



EMOTIONAL REGULATION AND PSYCHOLOGICAL SUPPORT IN HIGHER EDUCATION



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Daniel Pinheiro da Silva¹, Cristina Moreira Cantareli Campos², Cinthia Camargo Morais³, Douglas Figueiredo Cossote⁴ and Doane Paula de Oliveira Castro Ferreira⁵.

ABSTRACT

The present study aimed to analyze the relationship between emotional regulation, psychological support, and academic performance, considering their impacts on the permanence of students in higher education. It investigated how the management of emotions influences academic adaptation and how universities can offer adequate support to minimize the effects of stress and burnout. To this end, bibliographic research was adopted based on the review of scientific articles, books, and institutional documents, selected through academic databases such as SciELO. The methodology involved the search, selection, and critical analysis of materials that address the theme, allowing the identification of individual and institutional strategies that favor the well-being of students. The results indicated that the adoption of emotion regulation strategies is associated with lower levels of stress and better academic adaptation. In addition, it was found that institutional psychological support services play a key role in preventing student dropout and promoting mental health. However, it was identified that the adherence of students to these services is still limited, which suggests the need for institutional actions to increase awareness and encourage their use. It was concluded that the interaction between emotional and institutional factors directly influences academic success, emphasizing the importance of educational policies aimed at the socio-emotional development of students.

Keywords: Mental health. Higher education. Academic adaptation. Institutional support. Resilience.

¹ PhD in Educational Sciences

Universidad de la Integración de Las Américas (UNIDA)

E-mail: daniel.pinheiro.silva@prof.am.gov.br

² Master of Science in Emerging Technologies in Education

MUST University E-mail: luiscrislara@gmail.com

³ Master of Science in Emerging Technologies in Education

MUST University E-mail: ccamargored1@gmail.com

⁴ Master in Physical Education

São Judas Tadeu University (USJT) E-mail: cossote.douglas@gmail.com

⁵ Master in Emerging Technologies in Education

MUST University

E-mail: doanecastro@gmail.com

INTRODUCTION

Emotional regulation and psychological support are determining factors for the academic adaptation of university students. The academic environment imposes significant challenges, requiring students not only to have a high level of cognitive performance but also to have socio-emotional skills that allow them to cope with the overload of activities and pressures associated with higher education. Thus, understanding how students manage their emotions and what institutional resources can be made available to help them is essential for promoting a more balanced learning environment.

The relevance of this theme is justified by the growing incidence of emotional disorders among university students, who often face difficulties related to academic stress, anxiety, and mental exhaustion. The psychological support offered by educational institutions plays an essential role in preventing these problems, and it is necessary to investigate the extent to which these strategies are effective and accessible. In addition, the debate on student permanence and academic performance must consider not only pedagogical aspects but also emotional and institutional variables that directly impact the trajectory of students in higher education.

In this context, the general objective of this study is to analyze the relationship between emotional regulation, psychological support, and academic performance, seeking to understand how these factors influence the adaptation of university students. More specifically, it seeks to: (1) identify which emotion regulation strategies are most used by students to face academic challenges; (2) to evaluate the impact of institutional psychological support in reducing burnout and academic stress rates; and (3) to verify which factors may hinder students' access to psychological support services.

To answer these questions, the research is guided by the following question: 'How do emotional regulation and psychological support influence the permanence and academic performance of university students?'

Methodologically, this study is characterized as bibliographic research based on the methodological principles discussed by Narciso and Santana (2024). The literature review allowed the critical analysis of previous research on the subject, ensuring a consistent theoretical basis. The analysis technique used consisted of the qualitative interpretation of data extracted from scientific articles, academic reports, and institutional documents, selected from specific criteria of relevance and timeliness. The data were collected systematically, ensuring the reliability of the information analyzed.

The development of the study is structured in sections. Initially, in Chapter 2, the fundamental concepts of emotional regulation, psychological support, and academic

performance are discussed, dialoguing with the existing literature. Then, in Chapter 3, the results and discussions are presented, in which the analyzed data are interpreted in the light of the theoretical references used, allowing the construction of reflections on the impact of emotional variables in higher education. Finally, in the Conclusion, the main findings of the study are summarized, highlighting the implications of the research and suggestions for future investigations.

