



## STUDYING THE INFLUENCE OF PSYCHOEMOTIONAL FACTOR ON THE HEALTH STATE OF STUDENTS

Karieva M.T.

Vorotnikova Zh.Sh.

Tashkent Pharmaceutical Institute, Uzbekistan

<https://doi.org/10.5281/zenodo.11383317>

### ARTICLE INFO

Received: 22<sup>th</sup> May 2024

Accepted: 28<sup>th</sup> May 2024

Online: 29<sup>th</sup> May 2024

### KEYWORDS

Psycho-emotional factor, health status, students, stress, anxiety, depression, academic performance, mental health, well-being, preventive strategies.

### ABSTRACT

*This article explores the influence of the psycho-emotional factor on the health status of students. With increasing academic pressures, social expectations, and technological distractions, students face a myriad of stressors that can impact their mental and physical well-being. The study examines the interplay between psycho-emotional factors, such as stress, anxiety, depression, and academic performance, and their effects on students' overall health. By analyzing the mechanisms through which psycho-emotional factors influence health outcomes, the article aims to provide insights into preventive strategies and interventions to promote students' mental health and well-being.*

## ИЗУЧЕНИЯ ВЛИЯНИЕ ПСИХОЭМОЦИОНАЛЬНОГО ФАКТОРА НА СОСТОЯНИЕ ЗДОРОВЬЯ СТУДЕНТОВ

Кариева М.Т.

Воротникова Ж.Ш.

Ташкентский фармацевтический институт, Узбекистан

<https://doi.org/10.5281/zenodo.11383317>

### ARTICLE INFO

Received: 22<sup>th</sup> May 2024

Accepted: 28<sup>th</sup> May 2024

Online: 29<sup>th</sup> May 2024

### KEYWORDS

Психоэмоциональный фактор, состояние здоровья, студенты, стресс, тревога, депрессия, успеваемость, психическое здоровье, благополучие, профилактические стратегии.

### ABSTRACT

*В данной статье исследуется влияние психоэмоционального фактора на состояние здоровья студентов. В условиях растущего академического давления, социальных ожиданий и технологических отвлечений учащиеся сталкиваются с множеством факторов стресса, которые могут повлиять на их психическое и физическое благополучие. В исследовании изучается взаимодействие психоэмоциональных факторов, таких как стресс, тревога, депрессия и успеваемость, а также их влияние на общее состояние здоровья студентов. Анализируя механизмы, посредством которых*



*психоэмоциональные факторы влияют на состояние здоровья, статья призвана дать представление о профилактических стратегиях и вмешательствах, направленных на укрепление психического здоровья и благополучия студентов.*

## O'QUVCHILAR SALOMATLIGI HOLATIGA PSIXOEMOTSIONAL OMILNING TA'SIRI O'RGANISH

**Karieva M.T.**

**Vorotnikova J.Sh.**

Toshkent farmatsevtika instituti, O'zbekiston

<https://doi.org/10.5281/zenodo.11383317>

### ARTICLE INFO

Received: 22<sup>th</sup> May 2024

Accepted: 28<sup>th</sup> May 2024

Online: 29<sup>th</sup> May 2024

### KEYWORDS

*Psixo-emotsional omil, salomatlik holati, talabalar, stress, tashvish, depressiya, o'quv samaradorligi, ruhiy salomatlik, farovonlik, profilaktika strategiyalari.*

### ABSTRACT

*Ushbu maqolada psixo-emotsional omilning o'quvchilar salomatligi holatiga ta'siri ko'rib chiqiladi. Akademik bosimning kuchayishi, ijtimoiy umidlar va texnologik chalg'itishlar bilan talabalar ruhiy va jismoniy farovonligiga ta'sir qilishi mumkin bo'lgan turli xil stresslarga duch kelishadi. Tadqiqot stress, tashvish, depressiya va akademik ko'rsatkichlar kabi psixo-emotsional omillarning o'zaro ta'siri va ularning talabalarning umumiy salomatligiga ta'sirini o'rganadi. Psixo-emotsional omillarning salomatlik holatiga ta'sir qilish mexanizmlarini tahlil qilib, maqola talabalarning ruhiy salomatligi va farovonligini mustahkamlashga qaratilgan profilaktika strategiyalari va tadbirlari haqida tushuncha berishga qaratilgan.*

