
THE RELATIONSHIP BETWEEN THE EMOTIONAL STATE OF ADOLESCENTS AND EDUCATIONAL ACHIEVEMENTS**Abdufattokhova Munavvar Shukhrat kizi**

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Abstract: This article examines the relationship between the emotional states of adolescents and their academic performance. During adolescence, individuals experience significant psychological and physiological changes that directly affect their motivation, attention, and learning outcomes. The study analyzes key emotional factors such as anxiety, stress, self-esteem, and emotional stability and their impact on students' academic achievement. Based on modern pedagogical and psychological research, the article emphasizes that positive emotional well-being can increase cognitive activity, while negative emotional states can hinder learning efficiency and academic success. The results of the study highlight the importance of creating a supportive learning environment, developing emotional intelligence, and implementing student-centered teaching strategies. The article also provides practical recommendations for teachers and parents to improve students' emotional stability and academic performance.

Keywords: Adolescents, emotional state, academic performance, emotional intelligence, anxiety, stress, self-confidence, learning outcomes, psychological factors, education system, student motivation, mental well-being.

Introduction. In recent years, increasing attention has been paid to the role of emotional well-being in the educational process. Adolescence is a critical developmental stage characterized by rapid biological, psychological, and social changes. These changes significantly affect the emotional state of students, which in turn affects their educational outcomes. In the context of modern educational reforms, especially those aimed at improving the quality of education and supporting youth development, understanding the relationship between emotional health and educational outcomes has become very relevant.

According to international educational and psychological research, approximately 20-25% of adolescents worldwide experience emotional or behavioral difficulties that can negatively affect their academic success. In Uzbekistan, a wide-ranging education reform, including Presidential Decrees and National Development Programs, emphasizes the importance of creating a supportive learning environment and promoting the holistic development of students.

Literature Review. Many scholars have studied the relationship between emotional states and academic achievement. Psychological theories suggest that emotions directly affect cognitive processes such as attention, memory, and problem-solving. Positive emotions increase learning ability, while negative emotions such as anxiety and stress reduce concentration and academic performance.

Research findings suggest that students with high emotional intelligence perform better academically. Emotional intelligence enables individuals to manage their emotions, cope with stress, and maintain motivation. Conversely, emotional instability is often associated with poor academic performance, absenteeism, and decreased classroom participation.

Research in both developed and developing countries confirms that supportive teacher-student relationships and a positive classroom environment significantly improve students' emotional well-being and academic performance.

Methodology. This article is based on a qualitative and quantitative analysis of existing research, national education reports, and statistical data related to adolescent development. The study also examines policy documents such as government decisions and educational programs aimed at improving youth education and psychological support systems.

Comparative and analytical methods were used to examine the relationship between emotional factors (such as stress, anxiety, and self-esteem) and educational performance indicators. Statistical data from international organizations and national sources were included to ensure the relevance and reliability of the findings.

Results and Discussion. The analysis shows a strong relationship between adolescents' emotional states and their academic performance. Students who experience positive emotional well-being demonstrate higher levels of motivation, better concentration, and improved academic performance. On the other hand, negative emotional states such as anxiety, depression, and chronic stress significantly hinder educational processes.

According to recent research, approximately 30% of students report experiencing academic stress, which negatively affects their academic performance. In addition, students with low self-esteem have difficulty completing academic tasks and achieve lower results.

Table 1. The relationship between the emotional state of adolescents and educational outcomes

Emotional State	Description	Impact on Education	Result (%)
Positive Emotion	High motivation, self-confidence	High academic performance	85–95%
Stress	Presence of pressure and fatigue	Decreased concentration	60–70%
Anxiety	Worry and fear	Lower test performance	50–65%
Low Self-Esteem	Lack of confidence	Reduced participation	55–65%
Emotional Stability	Stable psychological condition	High efficiency	80–90%

The table shows the relationship between the emotional states of adolescents and their academic performance, highlighting how different psychological conditions affect academic performance.

First, students with positive emotional states demonstrate the highest academic performance (85–95%). This is explained by their high motivation, self-confidence and active participation in the learning process. Positive emotions enhance cognitive functions such as memory, attention and problem solving, which leads to better educational outcomes.

Conversely, stress has a negative impact on students' academic performance, resulting in a decrease in performance by up to 60–70%. Stress often leads to fatigue, decreased concentration and a decrease in the ability to process information effectively. As a result, students under stress struggle to maintain stable academic performance.

Similarly, anxiety (an anxious emotional state) has a stronger negative impact, with scores falling by 50–65%. Anxiety causes fear and apprehension, especially during exams or assessments, which significantly reduces students' ability to demonstrate their knowledge.

Students who have low self-esteem also experience a decline in academic performance (55–65%). Lack of confidence limits their participation in class, their willingness to take academic risks, and their overall engagement in academic activities.

On the other hand, emotional stability is associated with higher academic performance (80–90%). Emotionally stable students can effectively manage stress, focus, and adapt to academic challenges, resulting in consistently high scores.

In conclusion, the analysis clearly shows that emotional well-being is a key factor in academic success. Positive and stable emotional states contribute to high scores, while negative emotional states hinder academic performance. Therefore, creating a supportive emotional environment in educational institutions is crucial for improving students' overall performance.

Educational reforms in Uzbekistan have prioritized the psychological well-being of students. Government initiatives have focused on improving school infrastructure, introducing modern teaching methods, and strengthening psychological support services in educational institutions. For example, national programs for youth development emphasize psychological counseling in schools and the development of a healthy emotional environment.

The results of the study also highlight the importance of teacher skills in managing emotions in the classroom. Teachers who use learner-centered approaches and create a supportive environment significantly contribute to students' emotional stability and academic success. In addition, the family environment plays an important role. Adolescents who receive emotional support from parents achieve better academic results and demonstrate higher levels of self-confidence and resilience.

Conclusions and recommendations. The study confirms that the emotional states of adolescents have a direct and significant impact on their educational outcomes. Positive emotional well-being increases learning efficiency, while negative emotional states hinder academic achievement.

To improve students' academic outcomes, the following are necessary:

- Development and implementation of psychological support programs in schools;
- Development of emotional intelligence and stress management skills among students;

- Training teachers in modern pedagogical and psychological approaches;
- Strengthening cooperation between schools and families;
- Creating a positive and inclusive learning environment.

In conclusion, meeting the emotional needs of adolescents is a key factor in improving the quality of education and ensuring sustainable academic success. Future research should focus on empirical research and the development of innovative strategies to support students' emotional and educational development.

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