Therefore, the present research contributes to the deepening of the debate on the importance of emotional regulation strategies and psychological support in higher education. By considering the relationship between these factors and academic performance, it seeks to provide subsidies for the formulation of educational policies that promote the well-being of students and favor their permanence in the academic environment.

METHODOLOGY

The present research was conducted from a qualitative approach, characterized by a systematic literature review on the relationship between emotional regulation, psychological support, and academic performance. This type of methodology made it possible to analyze previous academic productions, promoting the construction of a solid theoretical basis for understanding the factors that influence the permanence and success of students in higher education. As pointed out by Santana, Narciso, and Santana (2025), bibliographic research is based on the collection and analysis of previously published academic materials, allowing the deepening of knowledge on a given topic and the identification of gaps for future investigations.

In this context, the methodology adopted consisted of the identification and selection of relevant academic sources, including scientific articles, books, dissertations, theses, and institutional documents. In addition to these materials, official publications from universities and organizations focused on mental health in higher education were considered. This diversity of sources allowed a more comprehensive analysis of the impact of emotion regulation and psychological support on the academic path of students.

The study followed a set of structured steps. Initially, the theme was delimited, and the research guiding question was formulated. Next, the search for scientific materials was conducted in recognized academic databases, such as *SciELO (Scientific Electronic Library Online)*, a platform that brings together scientific journals from various areas of knowledge, ensuring access to peer-reviewed publications widely used in academic production. For the selection of materials, combinations of keywords were used, such as 'emotional regulation',

'psychological support', 'academic stress', 'student permanence', and 'academic performance'. These expressions were applied both in isolation and in combination to broaden the scope of the research and ensure that relevant data were obtained.

After selecting the sources, the materials were read and critically analyzed, considering methodological, conceptual, and empirical aspects addressed by the authors. This stage aimed to identify convergences and divergences between the studies consulted, allowing a theoretical dialogue that would support the construction of the discussions in the present work. As part of the process, the information extracted was organized into thematic categories, facilitating the understanding of the main factors associated with emotional regulation and psychological support in the academic context.

The approach adopted is based on the assumption that bibliographic research allows not only the consolidation of existing knowledge but also the identification of aspects that are still little explored in the scientific literature. According to Santana, Narciso, and Santana (2025), the systematic review of scientific materials makes it possible to build a reflective basis that subsidizes the formulation of new perspectives on a phenomenon. Thus, the present research contributes to the deepening of the discussion on mental health in higher education and reinforces the importance of institutional policies aimed at the well-being of students.

Finally, the methodology employed ensured the obtaining of a broad and grounded overview of the relationship between emotional regulation and academic permanence. The steps taken, from the definition of the theme to the analysis of the selected materials, ensured the construction of a study based on consistent theoretical references, enabling the formulation of relevant conclusions for the field of higher education and educational psychology.

COPING STRATEGIES AND EMOTIONAL REGULATION IN THE ACADEMIC CONTEXT

The academic context, characterized by high demands and strict deadlines, imposes challenges on university students that often trigger high levels of stress. According to Vieira-Santos and Silva (2022, p. 1625), "students who use strategies focused on the problem and social support tend to deal better with stress, which results in better academic adaptation". This approach suggests that the development of proactive skills aimed at solving problems and seeking social support can be a differential in the academic trajectory. However, it is important to consider that while these strategies are effective, academic adaptation depends on multiple factors, including the institutional context and the individual characteristics of the students.

In addition, Pellisson and Boruchovitch (2022, p. 1) reinforce this perspective by stating that "the results revealed that students report employing different strategies to regulate their emotions". This finding expands the understanding of Vieira-Santos and Silva (2022) by showing that, in addition to strategies focused on the problem and social support, students use a diverse range of techniques to deal with stress. This diversity of approaches indicates that emotional and behavioral responses vary according to the situation experienced and the individual perception of the stressor.

However, the complexity of the academic environment also brings out negative aspects. As highlighted by Abacar, Aliante, and António (2022, p. 17), "the main source of stress reported by the interviewees was academic overload". This observation reveals that, regardless of the strategies adopted, the excessive volume of tasks and academic expectations are critical factors in the genesis of stress. Thus, although coping strategies can mitigate the effects of stress, they do not eliminate stressors, which reinforces the need for institutional policies aimed at curricular organization and the balance of academic demands.

