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#### “EMOTIONAL STABILITY AND ACADEMIC STRESS IN DISTANCE LEARNING STUDENTS”

Annotation

The increasing reliance on distance education has highlighted a range of psychological challenges faced by students, particularly in managing academic stress. Among the key psychological traits influencing students' academic experiences is emotional stability – an aspect of personality that reflects an individual's ability to remain calm, resilient, and emotionally balanced in stressful situations. This literature review explores the relationship between emotional stability and academic stress in the context of distance learning. Drawing on empirical studies and psychological theories, the review identifies emotional stability as a significant predictor of stress regulation, academic self-efficacy, and student engagement. It also emphasizes how emotionally stable students are more likely to adopt adaptive coping strategies and maintain academic performance under pressure. Gaps in the literature are discussed, including the need for longitudinal and cross-cultural studies, and implications for educational design and mental health interventions are proposed. This article aims to provide a conceptual foundation for future research and practical initiatives to support student well-being in online education environments.

**Key words:** Emotional stability, academic stress, distance education, online learning, personality traits, student well-being, coping strategies, psychological resilience, higher education.

#### MASOFAVIY TA'LIM TALABALARIDA EMOTSIONAL BARQAROLIK VA AKADEMIK STRESS

Annatsiya

Masofaviy ta'limga bo'lgan ehtiyoj ortib borayotgani talabalar duch kelayotgan turli psixologik muammolarni, xususan, akademik stressni boshqarishdagi qiyinchiliklarni yuzaga chiqarmoqda. Talabani ta'lim jarayonidagi psixologik tajribasiga ta'sir ko'rsatadigan muhim shaxsiy xususiyatlardan biri bu — emotsional barqarorlik bo'lib, u insonning stressli vaziyatlarda xotirjamlikni saqlab qolish, chidamli va hissiy jihatdan muvozanatli bo'lish qobiliyatini ifodalaydi. Ushbu maqolada masofaviy ta'lim kontekstida emotsional barqarorlik va akademik stress o'rtasidagi munosabatlarni o'rganishga e'tibor qaratilgan. Empirik tadqiqotlar va psixologik nazariyalar asosida olib borilgan tahlillar shuni ko'rsatadiki, emotsional barqarorlik stressni boshqarish, akademik o'z-o'ziga ishonch va talaba faolligining muhim prediktoridir. Shuningdek, emotsional jihatdan barqaror talabalar ko'proq moslashuvchan muomala strategiyalarini tanlaydi va bosim ostida ham o'z o'quv samaradorligini saqlab qoladi. Adabiyotda mavjud bo'lgan bo'shliqlar, xususan, uzoq muddatli va madaniyatlararo tadqiqotlar ehtiyoji muhokama qilinadi. Shuningdek, ta'lim dizayni va ruhiy salomatlikni qo'llab-quvvatlash bo'yicha amaliy tavsiyalar beriladi. Ushbu maqola masofaviy ta'lim muhitida talaba farovonligini ta'minlashga qaratilgan keyingi tadqiqotlar va amaliy tashabbuslar uchun nazariy asos yaratishni maqsad qiladi.

**Kalit so'zlar:** Emotsional barqarorlik, akademik stress, masofaviy ta'lim, onlayn ta'lim, shaxsiy xususiyatlar, talaba farovonligi, moslashuv strategiyalari, psixologik bardoshlilik, oliy ta'lim.

#### “ЭМОЦИОНАЛЬНАЯ УСТОЙЧИВОСТЬ И АКАДЕМИЧЕСКИЙ СТРЕСС У СТУДЕНТОВ ДИСТАНЦИОННОГО ОБУЧЕНИЯ”

Аннотация

Растущая потребность в дистанционном образовании выявляет различные психологические проблемы, с которыми сталкиваются студенты, в частности — трудности в управлении академическим стрессом. Одной из важных личностных характеристик, влияющих на психологический опыт учащихся в процессе обучения, является эмоциональная стабильность, которая отражает способность человека сохранять спокойствие, устойчивость и эмоциональное равновесие в стрессовых ситуациях. В данной статье внимание уделяется изучению взаимосвязей между эмоциональной стабильностью и академическим стрессом в контексте дистанционного обучения. Анализ, проведенный на основе эмпирических исследований и психологических теорий, показывает, что эмоциональная стабильность является важным предиктором управления стрессом, академической самоуверенности и активности студентов. Также отмечается, что эмоционально стабильные студенты чаще выбирают адаптивные стратегии поведения и сохраняют учебную эффективность даже под давлением. Обсуждаются существующие пробелы в литературе, в частности, необходимость долгосрочных и межкультурных исследований. Кроме того, приводятся практические рекомендации по разработке образовательной среды и поддержке психического здоровья. Цель данной статьи — создать теоретическую основу для последующих исследований и практических инициатив, направленных на обеспечение благополучия студентов в условиях дистанционного образования.

**Ключевые слова:** Эмоциональная стабильность, академический стресс, дистанционное обучение, онлайн-обучение, личностные черты, благополучие студентов, стратегии совладания, психологическая устойчивость, высшее образование.

