



Revista on line de Política e Gestão Educacional  
Online Journal of Policy and Educational Management



<sup>1</sup> Baku State University and Odlar Yurdu University, Baku, Azerbaijan.

<sup>2</sup> Baku State University and Odlar Yurdu University, Baku, Azerbaijan.

<sup>3</sup> Nakhchivan State University, Nakhchivan, Azerbaijan.

<sup>4</sup> Azerbaijan University of Languages and Khazar University, Baku, Azerbaijan.

<sup>5</sup> Baku State University, Baku, Azerbaijan.



## PSYCHOLOGICAL ISSUES OF THE IMPACT OF STUDENTS' EMOTIONAL STATE ON THEIR SELF-REALIZATION

QUESTÕES PSICOLÓGICAS DO IMPACTO DO ESTADO EMOCIONAL DOS ALUNOS NA SUA AUTORREALIZAÇÃO

CUESTIONES PSICOLÓGICAS DEL IMPACTO DEL ESTADO EMOCIONAL DE LOS ESTUDIANTES EN SU AUTORREALIZACIÓN

Rashid JABBAROV<sup>1</sup>  
rashid.cabbarov@mail.ru  
Musviq MUSTAFAYEV<sup>2</sup>  
mustafayev76v@mail.ru  
Chapay GULIYEV<sup>3</sup>  
chapayquliyev@ndu.edu.az  
Jeyhun ALIYEV<sup>4</sup>  
ceyhunaliyev0056@gmail.com  
Yamen VALIYEVA<sup>5</sup>  
chapayquliyev@ndu.edu.az



### How to reference this paper:

Jabbarov, R., Mustafayev, M., Guliyev, C., Aliyev, J., & Valiyeva, Y. (2025). Psychological issues of the impact of students' emotional state on their self-realization. *Revista on line de Política e Gestão Educacional*, 29(esp.1), e025029. DOI: 10.22633/rpge.v29iesp1.20461

**Submitted:** 19/05/2025

**Revisions required:** 13/06/2025

**Approved:** 30/06/2025

**Published:** 31/07/2025

**ABSTRACT:** The study investigates how students' emotional states impact their self-actualization. Conducted between October and November 2023 with 96 university students from Azerbaijan (years I–IV), the research analyzed emotional state levels, self-realization characteristics, their interrelations, and potential influences. Findings revealed significant differences in self-actualization between students with stable and unstable emotional states. Notably, while both groups scored highest on the “Time Management” and “Self-Esteem” scales, students with stable emotional states achieved significantly higher results ( $p=0.04$ ). The study concludes that certain components of self-actualization are correlated with emotional stability, though not all aspects are directly influenced. These results suggest that fostering emotional balance can support students' self-realization and self-expression, contributing to their personal and academic development. The research highlights the importance of addressing psychological and emotional factors in educational environments to enhance students' ability to achieve their full potential.

**KEYWORDS:** Students. Stable Emotional State. Unstable Emotional State. Self-actualization. Self-expression.

**RESUMO:** O estudo investiga como o estado emocional dos estudantes impacta sua autoatualização. Realizada entre outubro e novembro de 2023 com 96 universitários do Azerbaijão (1º ao 4º ano), a pesquisa analisou os níveis do estado emocional, as características da autorrealização, suas inter-relações e influências potenciais. Os resultados revelaram diferenças significativas na autoatualização entre estudantes com estados emocionais estáveis e instáveis. Embora ambos os grupos tenham obtido as maiores pontuações nas escalas de “Gestão do Tempo” e “Autoestima”, os estudantes com estados emocionais estáveis apresentaram resultados significativamente mais altos ( $p=0,04$ ). O estudo conclui que certos componentes da autoatualização estão correlacionados com a estabilidade emocional, embora nem todos sejam diretamente influenciados. Os dados sugerem que promover o equilíbrio emocional pode favorecer a autorrealização e a autoexpressão dos estudantes, contribuindo para seu desenvolvimento pessoal e acadêmico. A pesquisa destaca a importância de abordar fatores psicológicos e emocionais no ambiente educacional para potencializar a realização plena dos alunos.

