

THE RELATIONSHIP BETWEEN NEGATIVE EMOTIONS AND ACADEMIC ACHIEVEMENT AMONG PRIMARY AND SECONDARY SCHOOL STUDENTS

¹Asst. Prof. Husam Mohsin Kaittan

¹First Rusafa Education Directorate, Fine Arts Institute, Morning Study, For Boys

Al-Amil/ husammhosin@gmail¹

Research Summary:

Humans possess emotions that vary depending on the situation they encounter and that control their behavior. Attention to behavior is one of the factors that determine a person's life activities. Emotions unleash positive energy that supports development and stability, and are the foundations that control their emotions. Therefore, emotions, depending on their type, are considered a motivator for a person's future. Through the field survey conducted by the researcher, For a group of schools in the city of Baghdad, a set of questions were presented to middle and secondary school students. The research problem was defined by the following question: Is there a difference in the feelings of students whether their studies have ended or are in the beginning of their academic achievement? The second chapter included the axes of the theoretical framework, while the third chapter included the research procedures. The descriptive analytical approach was used, which is based on studying phenomena as they are in reality and expressing them quantitatively. The magnitude and size of the phenomenon and the degree of its connection to other phenomena were clarified. The original research community consisted of all middle and high school students, for the academic year 2021-2022.

As for the research sample, the study sample was selected (79) students, and the division was as follows (39 second-year students and 40 sixth-year students), and a set of results were reached, including: 1- Academic achievement refers to the amount of knowledge and skills that the student acquires through the educational process, and is considered one of the most important indicators used to measure student performance. At school. Academic achievement is an educational term that expresses the academic results a student achieves as a result of their learning and participation in classroom and extracurricular activities.

2- A student also relies on their level of academic achievement to shape their academic and professional future, as it contributes to determining their abilities, potential, and cognitive gains, which helps them better plan their educational and life path. Keywords: Sources of human emotions - Environment and academic achievement - Thoughts and emotions

Chapter One / Research Problem:

Throughout their lives, individuals experience emotions that vary depending on the events they experience. At the academic level, students at various levels of education experience emotions that persist for different periods of their academic lives. Therefore, the researcher conducted a survey study of a number of schools Government and directed an open question to the students about the most The negative feelings that they experience and that affect their academic achievement, and through the answers of the survey sample, and on this basis, the current research sheds light on the relationship between negative feelings among students in the final stages and students in the initial and final stages of secondary school. The research problem was

defined by the following question: Is there a difference in the feelings of students whether the study is final or initial in their academic achievement?

Research objective:

To identify the relationship between negative emotions and academic achievement among primary school students.

Research limitations:

Objective limitations: Negative emotions among primary school students.

Spatial Boundary: Second Intermediate and Sixth Preparatory Stages (Al-Jawadain Intermediate School - Abdullah Bin Rawaha Preparatory School for Boys as a Model)

Temporary Boundary: The academic year (2012-2022)

Definition of Terms:

Negative Emotions: These are the emotions experienced by an individual that lead to feelings of unease or distress. They include a wide spectrum of emotions such as anger, fear, sadness, frustration, guilt, and others. These feelings are a normal part of the human experience, but their persistence or intensity can negatively impact an individual's mental health and overall behavior. Many11.

Academic achievement: This refers to the knowledge acquired by an individual through exposure to educational situations, training, and previous experiences. It can also be defined as the outcome of the academic effort exerted by the learner through their participation in various academic activities and educational situations. It is measured by the extent to which they benefit from the educational materials and pedagogical guidance they receive during their learning period.19

Chapter Two / Theoretical Framework / Topic One

Emotions and Dealing with Them: 22

Although dealing with negative emotions is complex, it is possible and becomes easier with consistent practice. However, some people struggle with this, resorting to suppressing these feelings and letting them accumulate internally without seeking to understand them or utilize them positively, which can have negative effects on mental and physical health.

Negative emotions, such as anger or frustration, are signals of a problem or something that requires change. Failure to respond to them appropriately can lead to them escalating into violent or inappropriate reactions.

There are several ways to deal with these emotions, and they can be divided into three main approaches:

- 1- Repression and suppression: These are two of the most common methods, in which emotions are buried deep within the psyche. Repression occurs unconsciously, while suppression occurs consciously and deliberately. These feelings are stored according to what the social environment and conscious and subconscious psychological programming permit. They are shaped by cultural norms and the surrounding family, which causes them to be internalized in a manner consistent with those values and norms.
- 2- Expression: This mechanism relies on venting negative emotions through body language or various behaviors, partially revealing emotions. This venting helps reduce psychological stress, but it doesn't always lead to a radical solution. Rather, it may intensify some emotions and give them additional energy, while the rest is suppressed and pushed beyond the realm of consciousness.