On the other hand, when considering the role of social support, the same authors (Abacar; Aliante; António, 2022, p. 19) state that "students who have social support networks develop a lower level of *stress*". This statement aligns with the perspective of Vieira-Santos and Silva (2022) by indicating that social support not only helps with academic adaptation but also acts as a protective factor against stress. Thus, the creation of support networks, whether formal, such as institutional mentoring programs, or informal, such as study groups and friendships, emerges as a viable strategy to promote academic well-being.

In addition, it is possible to establish a relationship between the use of emotional regulation strategies and the positive impact on students' mental health. Pellisson and Boruchovitch (2022) suggest that emotion regulation allows students to manage their reactions to academic challenges, promoting greater resilience. This resilience, when associated with the social support mentioned by Abacar, Aliante, and António (2022), creates a more favorable environment for adaptation and academic success.

However, it is necessary to highlight that the success of coping strategies depends not only on the external context but also on the individual's ability to identify and manage their own emotions. Pellisson and Boruchovitch (2022) emphasize that "students report employing different strategies to regulate their emotions", which demonstrates that self-knowledge and self-efficacy are fundamental in this process.

In summary, although stress coping approaches, focused on both the problem and emotional regulation, offer promising paths for academic adaptation, educational institutions must adopt proactive measures. Psychological support programs, curriculum flexibility policies, and the promotion of social support networks are elements that can enhance the positive effects of individual strategies. In this way, it is expected that coping with academic stress will be addressed holistically, considering the various dimensions that influence students' well-being.

EMOTIONAL REGULATION, PSYCHOLOGICAL SUPPORT, AND ACADEMIC PERMANENCE

The academic environment requires a high level of adaptation from university students since the challenges imposed by higher education can trigger significant levels of stress. In this sense, Abacar, Aliante, and António (2022, p. 45) state that "emotional regulation strategies were fundamental for students to face academic challenges". This indicates that the ability to manage emotions and respond adaptively to difficulties can contribute to better coping with academic demands. In this way, the development of emotional skills becomes an essential factor for maintaining well-being and productivity in higher education.

However, although emotional regulation strategies are relevant, they do not act in isolation to reduce the impacts of academic stress. As pointed out by Abacar, Aliante, and António (2022, p. 47), "the presence of psychological support programs in universities has reduced *burnout* rates". This suggests that institutional support has a complementary role to emotional self-regulation, providing students with a more welcoming environment and adequate resources to face academic challenges. In addition, the offer of psychological support allows students to develop more effective strategies to deal with emotional overload, promoting a balance between academic demands and personal well-being.

On the other hand, the absence of adequate psychological support can have severe consequences for students. According to Abacar, Aliante, and António (2022, p. 49), "academic *stress* can compromise not only performance but also the student's permanence in higher education". This argument demonstrates that without adequate coping strategies and without efficient institutional psychological support, students may have difficulties not only in carrying out their academic activities but also in continuing their studies. Thus, it is possible to establish a relationship between the development of emotional regulation strategies and the need for psychological support since both are essential to minimize the negative impacts of academic stress.

In addition, while individual emotional regulation strategies depend on the student's level of preparation to manage their emotions, institutional psychological support programs represent a broader policy that can reach a larger number of individuals. In this way, the joint action of these two factors can generate a healthier academic environment and favor the permanence of students in higher education. This reinforces the importance of implementing educational policies that ensure not only accessible psychological support but also the inclusion of content on emotional intelligence in the academic curriculum to prepare students for the emotional challenges of higher education.

In summary, although emotional regulation strategies are indispensable to deal with academic stress, their effectiveness can be enhanced through institutional psychological support programs. Thus, both the individual development of emotional skills and the presence of adequate institutional support play a fundamental role in the permanence and performance of students in higher education. Thus, it is essential that universities not only encourage the development of individual coping strategies but also invest in institutional policies that ensure continuous emotional support for students.

RESULTS AND DISCUSSIONS

The findings of this study reinforce the relevance of emotional regulation and psychological support as determining factors for the permanence and academic performance of university students. The analysis of the data revealed that those who adopt emotional regulation strategies demonstrate greater resilience in the face of academic challenges. In addition, it was found that the presence of institutional psychological support programs significantly reduces burnout rates, evidencing the importance of educational policies aimed at mental health in higher education.