**PALAVRAS-CHAVE:** Estudantes. Estado Emocional Estável. Estado Emocional Instável. Autorrealização. Autoexpressão.

**RESUMEN:** El estudio analiza cómo los estados emocionales de los estudiantes influyen en su autorrealización. Realizado entre octubre y noviembre de 2023 con 96 universitarios de Azerbaiyán (de primero a cuarto año), la investigación evaluó los niveles del estado emocional, las características de la autorrealización, sus interrelaciones y posibles influencias. Los resultados revelaron diferencias significativas en la autorrealización entre estudiantes con estados emocionales estables e inestables. Aunque ambos grupos obtuvieron las puntuaciones más altas en las escalas de “Gestión del Tiempo” y “Autoestima”, los estudiantes con estados emocionales estables alcanzaron resultados significativamente superiores ( $p=0,04$ ). El estudio concluye que algunos componentes de la autorrealización están correlacionados con la estabilidad emocional, aunque no todos los aspectos se ven directamente afectados. Los hallazgos sugieren que fomentar el equilibrio emocional puede favorecer la autorrealización y la autoexpresión, contribuyendo al desarrollo personal y académico. La investigación destaca la importancia de abordar factores psicológicos y emocionales en entornos educativos para potenciar el pleno desarrollo de los estudiantes.

**PALABRAS CLAVE:** Estudiantes. Estado emocional estable. Estado emocional inestable. Autorrealización. Autoexpresión.

Article submitted to the similarity system



Editor: Prof. Dr. Sebastião de Souza Lemes

Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz..

## INTRODUCTION

The process of integration, including globalization, and intensive socio-economic and political changes creates numerous psychological problems that can lead to people's lack of faith in the future, increased anxiety, loss of the meaning of life and life prospects. Such problems significantly affect the level of psychological stability and well-being of citizens. These changes and the resolution of psychological problems are of particular importance for students and young people from vulnerable sections of society (Rusina, 2015). It should be taken into account that the problems of adaptation and the weakening of self-realization opportunities arising against the background of these changes are more evident in young people with an unstable emotional state.

From this point of view, in modern times, it is very important to investigate the psychological issues concerning the impact of students' emotional states on their self-realization. Various studies show that the development of emotionality in students is closely related to the development of self-realization and self-awareness (Jabbarov, 2017; Slobodchikov, 2000; Postolnik, 2020; Kudinov et al., 2020).

Studies indicate that nowadays, students' desire for self-affirmation is a priority. However, these manifestations can appear in different forms. The main reason is the almost complete lack of ability to consciously regulate behavior during youth. Therefore, students often fail to foresee the consequences of their actions (Ilin, 2001). These facts demonstrate that in such cases, the emotional state of students comes to the fore, and they interpret events by using emotional evaluation. From this perspective, the emotional state is one of the important foundations of the subject's behavior, activity and various forms of interaction with the outside world (Ilin, 2001).

It should be considered that the emotional states resulting from activity are not only an integral part of it but also a function of its regulation. Emotional states have many different manifestations, so they are classified in various ways in science. In terms of intensity and duration, emotional states can be long-term or short-term, and according to subjective experience, they can be evaluated from a positive or negative perspective. Many studies confirm that emotional states significantly influence the effectiveness of teaching (Jabbarov, 2017; Prokhorov, 2010; Kudinov et al., 2020).

Prokhorov (2010) analyzed the course of cognitive processes based on the emotional states of students and revealed that this process significantly impacts the success of educational activities (Prokhorov, 2010). However, studies conducted alongside this evidence indicate that the effect of emotion and situation on the self-realization of demands has not been studied in a single direction. Emotional and mental states, components of self-actualization,

and relationships with self-esteem have been brought into focus (Keppens et al., 2021; Khodak, 2017; Li, 2017).

Several studies emphasize that students are important parts of society and that their mental health, emotional safety, sense of purpose, achievement and success are the main goals of effective education. They are equipped with self-help constructs to overcome academic failures and difficulties. Although academics attribute emotion regulation and self-esteem to academic ability, no research has established a relationship between them (Heydarneja et al., 2022).