**Introduction.** The expansion of distance education in recent years, especially following the global shift during the COVID-19 pandemic, has highlighted the importance of understanding students' psychological characteristics in non-traditional learning environments. While flexibility and accessibility are core advantages of online education, students also face unique challenges, such as isolation, lack of real-time support, and increased responsibility for self-regulation. These challenges can intensify academic stress, especially among students with particular personality traits. One such trait—emotional stability—plays a critical role in how learners cope with pressure and uncertainty in virtual learning contexts [1].

**Emotional Stability: A Theoretical Overview.** Emotional stability, often defined as the inverse of neuroticism, is one of the five major personality dimensions described by the Five-Factor Model [2]. Individuals with high emotional stability tend to remain calm, confident, and resilient when facing challenges, while those low in this trait (i.e., highly neurotic individuals) are more prone to anxiety, mood swings, and negative emotional responses. In academic settings, emotionally stable students are often better at managing pressure, focusing on tasks, and maintaining a balanced perspective under stress. Empirical studies have shown that emotional stability contributes significantly to academic achievement, well-being, and student engagement, particularly when learners are placed in self-directed learning environments like distance education [3]. These environments often lack the structure and emotional support systems of face-to-face classrooms, placing a premium on students' internal coping resources.

Academic stress describes the mental and physical responses students exhibit when academic pressures go beyond what they can effectively handle or cope with. Distance education students, in contrast to their counterparts in traditional classroom settings, often report elevated levels of stress stemming from the simultaneous management of academic responsibilities, technological engagement, and personal obligations such as employment or caregiving duties. The lack of immediate feedback, limited social interaction, and reliance on asynchronous communication in online learning environments can further contribute to increased stress levels among students.

Numerous studies have consistently demonstrated that elevated academic stress is linked to lower academic achievement, ineffective time management, emotional exhaustion, and a higher likelihood of dropping out within distance education settings. In this context, emotional stability may serve as a psychological protective factor, helping to reduce the adverse impacts of common stressors in online learning environments.

**Literature Review.** Emotional stability plays a vital role in shaping how students perceive and respond to academic challenges. High levels of emotional stability are linked to effective coping strategies, lower perceived stress, and greater academic motivation [4]. Emotionally stable students are more likely to engage in problem-focused coping, where they actively address the source of stress—such as organizing study time or seeking clarification from instructors—rather than avoiding the problem or ruminating. According to Matthews, Zeidner, and Roberts, emotionally stable individuals experience less emotional reactivity in high-pressure situations. This lower sensitivity to stress makes it easier for such students to maintain attention, regulate their emotions, and perform academic tasks consistently. Conversely, individuals with low emotional stability tend to

rely on emotion-focused coping strategies, marked by heightened anxiety, avoidant behavior, and negative outlooks, which may hinder academic success and elevate the risk of dropping out in distance education settings.

One of the core demands of distance education is self-regulated learning—the ability to manage time, set goals, monitor progress, and stay motivated without direct supervision. Emotional stability significantly contributes to self-regulation by promoting impulse control, emotional balance, and persistence in long-term academic tasks [5]. Emotionally stable students tend to procrastinate less and demonstrate more consistent study routines. Their stability is also linked to resilience—the ability to recover from difficulties—which plays a vital role in online education. In virtual learning environments, resilience can be the key factor in whether a student persists despite experiencing frustration, loneliness, or technical issues. Emotionally stable individuals are more likely to show strong academic resilience, which contributes to greater satisfaction with their studies and lower stress levels.

In the modern digital learning landscape, students frequently encounter challenges like poor internet connectivity, unfamiliar software, or cognitive strain caused by managing several digital tools at once. Those with greater emotional stability are generally more adaptable and composed in these situations. They are less prone to feeling overwhelmed by rapid technological changes in education. On the other hand, students with lower emotional stability may see technical difficulties as more severe and unmanageable, leading to heightened emotional distress. These negative feelings can reduce their engagement with learning and result in decreased satisfaction with their academic experience.

**Materials and methods.** Several empirical studies have directly investigated the connection between emotional stability and stress levels among students, especially within digital learning contexts. In a study by Stupnisky emotional stability was found to significantly predict academic emotions such as anxiety and hopelessness, which in turn affected students' performance and persistence. Emotionally stable students consistently reported lower stress levels, even when facing deadlines or technical problems in distance courses.

Likewise, a study by Randler, Hummel, and Wust-Ackermann revealed that emotional stability had a strong inverse correlation with physiological symptoms of stress, such as fatigue, sleep disruption, and concentration difficulties. These findings suggest that emotional stability serves not only as a psychological buffer but also influences physical manifestations of academic stress. In online learners specifically, this trait is associated with reduced test anxiety and improved satisfaction with learning outcomes [6]. Furthermore, Karaman showed that distance learners with high emotional stability exhibited greater academic self-efficacy, a belief in one's ability to complete academic tasks successfully. This self-belief reduced the perception of stress and enhanced performance under pressure, even in self-paced environments.