**Introduction.** The health status of students is influenced by a multitude of factors, including physical, social, environmental, and psycho-emotional factors. Among these, the psycho-emotional factor plays a significant role in shaping students' overall well-being. Psycho-emotional factors encompass a range of psychological and emotional aspects, such as stress, anxiety, depression, self-esteem, and coping strategies, which can have profound effects on students' mental and physical health [1]. In recent years, there has been growing recognition of the prevalence of psychological distress among students, both in academic settings and in the broader society. Academic pressures, social expectations, peer relationships, family dynamics, financial concerns, and technological distractions contribute to the stressors faced by students, exacerbating feelings of anxiety, depression, and burnout [2]. Moreover, the transition to college or university, away from familiar support systems, can further heighten psychological vulnerability among students [3]. The psycho-emotional well-being of students has a direct impact on their academic performance and educational outcomes. Research suggests that high levels of stress, anxiety, and depression can impair



cognitive functioning, attention, memory, and problem-solving abilities, leading to decreased academic performance and productivity [4]. Persistent psychological distress may also manifest as absenteeism, procrastination, difficulty concentrating, and poor motivation, hindering students' ability to meet academic demands and achieve their potential [5]. Beyond academic performance, psycho-emotional factors can exert profound effects on students' physical health and well-being. Chronic stress, anxiety, and depression have been associated with a range of adverse health outcomes, including cardiovascular disease, gastrointestinal disorders, immune dysfunction, sleep disturbances, and substance abuse [6]. The physiological responses to stress, such as increased cortisol levels and inflammation, can contribute to the development of chronic health conditions and compromise immune function [7].

In addition to the direct health consequences, psycho-emotional factors can impact students' social relationships, interpersonal skills, and overall quality of life. Students experiencing psychological distress may withdraw from social activities, experience conflicts with peers or family members, and struggle to maintain supportive relationships [8]. Feelings of loneliness, isolation, and inadequacy can further exacerbate psychological symptoms and perpetuate a cycle of distress [9].

### **Materials and methods.**

#### The Prevalence of Psychological Distress Among Students:

Psychological distress among students has become increasingly prevalent in recent years, with studies reporting high rates of stress, anxiety, and depression among college and high school students [2]. The transition to higher education, academic pressures, social expectations, financial concerns, and technological distractions contribute to the stressors faced by students, impacting their psycho-emotional well-being [3]. Moreover, the COVID-19 pandemic has further exacerbated mental health challenges among students, with increased feelings of isolation, uncertainty, and disruption to routine exacerbating psychological distress [11].

#### Impact on Academic Performance:

The psycho-emotional factor significantly influences students' academic performance and educational outcomes. Research indicates a strong correlation between psychological distress and decreased academic performance, with high levels of stress, anxiety, and depression impairing cognitive functioning, attention, memory, and problem-solving abilities [4]. Students experiencing psychological distress may exhibit reduced motivation, difficulty concentrating, procrastination, and absenteeism, hindering their ability to meet academic demands and achieve their potential [5].

#### Physical Health Consequences:

Beyond academic performance, psycho-emotional factors can have profound effects on students' physical health. Chronic stress, anxiety, and depression have been associated with a range of adverse health outcomes, including cardiovascular disease, gastrointestinal disorders, immune dysfunction, sleep disturbances, and substance abuse [6]. The physiological responses to stress, such as increased cortisol levels and inflammation, can contribute to the development of chronic health conditions and compromise immune function, further exacerbating health problems among students [7].



## Psychosocial Implications:

The psycho-emotional factor also influences students' social relationships, interpersonal skills, and overall quality of life. Students experiencing psychological distress may withdraw from social activities, experience conflicts with peers or family members, and struggle to maintain supportive relationships [8]. Feelings of loneliness, isolation, and inadequacy can further exacerbate psychological symptoms and perpetuate a cycle of distress, impacting students' sense of belonging and well-being [9].

## Addressing the Psycho-Emotional Factor:

Recognizing the significant impact of psycho-emotional factors on students' health status, there is a growing emphasis on implementing preventive strategies and interventions to promote mental health and well-being in educational settings. Schools and universities are increasingly investing in counseling services, mental health education programs, stress management workshops, and peer support groups to address the underlying causes of psychological distress and foster a culture of well-being [10]. By providing students with access to resources, support networks, and coping strategies, educational institutions can empower students to manage stress, build resilience, and thrive academically and personally.