3- Escape: This involves avoiding confronting negative emotions by engaging in other activities, such as entertainment, excessive work, or even resorting to addiction. Escape from inner awareness is a form of psychological and social neglect, preventing the conscious emergence of emotions, leading to repetition of distracting behaviors as a defense mechanism. However, this behavior can develop into chronic addiction over time, and in some cases, it can lead to disorders. Social and psychological. For example, some students may use escaping their emotional and psychological pressures as an excuse to not commit to their schoolwork, which constitutes a psychological obstacle that negatively impacts their achievement and academic future.

Sources of Human Emotions: 4

Emotions are an essential component of human nature and hold significant evolutionary significance. Feeling afraid, for example, is accompanied by responses A physiological response that prepares an individual to deal with situations that require special effort or potential confrontation. This response leads to an increase in blood pressure, an increase in heart rate, and a stimulation of concentration, enhancing an individual's readiness for situations such as taking exams or escaping danger. Some other emotions also contribute to promoting positive social behaviors that support human continuity, such as interacting well with others. It strengthens family relationships and builds romantic emotional bonds, enhancing survival and social adaptation.

1- The Brain: Human emotions stem from chemical and neurological foundations within the brain, as they are the product of complex interactions between cognitive and emotional centers. Brain injuries can directly affect an individual's cognitive and emotional performance. When the brain processes sensory information from the environment, emotional responses associated with that information arise, and signals are sent to a number of vital systems in the body, such as the cardiovascular system, the musculoskeletal system, the endocrine glands, and the autonomic nervous system. These interactions indicate a close connection between an individual's emotional state and the accompanying physical responses, confirming the interplay of psychological and organic aspects in emotional experience. 6.

2- Language: Human language often uses metaphors based on bodily organs to express emotional states, and the "heart" is one of the most frequently used organs in this context as a symbol. For feelings. Feelings are individual, subjective experiences that vary in intensity and type from one person to another depending on their age and life situations. When spoken or written language fails to accurately convey feelings, an individual may resort to nonverbal means, such as gestures and facial expressions, as alternative tools to express their emotional state.¹² 3- The Heart: Throughout history, the heart has been depicted as the seat of emotions, the soul, and the spirit. This is a common vision among many cultures and civilizations throughout the ages.

Section Two:

Ideas, Emotions, and Memory: 10

Human beings rely on memory to realize the ideas through which they aspire to achieve their goals in life, and their memory is equipped for this purpose. There are several types of memory:

Each type occupies a specific area of the brain.

Among these types is short-term memory, located in the upper frontal lobe of the brain, a deeply ridged area of the brain's surface. This memory allows information to be stored for a short period of time, possibly as little as a few minutes. It is used to retain information necessary to continue performing a specific task, and is often forgotten. This information is quickly lost if not used.

If this information is used repeatedly, it is likely to be transferred to long-term memory, which allows information to be retained for long periods of time, possibly years or even a person's entire life. It is divided into:

Long-term memory is divided into three main types.¹²

First: Episodic Memory Associated with Personal Events

Memories associated with personal events are stored in distinct memory loops, with each event associated with a specific place and date. Recent research has confirmed that the hippocampus, located beneath the cerebral cortex, and the thalamus, located in the center of the brain, play an important role in forming these loops.

Memory. It is known that these brain structures do not reach full maturity at birth, which explains the poor clarity of memories in early childhood.²¹

Second: Procedural Memory

This memory enables us to master multiple skills and competencies through repetition and continuous practice, as these skills become semi-automatic actions. Procedural memory is located in a part of the prefrontal cortex, and it also participates in Subcortical structures known as gray matter nuclei.

Third: Semantic Memory (General Knowledge)

This memory contains information related to general knowledge about the universe, grammar, arithmetic, and words. This information is stored across multiple regions of the brain. When information is imprinted in any of the three forms of long-term memory, it leaves a biological trace in the form of changes in neurons, which It is known as memory consolidation. Interestingly, older memories are usually more stable and less susceptible to forgetting, and the process of repeated recall helps consolidate these memories for long periods.