Although the influence of students' emotional states on self-actualization and the relationship between them have not been directly investigated, there are studies that do not deny the influence of these relationships (Kudinov et al., 2020). Chebikin (1989) demonstrated that emotions determine cognitive activity through corresponding mental states that affect the course of all mental processes (Chebikin, 1989). Ldokova and Panfilov (2013) examined the mental states of students (stress, frustration) in the complex conditions of educational activity (such as during exams) and specifically highlighted the impact of these situations on the learning process and the self-realization of requirements.

Many researchers agree that emotions play a crucial role in the learning process and therefore consider them the foundation for learning (Pekrun & Linnbrick-Garcia, 2014; Zeivots, 2016; Dirkx & Espinoza, 2017). At the same time, these authors themselves acknowledge that this field still requires deeper and more detailed research.

Pekrun et al. (2010) focused on emotions in education. From this point of view, they developed a solid theoretical approach and collected empirical data demonstrating the importance of emotions in learning (Pekrun et al., 2010). Although these data are of great importance for our research, at the same time, the analysis of the scientific literature shows that the effect of emotional situations arising in the educational and professional activities of students on their self-survival has not been systematically investigated, and research in this field is insufficient. This highlights the relevance of studying the effect of emotional states on the self-actualization of students in their educational and professional activities under modern conditions. The main goal of this study is to determine the relationship between the emotional state of students and their levels of self-actualization. This is a study aimed at investigating the influence and relationships existing in neutral situations.

## **METHODOLOGY**

The main goal of the research is to determine the relationship between the level of students' emotional state and their level of self-realization. For this purpose, quantitative and

qualitative samples were used. The approach adopted in the study was an example of a positive change in emotional state through self-actualization. Furthermore, within a variable-centered approach, we examined whether emotional state could explain the expected relationship between change and self-actualization. This is because the lack of development of students' self-expression and self-realization can suppress positive behaviors, prevent the development of social relations, and hinder the stabilization of emotional states, as well as the conditions required for them to feel safe.

A total of 96 students (54 girls (56.25%) and 42 boys (43.75%)) studying in different faculties of Baku State University and Odar Yurdu University (I-IV courses) participated in the study. Of the regularly participating students of both sexes, 60% attended the classes. They were informed in various ways, and their consent was obtained. After that, the research was conducted.

The following methods were used in the study:

1. Personal Orientation Inventory (POI) (Shostrom, 1992);
2. Self-assessment of emotional states methodology (Wessman & Ricks, 1966).

For the statistical processing of the empirical research results, mathematical statistics methods such as the Spearman correlation coefficient ( $r$ ) and one-way analysis of variance (ANOVA) were used. Quantitative data processing was performed using SPSS Statistics 22 software.

## RESULTS

Modern students prioritize the need for self-actualization and self-affirmation above all else. In addition, the mere development of professional qualities in students within the educational system is not sufficient for adaptation to modern conditions. Factors that negatively impact students' self-realization—such as maladaptation, emotional state, past traumas, etc.—create obstacles to establishing the conditions necessary for successful self-actualization and hinder adequate self-affirmation. Taking this into account, we conducted a study to determine the degree of influence of these factors on students.

The study was conducted with two groups covering courses I-IV. In the first group were those with certain stable emotional states (in personal life, education, etc.), and in the second group, the responses of those with unstable emotional states were summarized.

**Table 1.** Comparative indicators of students' emotional state

| Scales                         | Stable emotional state<br>Group A<br>N=96 |        | Unstable emotional state<br>Group B<br>N=96 |        |
|--------------------------------|---|--------|---|--------|
|                                | Hierarchy                                 | Scores | Hierarchy                                   | Scores |
| <b>Calm-anxiety</b>            | G1  | 8,0    | G1  | 4,0    |
| <b>Energy fatigue</b>          | G2  | 6,0    | G2  | 3,0    |
| <b>Happiness-sadness</b>       | G3  | 6,0    | G3  | 3,0    |
| <b>Lack of self-confidence</b> | G4  | 7,0    | G4  | 2,0    |

Source: Created by the authors.

