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## Psychological Factors Shaping Emotional States in Early Adolescence

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### ABSTRACT

Early adolescence is a critical developmental period marked by significant emotional and psychological changes. This study examines the psychological factors influencing emotional states during this stage, focusing on how these factors shape emotional expression, regulation, and overall well-being. Key variables explored include self-esteem, family dynamics, peer relationships, and stress management. The findings highlight the interplay between intrinsic characteristics, temperament, and extrinsic influences, including social and environmental conditions. Understanding these dynamics provides valuable insights into supporting adolescents in navigating emotional challenges and fostering resilience during this formative period.

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## 1. INTRODUCTION

Early adolescence is a transformative development phase characterized by rapid physical, cognitive, and emotional changes. During this period, individuals begin to navigate complex social environments, form their identities, and establish patterns of emotional regulation that often persist into adulthood. Emotional states in early adolescence are influenced by a dynamic interplay of psychological factors that include intrinsic traits, such as temperament and self-esteem, as well as extrinsic influences, such as family dynamics, peer relationships, and environmental stressors.

The emotional experiences of adolescents are pivotal to their overall development and well-being. Positive emotional states can foster resilience, enhance social interactions, and support academic achievement, while negative emotional states may contribute to difficulties such as anxiety, depression, and behavioral problems. Recognizing the importance of these emotional processes, researchers have sought to identify the key factors that shape emotional states during this developmental period.

The emotional states of early adolescents are shaped by a complex interplay of psychological factors, including cognitive development, emotional intelligence, and socio-cultural influences. As adolescents transition into this critical developmental stage, they experience significant changes in their emotional regulation capabilities, which are influenced by both biological maturation and environmental factors. Understanding these dynamics is essential for fostering psychological well-being during this period. Current research regarding this matter is explained in **Table 1**.

Regarding cognitive development and emotional regulation, there are several aspects: (i) Adolescents begin to independently regulate their emotions, utilizing strategies such as cognitive reappraisal, which allows them to reinterpret emotional stimuli to alter their feelings (Shum *et al.*, 2024), and (ii) The maturation of brain regions associated with emotional processing enhances their ability to manage emotions effectively, impacting their psychological health. Regarding emotional intelligence, there are several aspects: (i) Emotional intelligence plays a crucial role in how adolescents navigate their emotional landscapes. Research indicates that many adolescents exhibit low levels of emotional awareness and self-regulation, making them vulnerable to external pressures; and (ii) Programs aimed at developing emotional intelligence have shown positive outcomes, improving self-awareness and emotional control among adolescents. Regarding socio-cultural influences, there are several aspects: (i) The understanding of emotional expression is shaped by socio-cultural contexts, which dictate the norms for expressing and recognizing emotions (Yin, 2024); (ii) Family dynamics and educational environments significantly influence emotional development, with supportive settings fostering better emotional balance.

While the focus on emotional development is critical, it is also important to consider the potential negative impacts of inadequate emotional support and education, which can exacerbate emotional vulnerabilities during adolescence.

Today, “our children should be stronger, more educated, wiser, and, of course, happier than us! The life vocation of each of us, the parents, has taken a firm place in the minds and hearts of the general public. A great place is given to the study of the life and work of the great representatives of our people, who have served as an example for young people since ancient times, and the upbringing of the younger generation in the spirit of imitation. Let this be a role model for young people in a broader sense. However, to formulate this example correctly, it will be necessary to study the features of the pre-natural period, in particular early adolescence, in connection with modern realities and national traditions and identify appropriate socio-psychological and pedagogical measures

**Table 1.** Current studies.

Title	Insights	Ref.
The Relationship Between Cognitive Reappraisal and Psychological Well-Being during Early Adolescence: A Scoping Review Protocol	The paper's title matches your query, but it doesn't address your specific question.	<a href="#">Shum et al. (2024)</a>
Development and Influencing Factors of Adolescents' Cognitive Understanding of Emotional Expression Rules	The paper's title matches your query, but it doesn't address your specific question.	<a href="#">Yin (2024)</a>
Emotional dynamics in the development of early adolescent psychopathology: a one-year longitudinal study.	The paper's title matches your query, but it doesn't address your specific question.	<a href="#">Neumann et al. (2011)</a>
Emotional and adrenocortical regulation in early adolescence	The paper investigates how early mother-infant attachment influences emotional expression and regulation in early adolescence, highlighting the role of attachment security and disorganization in shaping behavioral and adrenocortical responses during emotion-eliciting situations, such as anger and fear.	<a href="#">Spangler and Zimmermann (2014)</a>
Dimensions Underlying Problem Behaviors, Emotions, and Related Psychosocial Factors in Early and Middle Adolescents	The paper investigates the interplay of problem behaviors, emotions, and psychosocial factors in early and middle adolescents, highlighting how positive coping resources and adult support influence emotional states, with implications for addressing internalizing and externalizing problems in this age group.	<a href="#">Brack et al. (1994)</a>

According to the leader of our country, youth must always be at the forefront of building a New Uzbekistan. The nation is creating broad opportunities to raise young people who think innovatively, freely express their opinions on current events, engage in creative and critical thinking, and master the art of communication.

This article presents reflections and opinions on the psychological factors influencing the manifestation of “Emotional states,” such as the family environment, friends and social surroundings, self-awareness and comparison, hormonal changes, academic achievements, and demands, as well as difficulties associated with the impact of technology.

This paper aims to explore the psychological factors that influence emotional states in early adolescence, with an emphasis on understanding how these factors interact to impact emotional expression, regulation, and mental health outcomes. By examining these elements, the study seeks to provide insights into effective strategies for promoting emotional well-being and supporting adolescents in navigating the challenges of this critical stage of life.