Types of Negative Emotions: 18

Negative emotions often manifest as a sense of discomfort or unease within an individual. They serve as a warning sign that something is abnormal or inappropriate in the environment or psychological state. Although the natural human tendency is to reject these emotions, consciously dealing with and analyzing them is essential for acquiring appropriate coping skills and professional training.

The following are the most common negative emotions:

1. Sadness: Sadness appears as a reaction to unpleasant or unwanted events, causing the individual to feel depressed, tearful, and have low self-esteem. Sadness is often driven by experiences of physical or psychological separation, loss of something dear, failure, disappointment, or powerlessness.
2. Anger: Anger results from irritation or a sense of personal rights being violated. Motives for anger include situations in which an individual feels hurt, deceived, or betrayed, situations that hinder the achievement of personal goals and provoke a sense of injustice.

3. 3. Fear: Fear arises in response to the presence of real or potential danger. It serves as an alarm, alerting an individual to a potential threat to their safety. The level of fear is related to how well a person assesses their abilities and resources. Self-esteem is the ability to cope with the situation. A person who believes they are unable to deal with danger feels more fearful than someone who is confident in their ability to overcome it.
 4. 4. Hostility: Hostility represents a feeling of resentment and bitterness, and may be accompanied by implicit verbal or physical expressions. This state usually arises from exposure to physical violence or indirect suffering, or from witnessing irritating behavior or resentment from others toward them or their loved ones.
 5. 5. Hopelessness: Hopelessness is characterized by the feeling that there are no alternatives available to change a negative situation and the inability to muster the energy needed to change or cope. This feeling is commonly associated with depression, and studies have shown its association with suicidal thoughts and suicide attempts. The main triggers of hopelessness include deteriorating physical or mental health, social isolation, and chronic stress.
 6. 6. Frustration: Frustration occurs when an individual's expectations or desires are not met. This feeling increases the greater or more important the expectations are. The primary trigger for this feeling is failure to achieve goals or hopes, which causes feelings of frustration and psychological distress.
 7. 7. Hatred: Hatred is defined as an intense feeling of rejection or hostility toward a person or thing. It is often accompanied by a desire to harm or evil the hated object. The primary triggers of hatred stem from experiences, people, or events that cause suffering or threaten the individual's existence.
 8. 8. Guilt: Guilt arises from the belief or feeling of transgressing one's moral or social standards, especially when it causes harm to another person. The primary driver of this feeling is a sense of wrongness or wrongdoing. About an action, which provokes regret and a heavy conscience.
 9. 9. Jealousy: Jealousy is the feeling that arises when an individual suspects that someone close to them (such as a family member or partner) favors another person or is interested in another relationship. These feelings may be triggered in real or even imagined situations, as they are perceived as a threat to the relationship or the individual's emotional standing.
- Environment and Academic Achievement: 15
- The concept of academic achievement is one of the most widely used and important concepts, not only in the academic field, but also in various productive, intellectual, and agricultural settings. However, this concept is particularly prominent in the educational and teaching environment, where it plays a crucial role as a mandatory path to choosing the type of study and future profession. Therefore, academic achievement influences the definition of social role. The individual will assume the role they will play, the social status they will attain, and its impact on their self-image, their sense of success, and their ambition. The ultimate goal of academic achievement is to enable the individual to acquire life skills and noble morals that develop their personality, elevate their mind, nurture their body, and refine their conscience. This enables them to build themselves first, form a

family second, and contribute to building a civilized society third, thus enhancing Serving humanity and its just causes.

The Importance of Academic Achievement: 17

Academic achievement is the primary indicator reflecting the level of scientific progress in society, achieved as a result of the educational and pedagogical system adopted therein. It is also considered one of the most important aspects of a student's intellectual activity, and this is clearly evident in academic excellence. The importance of academic achievement is highlighted by its role. The progressive development of an individual's ability to attain a certain social status is based on their educational attainment, demonstrating the urgent need for knowledge and learning through continuous pursuit of this knowledge.

Academic attainment goes beyond simply completing academic levels and obtaining grades that qualify for academic advancement. It encompasses important aspects of life, as it is the mandatory path to choosing a course of study and a future career. This determines the social role an individual will play and the status they will attain, in addition to its impact on their self-image, sense of success, and level of ambition.

Academic achievement is receiving increasing attention from stakeholders in the education system, as it is an important criterion for assessing student performance at various educational levels. Continued academic achievement is considered essential for any society seeking growth and development, as through it, individuals can absorb the elements of progress, creativity, and discovery.

