidant or ambivalent) often experience difficulty in managing emotions effectively (Brumariu, 2015).

Better mental well-being in adolescents who are able to regulate individual emotions well tend to have higher mental well-being. Individuals may experience fewer symptoms of anxiety, depression, and stress (Harding et al., 2015). Higher academic achievement, teenagers who can regulate individual emotions well tend to be able to concentrate better at school and learn more effectively. This can lead to higher academic achievement (Gumora & Arsenio, 2002).

Effective emotion regulation in adolescents has a variety of positive outcomes that have a positive impact on their overall well-being. Some of the results that can be seen from good emotional regulation in teenagers include better adjustment abilities, good emotional regulation helps teenagers face challenges and changes better. Individuals become more flexible and can adapt to changing situations more smoothly (Behavior & Lindsey, 2021). Better physical health better mental well-being often has a positive impact on physical health. Adolescents who regulate individual emotions well tend to have lower stress levels, better sleep, and healthier eating patterns (DeSteno et al., 2013).

Positive self-improvement, good emotional regulation can help teenagers develop a strong sense of self-esteem and a positive perception of themselves. Individuals may be more confident in making decisions and pursuing individual goals (Nelis et al., 2011). Prevention of risky behavior, adolescents who have good emotional regulation tend to have lower levels of risky behavior, such as substance abuse, risky sexual behavior, or aggressive behavior (Shadur & Lejuez, 2015).

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The role of parents in adolescent emotional regulation is very important because adolescence is often characterized by significant physical, social and emotional changes. Providing Emotional Support, parents can be an important source of emotional support for teenagers. Listening attentively, understanding their feelings, and showing empathy can help teenagers overcome the emotional challenges of adolescence (Rif'ati, 2018). Teaching Emotion Regulation Skills, parents can guide teenagers in recognizing and managing their emotions. This involves teaching skills such as emotion recognition, expressing oneself healthily, and managing stress (Dybah, 2021).

Parents' role in helping teenagers' emotional regulation is very important to help them overcome emotional challenges that may arise during their development. Involving yourself in teenagers' lives, such as talking, playing, or doing activities together, can help strengthen the relationship between parents and children (Peter, 2015). It also provides an opportunity to share experiences and teach emotion regulation skills informally. By providing positive emotional support, facilitating the learning of emotion regulation skills, and creating a supportive environment, parents can play a critical role in helping adolescents overcome emotional challenges during adolescent development .

### CONCLUSION

Emotion regulation is a critical skill that plays a central role in an individual's personal and social development. On an individual level, emotional regulation allows a person to better face life's challenges. The importance of emotional regulation is clear in the context of teenagers who have this skill tending to be better at overcoming learning challenges, maintaining focus, and interacting with their surroundings. 7 out of 15 journals stated that emotional regulation was influenced by the role of parents. The results of this systematic review show that the presence and support of parents plays an important role in the development of adolescents' emotional regulation abilities. Parents who are actively involved in educating their children about emotion recognition and emotion regulation strategies make a positive contribution to the emotional development of adolescents.

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### **Conflict of Interest**

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