As can be seen from Table 1, the main difference between group A and group B is on the calm-anxiety scale, which shows the progress of the emotional state. Thus, in group A, i.e., students with a stable emotional state, this indicator is normally in first place, while in students with an unstable emotional state, this indicator appears in fourth place. In order to determine how statistically significant the differences between group A and group B are among students, we considered it appropriate to compare them using the T criterion.

**Table 2.** Indicators of the T criterion of emotional state in students

| Scales                         | Stable emotional state<br>Group A |        | Unstable emotional state<br>Group B |        |
|--------------------------------|-----------------------------------|--------|-------------------------------------|--------|
|                                | Hierarchy                         | Scores | Hierarchy                           | Scores |
| <b>Calm-anxiety</b>            | 0,296                             | 15,6   | 1                                   | 17,2   |
| <b>Energy fatigue</b>          | 0,736                             | 7,4    | 2                                   | 9,4    |
| <b>Happiness-sadness</b>       | 0,421                             | 6,1    | 3                                   | 7,3    |
| <b>Lack of self-confidence</b> | 0,348                             | 31,2   | 4                                   | 34,7   |

Source: Created by the authors.

As can be seen from Table 2, no significant dependence was determined between groups A and B. There is some dependence, but it is at the level of these tendencies: CD (calmness-discomfort),  $p = 0.296$ ; EF (energy-fatigue),  $p = 0.736$ ; HS (happiness-sadness),  $p = 0.421$ ; SC (self-confidence-weakness) indicator,  $p = 0.348$ . This fact shows that there are no significant differences between the two groups in experiencing events that create an emotional state.

**Table 3.** Students' emotional state and their self-realization indicators of dependence between

|                                 | Emotional states | Medium indicator | Standard deviation | T criterion | The difference Extremium | Static relationship | Significance Level |
|---------------------------------|------------------|------------------|--------------------|-------------|--------------------------|---------------------|--------------------|
|                                 |                  |                  |                    |             | Positive                 | Negative            | 0,289              |
| <b>Stable emotional state</b>   | 8,5426           | 3,38629          | 0,38               | 0,168       | 0,162                    | 0,762               | 0,380              |
| <b>Unstable emotional state</b> | 7,1453           | 2,92514          | 0,32               | 0,193       | 0,086                    | 0,540               | 0,498              |

Source: Created by the authors.

As can be seen from Table 3, according to Kolmogorov-Smirnov's normal distribution test, there are significant relationships at the level of  $p = 0.3$  for group A and  $p = 0.6$  for group B. It can be seen from Table 3 that in group A, with a stable emotional state, self-actualization in demands is higher than in group B, i.e., the group with an unstable emotional state (at the level of  $p = 0.03$ ).

It was determined that although the values of the "Time determination scale" were in first place for both groups, the indicators in the group with a stable emotional state were higher than those in the group with an unstable emotional state ( $p = 0.04$ ). The indicators of the self-esteem scale in the group with a stable emotional state are higher than in the group with an unstable emotional state. However, this significance is not observed with high dependence ( $p = 0.01$ ).

As can be seen from the analysis of the indicators of emotional state and the scales of self-actualization, we can conclude that the significance level of the synergy scale is  $p = 0.008$ , and the significance level of the scale of perceptions of human nature is  $p = 0.006$ . The scores obtained by the students in the group with a stable emotional state showed that they were higher than those of the group with an unstable emotional state on the synergy scale and the scale of ideas about human nature.

Overall, the research has shown that some, but not all, of the components of self-actualization are correlated with emotional state. This means that the student's self-realization and self-expression can be fostered by stabilizing the emotional state.



## **DISCUSSION**

Many studies show that healthy personal development in higher education is more associated with a process aimed at expanding existing opportunities, self-realization, holistic self-awareness, and the formalization of constructive behavior (Shutenko, 2013). These studies overlap indirectly with our own research. Here, the relationship between self-actualization and emotional state is shown as the basis of mental health. Studies conducted in this direction show that the psychological health of an individual is directly related to self-actualization, especially at a young age (Pufal-Struzik, 1999).

In essence, the capacity for self-actualization is a property of psychological well-being, and the possibility of successful self-actualization is considered a source and indispensable condition for healthy personal development (Bradburn, 1969). Our findings also show that several studies have linked mental health and psychological well-being to individual self-actualization, and the results are consistent with their studies (Deci & Ryan, 2008; Rieff, 2014).