In this sense, these findings highlight that academic success does not depend only on cognitive factors but also on emotional and institutional aspects. Stress management and the development of socio-emotional skills play a crucial role in coping with academic demands, allowing students to better cope with strict deadlines, high-impact assessments, and the overload of readings and activities. Thus, the integration of institutional initiatives that promote emotional well-being becomes an indispensable strategy for maintaining the quality of teaching and academic training.

In addition, the results found are in line with previous research that points to academic overload as one of the main factors that generate stress among students. The need to reconcile academic demands, personal commitments, and, in many cases, professional activities, imposes challenges that can compromise the quality of life and

academic performance. Studies indicate that, in this scenario, students develop different strategies to deal with stress, ranging from more adaptive approaches, such as planning and time management, to less effective strategies, such as avoidance or procrastination.

However, some limitations of the findings should be considered. One of the challenges faced by research on emotional regulation and psychological support in higher education is the predominance of cross-cutting methodologies, which make it difficult to analyze the evolution of emotional impact over time. In addition, the effectiveness of institutional strategies for psychological support can be influenced by external factors, such as the institution's infrastructure and the degree of accessibility of the services offered to students. The need for longitudinal studies that follow the academic and emotional trajectory of students from entry to completion of the course is, therefore, a fundamental aspect for a more comprehensive understanding of the subject.

In addition, one of the unexpected findings of this research was the low adherence of students to institutional psychological support services, even in the face of high levels of academic stress. This finding suggests that, although universities provide resources for emotional support, many students are reluctant to seek help. This phenomenon can be associated with several factors, such as the lack of information about the services available, the social stigma related to mental health, and the perception that psychological support is not a priority in the face of academic demands. Thus, educational institutions must develop strategies to increase awareness and acceptance of psychological services, promoting campaigns to encourage and demystify emotional support.

Given these considerations, future research may focus on better understanding the factors that influence student adherence to institutional psychological support initiatives. In addition, it is recommended to investigate preventive practices that can be implemented before the appearance of symptoms of emotional exhaustion, such as the introduction of socio-emotional development programs throughout the academic path. Another relevant possibility would be the analysis of the effectiveness of combined approaches, which integrate psychological support with more flexible pedagogical methodologies and teaching strategies aimed at promoting mental health. In this way, it is expected to contribute to the construction of a healthier academic environment that is favorable to the integral development of students.

CONCLUSION

The present study allowed us to answer the questions raised at the beginning of the research, demonstrating that emotional regulation strategies and psychological support play

a fundamental role in the permanence and academic performance of university students. The analysis showed that students who develop emotional regulation skills have greater resilience in the face of academic challenges, while the presence of institutional psychological support programs contributes to the reduction of burnout rates. Thus, the results obtained confirm the relevance of emotional and institutional variables in the adaptation to higher education, corroborating the need for educational policies aimed at promoting students' mental health.

The objectives of the research were fully achieved since the investigation allowed us to understand the relationship between emotional regulation, psychological support, and academic performance. It was possible to verify that academic overload is one of the main factors that generate stress, and the adoption of effective coping strategies is a determining factor to minimize its impacts. In addition, it was found that, although psychological support services are available in many institutions, student adherence is still limited, possibly due to factors such as lack of knowledge about the services offered, social stigma, or lack of time to seek help. These findings reinforce the need for institutional actions that encourage the use of these initiatives, as well as the development of programs that integrate emotional well-being into the academic path.

Based on the analyses carried out, the study contributes to future research by indicating the need for longitudinal investigations that follow the evolution of students' emotional strategies throughout their academic training. In addition, it is suggested that further studies explore the effectiveness of specific institutional interventions for the promotion of mental health in higher education, considering different pedagogical approaches and institutional contexts. Another aspect that deserves attention refers to the analysis of the barriers that hinder students' access to psychological support services, to enable more effective strategies to disseminate and encourage the use of these resources. Thus, it is expected that this research will contribute to the deepening of the debate on the impact of emotional variables on academic performance and to the construction of more inclusive and efficient policies in the field of higher education.



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