**Results and discussion.** The influence of the psycho-emotional factor on the health status of students is multifaceted and complex, encompassing various psychological, physiological, and social dimensions. The findings from existing research highlight the significant impact of psycho-emotional factors, such as stress, anxiety, and depression, on students' overall well-being, academic performance, and physical health. This section discusses the key results and implications of the influence of the psycho-emotional factor on students' health status, drawing upon relevant literature and research evidence. **Psycho-Emotional Factors and Mental Health Outcomes:**

Numerous studies have documented the detrimental effects of psycho-emotional factors on students' mental health outcomes. High levels of stress, anxiety, and depression have been associated with increased risk of mental health disorders, including generalized anxiety disorder, panic disorder, major depressive disorder, and substance use disorders [12]. The psychological distress experienced by students may manifest as persistent feelings of sadness, hopelessness, irritability, and loss of interest in activities, significantly impairing their quality of life and functioning [13]. Moreover, psychological distress can contribute to suicidal ideation and self-harm behaviors among students, highlighting the urgency of addressing mental health concerns in educational settings [14].

## Impact on Academic Performance and Educational Attainment:

The influence of the psycho-emotional factor extends beyond mental health outcomes to affect students' academic performance and educational attainment. Research indicates a strong correlation between psychological distress and decreased academic performance, with students experiencing high levels of stress, anxiety, and depression exhibiting lower grades, test scores, and graduation rates [15]. Persistent psychological distress may interfere with students' ability to concentrate, retain information, and engage in learning activities, leading to academic underachievement and disengagement from school [7]. Moreover, students experiencing psychological distress may be more likely to drop out of school or pursue less





challenging academic pathways, limiting their long-term educational and career prospects [15].

#### Physical Health Consequences and Long-Term Well-Being:

The psycho-emotional factor also exerts significant effects on students' physical health and long-term well-being. Chronic stress, anxiety, and depression have been linked to a range of adverse physical health outcomes, including cardiovascular disease, hypertension, diabetes, obesity, and immune dysfunction [16]. The physiological responses to stress, such as elevated cortisol levels and inflammation, can contribute to the development of chronic health conditions and increase susceptibility to infectious diseases [6]. Moreover, the co-occurrence of psychological distress and unhealthy lifestyle behaviors, such as poor diet, sedentary behavior, and substance use, further compounds the risk of adverse health outcomes among students [18].

**Conclusion.** The influence of the psycho-emotional factor on the health status of students is undeniable, with implications that extend across multiple dimensions of well-being. As evidenced by the literature reviewed, psychological distress, including stress, anxiety, and depression, can significantly impact students' mental, physical, and social health outcomes. Moreover, the COVID-19 pandemic has heightened these concerns, amplifying feelings of isolation, uncertainty, and disruption to routine, and exacerbating existing mental health challenges among students.

Addressing the psycho-emotional factor in students' health status requires a multifaceted approach that encompasses individual, institutional, and societal levels. Educational institutions must prioritize mental health promotion and provide accessible resources and support services to students. Counseling services, mental health education programs, and initiatives to foster resilience and coping skills are essential components of this approach. Additionally, efforts to reduce academic pressures, improve social support networks, and promote healthy lifestyle behaviors can mitigate the negative effects of psychological distress on students' health outcomes.

Furthermore, collaboration between educational institutions, healthcare providers, policymakers, and community organizations is crucial for developing holistic approaches to addressing students' psycho-emotional needs. By working together, stakeholders can create supportive environments that empower students to thrive academically, socially, and emotionally.

### References:

1. Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. Springer Publishing Company.
2. American College Health Association. (2019). *National College Health Assessment: Undergraduate Students Reference Group Executive Summary Spring 2019*.
3. Eisenberg, D., et al. (2007). Mental Health Service Utilization Among College Students in the United States. *Journal of Nervous and Mental Disease*, 195(2), 134-141.
4. Hembree, R. (1988). Correlates, Causes, Effects, and Treatment of Test Anxiety. *Review of Educational Research*, 58(1), 47-77.



5. Misra, R., & McKean, M. (2000). College Students' Academic Stress and Its Relation to Their Anxiety, Time Management, and Leisure Satisfaction. *American Journal of Health Studies*, 16(1), 41-51.
6. Cohen, S., et al. (2007). Psychological Stress and Disease. *JAMA*, 298(14), 1685-1687.
7. McEwen, B. S. (2008). Central Effects of Stress Hormones in Health and Disease: Understanding the Protective and Damaging Effects of Stress and Stress Mediators. *European Journal of Pharmacology*, 583(2-3), 174-185.
8. Qualter, P., et al. (2013). Loneliness, Interpersonal Distrust, and Alexithymia in University Students. *Journal of Educational and Developmental Psychology*, 3(1), 117-126.
9. Cacioppo, J. T., & Cacioppo, S. (2018). The Growing Problem of Loneliness. *The Lancet*, 391(10119), 426.
10. Stallman, H. M. (2010). Psychological Distress in University Students: A Comparison With General Population Data. *Australian Psychologist*, 45(4), 249-257.