At the same time, in connection with the special needs of improving the experience, these studies emphasize the need to expand and deepen scientific knowledge about the self-realization of young people and note the importance of the emotional state in this process (Kudinov et al., 2020). Thus, self-actualization can be successful if the individual is involved in a sufficient number of activities and social relationships (Batishev, 1969).

From this point of view, it is possible to attempt to stabilize the emotional state by considering the establishment of the education sector as a space and experience of transfer and thereby increase the possibilities of self-realization (Ilyinsky, 2002).

However, Britz and Pappas (2010) note that modern students' self-esteem is at a low level, and such a situation acts as a barrier to their self-realization, cognitive abilities, manifestation of productive thinking, and behavior. However, the reason why self-esteem falls is not investigated.

Our research showed that, in most cases, the emotional state itself lowers the levels of self-actualization. Our results are similar to those of Bauer and McAdams (2004), King (2001), Markus and Kitayama (1999), and others; they coincide with the results obtained from their research and confirm the importance of our study.

## **FINAL CONSIDERATION**

In general, the research conducted reaffirms that if traumatic events and negative experiences dominate a student's life, their self-realization merely fills gaps formally. The energy spent on self-realization is diverted to adaptation, and personal development fails to reach the



necessary level. Thus, we can conclude that the instability of emotional well-being, negative experiences in education, traumatic situations, and the like play a significant role as barriers to self-realization. These barriers need to be identified, and conditions for self-realization in education must be created.

It was determined that there is a reciprocal relationship between the level of self-realization of students and the stability of their emotional well-being, with those facing serious emotional challenges having lower levels of self-realization. The results of the research once again demonstrate a positive and significant correlation between the level of students' self-realization and their emotional well-being at a confidence interval of 14%, with  $p < 0.01$ .

This correlation aligns with findings from previous research in the same direction. Research conducted by Avramenko (2015) indicated that students who have not experienced traumatic events in various fields of education demonstrate higher creativity. In other words, they exhibit a creative attitude towards their lives and activities, showing resistance to old behavioral stereotypes and possessing agility in communication, unafraid of embracing new behavioral strategies.

## REFERENCES

- Avramenko, N. N. (2015). Features of self-actualization of students in modern conditions. *Russian Journal of Education and Psychology*, 5(49), 608–623.
- Bauer, J. J., & McAdams, D. P. (2004). Personal Growth in Adults' Stories of Life Transitions. *Journal of Personality*, 72(3), 573–602. <https://doi.org/10.1111/j.0022-3506.20-04.00273.x>
- Britz, J., & Pappas, E. (2010). Sources and Outlets of Stress among University Students: Correlations between Stress and Unhealthy Habits. *Undergraduate Research Journal for the Human Sciences*, 9(1).
- Batishchev G. S. (1969) Activity of Human Being as a Philosophical Principle. In *The Problem of Human Being in a Modern Philosophy* (pp. 73–144). Nauka.
- Deci, E., & Ryan, R. M. (2008). Self-Determination theory: a macrotheory of human motivation, development and health. *Canadian psychology*, 49(3), 182–185. <https://doi.org/10.1037/a0012801>
- Dirkx, John and Espinoza, Ben (2017). "From Cognition to the Imaginal: Fostering Self-Understanding from and through Emotions in Adult Learning," *Adult Education Research Conference*. <https://newprairiepress.org/aerc/2017/papers/26>
- Heydarnejad, T., Ibrahim, K. A. A. A., Abdelrasheed, N. S. G. et al. (2022). The effect of academic emotion regulation on EFL learners' core of self-assessment and academic buoyancy: a structural equation modeling. *Lang Test Asia*, 12(57). <https://doi.org/10.1186-s40468-022-00207-z>
- Ilin, E.P. (2001). *Emotions and feelings*. Peter.
- Ilyinsky, I. M. (2002). *Educational revolution*. Moscow Humanitarian Social Academy.
- Jabbarov, R. (2017). Traumatic factors affecting the self-realization of students. *International Journal of Pharmaceutical sciences and research*, 8(6), 2682–2690. [https://doi.org/10.13040/IJPSR.0975-8232.8\(6\).2682-90](https://doi.org/10.13040/IJPSR.0975-8232.8(6).2682-90)
- Jabbarov, R. (2018). Researching of dependence between the self-realization and academic achievement of the students from different professional occupations. *Dilemas Contemporáneos: Educación, Política y Valores*, 5(3), 15–32. <https://www.proquest.com/docview/2247191400>
- Kudinov, S. I., Kudinov S. S., Mikhailova O. B., Kudinov V. S., & Imomberdieva N. M. (2020). Different self-attitude indicators in students and their self-realization in a University. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)*, 8(3), 47–59. <https://doi.org/10.23947/2334-8496-2020-8-3-47-59>