There is no doubt that academic achievement has a profound impact on shaping a student's personality, as it helps them realize their own abilities and potential. When a student reaches a good academic level, their self-confidence increases and their self-image is enhanced, which reduces feelings of anxiety and stress and strengthens their mental health. Conversely, poor academic achievement can lead to a loss of self-confidence, increased stress, and feelings of failure, which negatively impact the family and society.

Types of Academic Achievement:

Academic achievement varies from one student to another depending on their different mental and cognitive abilities, as well as their psychological and social tendencies. From this perspective, two main types of academic achievement can be distinguished. Students according to their response to their academic subjects:

1. High achievement (overachievement):

This type of achievement expresses a student's performance exceeding the expected level based on their abilities and aptitudes. An overachiever can achieve educational levels significantly higher than the average performance of their peers of the same mental age, and outperforms them unexpectedly. Studies examining the dimensions of high and low achievement using objective measures of personality have shown that high-achieving students are characterized by their ability to quickly retain and organize information in a way that facilitates recall. They also possess a strong drive to organize their world and continually connect information, making them competent and effective in their studies.

2. School lag:

School lag is an educational problem that students suffer from, causing distress for parents at home and teachers at school. This term is used when a student's

achievement level falls below their actual intelligence and mental potential. A student may have a high IQ but exhibit average or below-average academic achievement, indicating a deficiency in the educational process or other factors. It affects his achievement.

The organic causes of school dropout may manifest in conditions such as stress and tension, in addition to emotional causes that include turbulent emotions, anxiety, temporary depression, emotional instability, feelings of inferiority, and absent-mindedness.

School dropout is attributed to two main factors:

1. Congenital or structural causes: These result from deficiencies in the development of the mental system or the nervous system and associated bodily processes.
2. Functional causes: These include environmental and social factors that affect the child, such as deprivation of mental stimuli, poor family culture, or the social environment in which they grow up. These factors include residential location, means of transportation, crowded homes and neighborhoods, and the physical makeup of the child. The family's structure and the nature of relationships among its members.

It has been observed that academic failure is more prevalent in areas suffering from urban, social, and cultural backwardness. Parental culture and awareness, in addition to negative psychological attitudes toward their children's development, are among the most important factors influencing this problem. Factors affecting academic achievement:

Academic achievement is a complex process involving a variety of factors. Some factors are related to the learner himself, such as intelligence, achievement motivation, exam anxiety, and locus of control. Other factors are related to external factors, such as the learner's economic, social, and cultural environment.

A- Psychological factors:

Internal factors affecting academic achievement

Internal factors are those related to students' academic achievement, whether negatively or positively, and are represented by the following psychological factors:

1. Intelligence: Most psychologists agree that there is a close relationship between intelligence and academic achievement. Students with high intelligence typically achieve higher grades and tend to remain in school for longer periods. Conversely, some students with lower intelligence may be more likely to underperform schoolwork or even drop out of school early.
2. However, this does not mean that all low-achieving students are unintelligent. They may have good intelligence but lack perseverance or suffer from other causes unrelated to their intelligence, such as low self-esteem, poor motivation, or social and cultural influences. Therefore, a low-intelligence student should not give in to despair, and an intelligent student cannot automatically guarantee success without effort.
3. Achievement Motivation: Achievement motivation is the force that motivates an individual and directs their behavior toward achieving goals and success. It is an important factor that significantly impacts academic achievement.
4. Studies indicate that weak or low achievement motivation in a student may lead to poor academic performance, even if they are intelligent. The academic

levels achieved by students vary depending on their level of achievement motivation; the higher the motivation, the higher the achievement. Better.

Psychological

4. Self-esteem: Many researchers use the terms "self-esteem" and "self-concept" interchangeably, but others distinguish between them. Self-esteem is defined as the evaluative aspect of self-concept. Zeller argues that self-esteem is the value an individual attributes to themselves compared to others. factors affecting academic achievement.

5. Self-esteem is closely linked to academic achievement. Studies have shown that underachieving students feel inferior and have negative attitudes toward themselves. Conversely, many studies confirm that positive self-esteem and self-confidence are the starting point for academic success.

6. Locus of Control: The concept of locus of control is a psychological concept that has received extensive research and study. Locus of control refers to the extent to which an individual feels they control the events that affect their life, whether internal (self) or external (environmental). This concept influences how a student deals with academic challenges and directly impacts their academic achievement. These challenges include the economic, social, and cultural levels, as follows:

1- Socioeconomic level: The socioeconomic level is defined as the indicator that reflects the economic and social status of an individual or group. The importance of this level is clearly evident in its impact on academic achievement. It has a near-direct impact on the learning process through the financial resources and educational opportunities it provides, which contribute to supporting a student's academic progress.

