

**THE IMPACT OF STUDENTS' DEPRESSION LEVEL ON ACADEMIC
PERFORMANCE**

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Abstract:

This article discusses the role of emotional stress in causing depression among students, negatively affecting their academic performance and academic results. This study provides parents, teachers, and other stakeholders with valuable information about their children's education and performance.

Keywords: emotional stress, apathy, depression, university students, academic performance, academic education, higher education, stress

Introduction

Higher education institutions are one of the strongest pillars of the growth of any country. Being the main stakeholder, the activities of higher education institutions largely depend on the success of their students. To compete successfully in the current dynamic industry environment, students need to not only develop their knowledge but also acquire imperative skills and abilities. In the current highly competitive academic environment, several factors such as social networks, academic quality, family and social ties, etc. affect the performance of students. Students constantly experience pressure due to various factors during their academic life, which ultimately causes emotional stress among students.

Emotional stress is a common factor that significantly reduces the individual's mental state. It develops when a person is unable to cope with his/her internal and external emotions. When emotional stress becomes chronic or exceeds a certain level, it affects the mental health of the person and can lead to various psychological disorders such as depression. Depression is a worldwide disease characterized by feelings of sadness and an inability to feel happy or fulfilled. It is currently a common disease and is increasing day by day. According to the World Health Organization, depression ranks third among the global burden of disease and is predicted to take first place by 2030.

The level of research on the problem. Thus, the analysis of psychological and pedagogical literature showed that today there is not enough research on the problem of emotional and emotional stress of the individual and self-control. However, certain aspects of this problem have been studied by well-known Russian scientists. In particular, theoretical and methodological aspects of self-management in mental states V.S. Agavelyan, G.Sh. Gabdreeva, V.A. Ganzen, B.V. Zeygarnik, O.A. Konopkin, N.D. Levitov, G.S. Nikiforov, N.M. Peysakhov, A.O. Prokhorov, Yu.E. Sosnovikova, Yu.I. Filimonenko, I.I. Chesnokova; mental states of students and teachers in the educational process G.N. Gening, A.V. Plekhanov, aspects related to self-management of the subject in professional activities, in extreme situations B.A. Vyatkin, Yu.A. Golikov, L.G. Dikaya, V.I. Melnikov, I.Kh. Mirzиеv; aspects of self-management in order to prepare personnel and eliminate stressful situations in the workplace; G.S. Nikiforov, T.S. Chuykova; aspects related to important methods and principles of self-management are interpreted in a unique scientific manner by G.Sh. Gabdreeva, Yu.A. Mislavsky, A.K. Osnisky, A.O. Prokhorov.

Depression leads to a decrease in energy, difficulties in thinking, concentrating and making many decisions. Students are the future support in building an educated society. For them, academic success is a major goal in life, and if students become victims of depression, it can have a serious impact. There can be several reasons for this: family problems, exposure to a new

lifestyle in colleges and universities, poor academic grades, teacher bias, etc. The main reason why students become depressed can also be chronic stress or academic pressure in studies. The high prevalence of depression in developing countries and low mental health literacy are theorized as one of the main reasons for the increase in mental disorders. The idea of cognitive appraisal theory was introduced in 1966 by psychologist Richard Lazarus in his paper "Psychological Stress and the Coping Process". According to this theory, appraisal and coping are two concepts that are central to any psychological theory of stress. Both are interrelated. According to the theory, stress is an imbalance between the conditions imposed on individuals and their coping resources. Since it was first introduced as a comprehensive theory, several subsequent theoretical modifications have occurred. The latest adaptation suggests that stress is not defined as a specific stimulus or a psychological, behavioral, or subjective response.

Rather, stress is viewed as a relationship between the individual and their environment. People evaluate the environment as important for their well-being and try to overcome excessive demands and difficulties.

Cognitive appraisal is a model based on the idea that stress and other emotional processes depend on a person's expectations about the importance and outcome of an event, encounter, or function. This explains why people differ in the intensity, duration, and quality of emotions they experience in response to the environment, which are objectively the same for everyone. These appraisals can be influenced by a variety of factors, including a person's goals, values, motivations, and so on, and are divided into primary and secondary appraisals, the specific patterns of which give rise to different types of stress. On the other hand, coping is defined as the efforts made by a person to minimize, tolerate, or master internal and external demands placed on them, a concept that is closely related to cognitive appraisal and therefore the operations of the person and the environment that are related to stress.

Individuals experience various psychological and physiological changes when exposed to pressure, such as stress. The feeling of stress can be due to external environmental factors or subjective feelings of individuals, which can even lead to psychological disorders such as anxiety and depression. Excessive stress can lead to health problems. In particular, negative effects have been observed due to high levels of stress affecting students' academic performance. Different methods are used to cope with stress. One method tries to identify the causes of stress, which leads us to different terms such as family stress and academic stress. Two factors, stress and depression, have been shown to have a significant impact on students' academic performance.

Emotional stress from academic activities is the most common source of stress for students. For example, students reported that academic-related stress, such as ongoing studying, writing papers, preparing for tests, and annoying professors, were the most important daily challenges. Preparing for exams and tests, competing in class, and having to learn a large amount of knowledge in a short period of time all contribute to academic stress. Perceived stress refers to a state of physical or psychological arousal in response to stressors. When students experience excessive or negative stress, they experience physical and psychological consequences. Excessive stress can lead to health problems such as fatigue, loss of appetite, headaches, and gastrointestinal problems.

University-related experiences can also contribute to depression in studies. An important thing to consider is that depression symptoms can fluctuate over time throughout the school year; Subjective and objective experiences are directly related to depressive disorders, and the stress that is specific to the university situation probably contributes to the differences in the experience of depression among university students.

University students in several countries have been studied for stress, and the results show that depressive disorders and specific anxiety are related to the needs and demands of education.

University students represent a large group of people who are going through a period of transition from adolescence to adulthood: this time is often considered the most traumatic for a person. This is then compounded by other problems, such as changes in social circles and the tension of exams, which can put students' mental health at risk. It has been concluded that one third of students will experience moderate to severe depression during their entire student life. This is a rate that may be higher than in the general population. Students from less privileged social classes are more vulnerable. Additionally, in an achievement-oriented environment (such as a college campus), students who are depressed may have low grades, feelings of failure, and low self-esteem because they perceive themselves as failures, perceive the world as unfair, and have uncertainty about the future. Additionally, students with low self-esteem are more likely to be reluctant to take on difficult assignments and projects, which can be detrimental to their academic careers.

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