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PARECER A

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EDITOR SUMMARY

This article investigates the relationship between visionary leadership and crisis management among teachers, within an educational landscape shaped by rapid technological change and institutional challenges. Employing a rigorous quantitative methodology and drawing upon an up-to-date theoretical framework, the study reveals a strong correlation between leadership competencies and crisis management skills—despite generally low proficiency levels among the participating teachers.

The findings highlight the critical need for ongoing professional development to strengthen these competencies, which are essential for ensuring the effectiveness and safety of the school environment. The article makes a significant contribution to the educational literature by aligning theory, practice, and contemporary context, and it offers valuable insights for educational policy and teacher professional development. It is recommended that the introductory section be more concise and that the study's limitations be explicitly addressed for improved clarity.

ARTICLE ANALYSIS

INTRODUCTION

This study explores the psychological dimension of how students' emotional states influence their self-actualization. The article's introduction presents a timely and relevant theme, examining the relationship between students' emotional well-being and their ability to realize personal and academic potential in educational and professional settings.

The discussion is grounded in a broad theoretical perspective, supported by authors from different historical periods and academic schools.

- The research rationale is clearly presented;
- The articulation of the research problem and the identified gap in the literature—the lack of studies systematically linking emotional states and self-actualization in educational contexts—is well developed;
- The repeated use of expressions such as “modern times” should be revised, potentially using synonyms or rephrasing to avoid redundancy.

CRITICAL ANALYSIS

The article addresses a highly relevant topic within educational psychology and university pedagogy. The methodological design is sound, and the theoretical foundation is coherent.

Its primary contribution lies in identifying correlations between emotional stability and self-actualization levels among university students, underscoring the importance of emotional support in academic settings.

STRENGTH OF ARGUMENT

Overall, the article's arguments are consistent and well supported, especially in terms of theoretical grounding and the alignment between data and interpretations. However, to enhance argumentative robustness, the definitions of key concepts should be refined, and the study's limitations should be more clearly and explicitly discussed.

LIMITATIONS AND OPPORTUNITIES

Although the article presents a contemporary and well-structured proposal, certain aspects could be improved:

- There is excessive repetition of terms such as “modern times” and “emotional state”;
- The manuscript lacks information about the inclusion/exclusion criteria for participants and fails to address potential methodological limitations;
- Transitions between ideas could be more cohesive with the use of appropriate connectors;
- The discussion section could benefit from greater focus and specificity.

ENGAGEMENT WITH OTHER AUTHORS

The cited literature converges in recognizing the central role of emotional state in students' personal and academic development, particularly among those in vulnerable conditions. Rusina (2015) emphasizes that sociopolitical changes and their resulting psychological issues disproportionately affect young people from marginalized groups.

Jabbarov (2017), Slobodchikov (2000), Postolnik (2020), and Kudinov et al. (2020) argue that emotional development is intrinsically linked to students' self-awareness and self-actualization. Ilin (2001) notes that, due to emotional immaturity, young individuals struggle to foresee the consequences of their actions, making emotional state a cornerstone of behavior and interaction.

Keppens et al. (2009), Khodak (2017), and Li (2017) shift the focus to the emotional and cognitive components of self-actualization and their interplay with self-esteem. Ldokova and Panfilov (2013) demonstrate how stress and frustration—especially in high-pressure academic situations such as examinations—negatively impact learning processes and personal

fulfillment. Finally, Shutenko (2013) argues that healthy development in higher education is linked to expanded opportunities, reinforced self-awareness, and constructive behavior—all of which are directly dependent on self-actualization processes.

CONTEMPORARY RELEVANCE

The topic addressed in the article is highly pertinent to current educational challenges. Investigating the impact of emotional state on university students' self-actualization provides deeper insight into contemporary academic formation and supports the pursuit of solutions that integrate emotional development with educational success.

FINAL EVALUATION

The article presents a timely and well-founded analysis, underscoring its relevance in light of ongoing technological and institutional changes. The introduction is well organized and appropriately contextualizes the topic, although it could be more concise. The quantitative methodology is well aligned with the research objectives and reinforces the reliability of the findings, which reveal a significant correlation between the competencies under study—even though their overall levels remain low.

The research stands out for its clear articulation of theory and practice, supported by relevant authors, and highlights the need for continued investment in teacher training. Nevertheless, improvements are recommended in synthesizing the introduction, explicitly outlining the study's limitations, and making the recommendations for teacher professional development more precise.

In summary, this is a relevant and current study with the potential to inform educational practices and policy aimed at strengthening leadership and resilience in schools.

REQUIRED REVISIONS

Please highlight the following revisions in yellow within the manuscript:

- There is excessive repetition of terms such as “modern times” and “emotional state”;
- The manuscript lacks information about the inclusion/exclusion criteria for participants and fails to address potential methodological limitations;

- Transitions between ideas could be more cohesive with the use of appropriate connectors;
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