The importance of economic status is evident in a family's ability to bear educational expenses, such as the ability to enroll their children in private schools with advanced educational standards. Therefore, a family's annual income represents an important variable that influences children's continued education.

For example, middle- and high-income families tend to provide better educational opportunities for their children than low-income families. Poor economic environments lack the necessary stimuli and stimuli that encourage children's cognitive development, leading to their academic lagging behind their peers in better-off environments.

2- Cultural Level: Culture. The cultural level is the set of behavioral patterns of a population group. It influences individual behavior, shapes a person's personality, and controls their experiences.

Family culture plays an important role in students' academic achievement. This culture is evident in the home environment, the father's attitude toward achievement, and the educational tools available at home, such as toys, magazines, and newspapers. These factors directly impact the quality of education within schools, because parents' culture contributes to their interaction and interaction with their children, which is reflected in their positive impact. This may seem logical, as a family's high-intellectual climate contributes to the formation of a balanced academic personality in children, which helps develop their educational abilities.

• The importance of academic achievement: Academic achievement is of great importance in the lives of students, as well as in the lives of those around them, including parents and teachers.

Academic achievement is receiving increasing attention from all those involved in the education system, because it is considered one of the basic criteria for evaluating student performance at various educational levels.²⁰

Students are interested in academic achievement as a path to self-realization and self-esteem.

• Reasons for poor academic achievement:

Subjective reasons related to the individual: These include personal factors that affect a student's ability to learn, such as the level of motivation, concentration, and self-confidence.

Environmental reasons related to the environment: These are related to the environment in which the student lives, especially the family and school environment, as the quality of family and school support greatly affects the student's achievement. Social reasons: These are related to the student's social relationships, such as:

Bad company, moral problems, or negative social influences. Psychological causes: such as low self-confidence, neglect, behavioral disorders, and anxiety, which hinder a student's ability to concentrate and learn.

Health-related causes: including frequent absences and hearing, visual, mental, or motor problems that limit a student's ability to continue studying and perform tasks comfortably.

Other factors: such as the quality of school administration and its role in creating a stimulating and attractive learning environment, which in turn affects the level of academic achievement.

• Methods of Assessing Academic Achievement:

The aim of an achievement test is to measure the extent to which a learner has acquired knowledge and skills in various areas, including:

recall, comprehension, application, analysis, synthesis, and evaluation. Methods of measuring academic achievement are commonly known as school examinations, which They are divided into three main types: Oral exams

Rely on posing questions directly to the learner and measuring their ability to respond immediately. Written exams involve answering written questions that measure different levels of achievement. Practical exams focus on assessing the learner's actual performance in practical or skill-based situations.

Chapter Three: Research Procedures:

This chapter provides a detailed overview of the research elements, including: A description of the research community

Identifying the characteristics of the community targeted by the research

Method of sample selection: An explanation of the approach used to select sample members representing the community

Description of research tools: A statement of the tools used to collect data, along with an explanation of the procedures for verifying their validity and reliability

Method of applying the tools: An explanation of the steps involved in applying the tools Sample Tools

1. Statistical Methods

Presentation of the statistical methods used to process and analyze the research data.

First: Research Methodology: Based on the nature and circumstances of the research, the descriptive-analytical approach was adopted. This approach is based on studying phenomena as they exist in reality and expressing them quantitatively to demonstrate the magnitude and extent of the phenomenon and its relationship to other phenomena, or qualitatively to describe the phenomenon and clarify its characteristics.

This approach relies on describing and explaining what exists, identifying the relationships and conditions that connect facts, observing common practices, and identifying trends and beliefs among individuals and groups, as well as the ways in which they grow and develop. The approach also includes attempts to predict future events.

The researcher employed this approach through induction of the theoretical aspect and previous studies, as well as through analyzing the practical aspect using statistical methods, arriving at an interpretation of the results. Second: The original research community: The original research community consists of all middle and high school students, for the academic year 2021-2022, as shown in the table below.

Third: The research sample, or what is called statistical samples: It is a part of the statistical community being studied.

That is, a subset of individuals from the statistical community, chosen for the purposes of collecting data, issuing judgments, and making decisions. The study selected a sample of (79) students, and the division was as follows: (39 second-year students and 40 sixth-year students).