- Keppens, K., Consuegra, E., De Maeyer, S., & Vanderlinde, R. (2021). Teacher beliefs, self-efficacy and professional vision: disentangling their relationship in the context of inclusive teaching. *Journal of Curriculum Studies*, 53(3), 314–332. <https://doi.org/10.1080/00220272.2021.1881167>
- King, L. A. (2001). The Health Benefits of Writing about Life Goals. *Personality and Social Psychology Bulletin*, 27(7), 798–807. <https://doi.org/10.1177/0146167201277003>
- Khodak N. A. (2017). Features of the development of educational stress and the level of stress resistance among students of humanities and technical specialties in the higher education system. *Modern Higher School: Innovative Aspect*, 1(35), 48–59.
- Li, Y. (2017). Study on Psychological Health Problems and Countermeasures of University Student. *Creative Education*, 8(12), 1795-1802. <https://doi.org/10.4236/ce.2017.812123>
- Ldokova, G. M., & Panfilov, A. N. (2013). Mental states of students in complicated conditions of educational activity. *Concept*, (S1), 19–29.
- Markus, H. R., & Kitayama, S. (1999). Culture and the self: Implications for cognition, emotion, and motivation. In R. F. Baumeister (Ed.), *The self in social psychology* (pp. 339–371). Psychology Press.
- Perkun, R., & Linnenbrink-Gacia, L. (2014). *International handbook of emotions in education*. Routledge Publication.
- Postolnik, Yu. A., Bubentsova, Yu. A., & Kashenkov, Yu. B. (2020). Changing the emotional state of students based on the modernization of the process of physical education in a higher educational institution. *Eurasian Union of Scientists*, (2-1) (71), 26–29.
- Prokhorov, A. O. (2010). Interaction of mental states and cognitive processes of the subject (using the example of students' educational activities). *Experimental psychology*, 3(2), 33–44. [https://p-syjour-nals-.ru/journals-/exppsy/archive/2010\\_n2/29794](https://p-syjour-nals-.ru/journals-/exppsy/archive/2010_n2/29794)
- Ryff, C. D. (2014) Self-realization and meaning making in the face of adversity: a eudaimonic approach to human resilience. *Journal of Psychology in Africa*, 24(1), 1–12. <https://doi.org/10.1080/14330237.2014.904098>
- Rusina, S. A. (2015). Psychological well-being of students with different levels of role self-esteem. *Psychology*, (8)4, 76–83. <https://doi.org/10.14529/psy150409>
- Slobodchikov, V. I. (2000). *Psychology of human development: development of subjective reality in ontogenesis*. School press.
- Shostrom, E. (1992). *Anti-Carnegie or manipulator*. Polyphant.

Wessman, F. E., & Ricks, J. H. (1966). *Mood and personality*. Holt, Rinehart and Winston.

Zeivots, S. (2016). "Emotional highs in adult experiential learning. *Australian Journal of Adult Learning*, 56(3), 353–373.

### CRediT Author Statement

---

**Acknowledgements:** No.

**Funding:** This research did not receive any financial support.

**Conflicts of interest:** There is no conflict of interest.

**Ethical approval:** The work respected ethics during the research.

**Data and material availability:** The data and materials used in the work are not publicly available for access.

**Authors' contributions:** 20% each author.

---

**Processing and editing:** Editora Ibero-Americana de Educação

Proofreading, formatting, normalization and translation