In recent years, researchers have begun to focus specifically on the personality-stress dynamic in distance education settings. A study by Broadbent and Poon on Australian online students found that emotional stability was among the strongest predictors of online academic engagement and task persistence. Students who scored high in emotional stability were more likely to adapt to the online format, manage time effectively, and seek help when needed. In contrast, low emotional stability was a predictor of withdrawal intentions and technostress, particularly among learners unfamiliar with digital platforms or those lacking social interaction [7]. These results underscore the

vulnerability of emotionally unstable learners in asynchronous environments where motivation and self-discipline are crucial. Despite the promising evidence linking emotional stability and academic stress in distance education, several research gaps remain. First, most studies to date have relied on cross-sectional data, limiting our understanding of how these relationships evolve over time. There is a need for longitudinal studies to track how emotional stability influences stress coping throughout a full academic program. Second, many studies lack cultural diversity, focusing primarily on Western populations. Cultural norms around emotional expression and coping may moderate the role of emotional stability in stress perception, making it essential to conduct more research in diverse contexts, such as Central Asia, Africa, or Latin America. Third, very few studies integrate other personality traits or psychological variables (e.g., motivation, self-discipline) into a holistic model. Future work should explore how emotional stability interacts with multiple psychological and contextual factors to shape learning experiences in distance education.

**Results.** The synthesis of existing literature highlights emotional stability as a central construct in understanding student experiences in distance education. While academic stress has traditionally been examined through models such as Lazarus and Folkman's (1984) Transactional Model of Stress and Coping, the role of stable personality traits like emotional stability is increasingly recognized as a precursor to stress appraisal and coping behaviors. In the distance learning environment, this becomes even more relevant. The self-directed nature of online learning means that cognitive and emotional self-regulation are not optional but necessary. Therefore, a theoretical model that incorporates emotional stability as a foundational trait – shaping how students interpret academic demands and choose coping strategies – can better explain variance in outcomes such as performance, persistence, and psychological well-being. Moreover, Bandura's Social Cognitive Theory, with its emphasis on self-efficacy and personal agency, supports the idea that emotionally stable students are more likely to believe in their own ability to manage learning tasks effectively. Their calm disposition may foster adaptive learning beliefs, allowing them to remain task-focused even when facing digital challenges or academic pressure.

**Discussion.** Based on the reviewed findings, we propose a conceptual model where emotional stability functions as:

A moderator between academic stressors (e.g., workload, deadlines, isolation) and psychological outcomes (e.g., anxiety, burnout).

A predictor of coping strategy types (problem-focused vs. emotion-focused).

A facilitator of self-regulated learning behaviors, such as goal-setting, time management, and help-seeking.

This model helps bridge personality psychology and educational psychology, offering a more nuanced understanding of individual differences in distance

learning performance. Understanding the influence of emotional stability on academic stress can inform the design of more supportive online learning environments. For example:

Early screening tools can help identify emotionally vulnerable students who may benefit from additional coaching or mental health resources.

Emotionally responsive teaching methods, such as frequent feedback, structured schedules, and peer interaction opportunities, can reduce uncertainty and isolation.

Resilience training programs, including mindfulness, emotional regulation exercises, and stress management workshops, can improve students' coping capacities—especially for those low in emotional stability.

**Conclusion.** The literature consistently supports a strong relationship between emotional stability and academic stress, particularly in the context of distance education. Students with high emotional stability are better equipped to handle the challenges of online learning—such as isolation, self-regulation, and technological demands—due to their ability to manage emotions, stay calm under pressure, and maintain resilience. The evidence shows that emotional stability is a protective factor, enhancing academic performance, promoting adaptive coping mechanisms, and reducing psychological strain. It acts not only as a buffer against stress but also as a catalyst for positive academic behaviors like time management, motivation, and goal persistence. In contrast, students low in emotional stability often experience increased anxiety, procrastination, and burnout, particularly in online environments that lack structure and immediate social support. This makes emotional stability a critical trait to consider when designing, supporting, and assessing online learning programs.

**Directions for Future Research.** Despite the growing body of literature, several key research directions remain:

**Longitudinal Studies:** Future research should employ longitudinal designs to examine how emotional stability influences stress and learning outcomes over time, rather than relying on one-time data collection.

**Cultural Contexts:** Most existing studies focus on Western university settings. It is crucial to investigate these relationships in non-Western and multicultural contexts, such as Central Asia, Africa, or South America, to enhance global applicability.

**Integrated Models:** More studies should explore emotional stability within broader personality frameworks, examining how it interacts with other traits (e.g., conscientiousness, openness) and situational variables (e.g., teacher support, course design).

**Intervention Studies:** Experimental research is needed to assess whether targeted interventions (e.g., mindfulness training, resilience coaching) can enhance emotional stability or mitigate the impact of low emotional stability on academic stress.

**Technological Design and UX:** Exploring how user-friendly learning platforms and emotionally intelligent AI tools can reduce technostress for less emotionally stable students is an emerging and important area of interest.

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