Table (1) Distribution of the research sample

Research Community	Research Sample	Numbers	Total Selected	Numbers Percentage
Al-Jawadain	Second Intermediate School	390	students 10	(selected (10% of the total
Abdullah Bin Rawaha	Abdullah Bin Rawaha Sixth Intermediate	400	10 students School	selected (10% of the total)
(the total		790		Total % 20

To clarify further: That is, (10) students were selected from a total of (100) students from the number of middle school students, which was (390), and (10) students were selected from a total of (100) students from the number of high school students, which was 400.

Fourth: Methodology: The current study relies on the descriptive-analytical approach, which describes and analyzes data and information extracted from the application of research tools and measures, with the aim of interpreting the results and accurately understanding the dimensions of the phenomenon under study.

Fifth: Research Tools: 8- Negative Feelings Scale, consisting of 7 questions:

Table (2) shows the test of negative feelings of students and its relationship to academic achievement.

Phrase	Value	number of students	Level of significance	Mean
I think a lot before I do something that might harm the interests of .others and I refuse it	15.607	79	.000	1.588
I am keen to participate in positive social and recreational activities .with others	14.373	79	.000	1.513
.I stutter around people	24.283	79	.000	3.038
.I always hate myself	23.678	79	.000	2.888
I feel forgetful (or unable to concentrate) .from time to time	22.753	79	.000	2.738
I feel resentful and fed up with the world in .general	24.051	79	.000	2.713
I get discouraged .easily	25.289	79	.000	3.063

Fifth: Statistical methods used:

These methods are:

"-8 Arithmetic mean law:

$S = \frac{\sum S}{N}$ S: arithmetic mean.

Sum of the scores of the sample members."

Sum of the scores of the sample members.

N

-2 "The law of deviations from the mean: $S - S$.

S: The score of any individual in the sample on a given test.

S: The average score of the sample on a given test.

-3 The law of the correlation coefficient using the method of deviations (Pearson's law)."

r =

Where r: The correlation coefficient.

"S.S. Deviations: Each value in the series of values S from its mean."

"S.C. Deviations: Each value in the series of values Y from its mean."

H2.S: Standard deviation squared for the S values.

H2.Y: Standard deviation squared for the Y values.

-4 Student's Law (T):

$T = \frac{\sum Y - \frac{(\sum Y)^2}{N}}{\sum Y^2 - \frac{(\sum Y)^2}{N}}$ Student's Law.

$Mg H2.Y \times H2.S$

$Mg Y(\times Mg) H.S$

$S^2 S^2$

2

1S 2

S 2 + N 1 N 2

"S 8: Average score of the first group (the experimental group)".

"Q2: Mean score of the second group (control group)."

"A. 82: Squared standard deviations in the test or first group (experiment)."

"A. 22: Squared standard deviations in the test or second group (control)."

N: Number of sample members.

-8 Standard Deviation Law:

Where: N =

N: Standard Deviations.

M.H. 2: Sum of squared deviations of scores from the mean.

N: Number of sample members.

-2 Degrees of Freedom Law:

Degrees of freedom = n - 8. N: Number of sample members.

Results:

- 1- Academic achievement is the amount of knowledge and skills a student acquires during the educational process. It is an educational term used to refer to the results a student achieves in school through learning and various educational activities.
- 2- Academic achievement is a fundamental tool a student relies on to plan for their future life, as it aims to identify their abilities and achievements.
- 3- Academic achievement levels are influenced by several factors, starting with the family, moving on to the school, and reaching the social environment. To develop a student's ability to achieve academic achievement, parents and teachers must strengthen the relationship between school and home, and reinforce the bond between the student and their teacher. While encouraging them to persevere, work hard, and persevere.
- 4- A student who is academically adaptable has greater self-confidence, which increases their motivation and reduces factors that trigger frustration, stress, and anxiety. Therefore, academic achievement is the result of an interaction of environmental, psychological, and genetic influences, along with educational and learning factors.
- 5- The degree of acquisition a student achieves or the level of success they attain in a subject positively impacts their psychological state.

Recommendations:

The study recommends the following:

- 1- Strengthening the role of various activities that encourage the development of positive social behavior among students, and working to devise the best methods that contribute to the development and enhancement of positive emotions.
- 2- Employing students with high levels of social behavior to lead and organize various social activities within the school, thus fostering a spirit of initiative and teamwork among their peers.
- 3- Developing relationships and encouraging students to participate in various activities.

Suggestions:

1. Conduct further studies on the psychological aspects of students at all educational levels.

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