## 2. METHODS

The methodology and object of the research are the following: (i) The observation method. Through this method, the daily educational activities of adolescents are systematically observed; (ii) Psychological tests: studying anxiety and self-control in emotional states methodology.

## 3. RESULTS AND DISCUSSION

We hypothesized that the manifestation of emotional states during early adolescence is determined by the following factors: in particular, self-control in emotional states during early adolescence plays an important role and can be characterized by the ability to manage various

negative states in an individual. Additionally, strong anxiety in adolescents may have an impact on their academic activity, cognitive engagement, and emotional experiences.

In this study, we aimed to reveal the specific aspects of the relationship between self-control in emotional states and psychological factors through the issue of self-control in emotional states. It has been established in psychology that emotional states are subject to self-regulation. According to Ya. Reykovskiy, the strengthening or weakening of self-control leads to the emergence of vivid emotional problems. The rapid development of emotional reactions is accompanied by a deficiency (weakness) of self-control. The inability to self-regulate emotional states may lead to deviant behavior.

By the end of early adolescence, the process of self-control in emotional states naturally begins to occur unconsciously. However, when a student faces certain difficulties in academic activities and feels unsure about completing tasks correctly, the process of self-control becomes more explicit and conscious. One of the characteristics of self-control during early adolescence is that, during this period, students begin to pay attention to self-control not only to achieve intermediate and final results but also to clarify goals and develop plans.

The results of the empirical study were quantitatively analyzed, and the main indicators were presented in tables and diagrams.

According to the findings (see **Table 2**), the level of self-control in emotional states among the adolescent group was low ( $M=12.91$ ). At the same time, no significant variability was observed in the results among participants. This, in our opinion, is due to adolescents' uniform responses to external influences, conflicts with others, and internal contradictions. It should be noted that the manifestation of emotional states and their connection to the nervous system and individual psychological characteristics are particularly pronounced during early adolescence. Therefore, studying the formation of self-control in emotional states during this period is highly relevant.

**Table 2.** Level of Manifestation of Types of Self-Regulation in Emotional States.

Note	Value
Subjects	60 people
Self-Regulation in Emotional States	12.91
Self-control in the process of activity	17.64
Self-control in the process of socialization	17.71

In daily life and our lifestyle, how individuals express and regulate their emotions can be divided into several categories. The personal traits of self-regulation in emotional states form an individual's psychological portrait. Some researchers focused on if a person has strong rationality and can look rationally at their shortcomings and achievements, they can control themselves. On the other hand, if a person is dominated by emotions, affect, feelings, and self-love, this individual cannot control themselves ([Buriyeva & Omonovich, 2024](#)).

Generally, individuals with weak self-regulation in emotional states are described as excitable, conflict-prone, impulsive, and unstable. Those with high emotional excitability are inclined to act impulsively and make decisions without thinking. Impulsive individuals are the opposite of balanced people who can control themselves.

Individuals who can self-regulate in high emotional states are introverts with a strong nervous system and low levels of neuroticism and anxiety. This means that in adolescence, some individuals may have heightened emotional responses, while others exhibit the opposite. This interaction between emotional states and self-regulation is one of the defining features of this period. As mentioned earlier, self-regulation as a personal trait manifests based on the principle of homeostasis. Some researchers said that we must always control our emotions, passions, and feelings. Thus, they do not get out of hand, and when they

become too intense, we must ensure they do not go beyond control ([Omonovich & Ergashevna, 2024](#)).

In emotional situations, we are often unaware of the components and consequences of self-regulation in emotional states. In some adolescents, emotional self-regulation may go unnoticed because it is so fleeting, while in others, it may last longer due to indecisiveness. The difficulties and failures in seeking the mechanisms that ensure emotional stability lead many researchers to doubt the existence of self-regulation.

Despite the challenges of adolescence, it should not be concluded that emotional self-regulation is absent. Research results show that in the process of self-regulation, the adolescents' activity levels are high, with significant statistical relevance. However, there is a noticeable variation in these results. This may be due to differences in adolescents' self-regulation depending on the importance of the activity or task.

It is also important to emphasize that self-regulation manifests not only during daily activities but also in professional training. The success of professional preparation is directly related to the ability to demonstrate self-regulation in activities. Highly engaged students tend to demonstrate greater emotional regulation compared to those who are less engaged. The level of confidence in a chosen profession directly affects an individual's ability to regulate emotions during their professional activities.

Some researchers explored the types of self-regulation in vocational education. These studies suggest that adolescents' ability to regulate their behavior in educational activities is a critical factor in their overall success ([Omonovich et al., 2024](#)).

Some researchers focused on the increase in the effectiveness of self-regulation in the following factors: clearly defined goals, methods, and sequences for solving tasks, actions controlled by students, the implementation of special assignments aimed at developing skills to manage personal actions based on self-regulation, successful transition from simple exercises to complex tasks, and the development of special methodological methods by students ([Truog et al., 2008](#)).

There are three types of self-regulation: preliminary, working, and final. The first type is implemented before starting the work when familiarizing with the specifics of the material and equipment. The second type occurs during the task execution process and aims to determine the effectiveness of the changes based on the set goal. Finally, the final self-regulation checks the results of the work, i.e., it involves verifying how well the set goal has been achieved. The classification developed corresponds to a temporary principle ([Hahm, 2012](#)). In early adolescence, the content of communication with parents and adults is based on the sense of growing up. The resistance and objections that adolescents show toward attempts to limit their rights are usually concerning for adults as well. Most adolescents feel the need for the support of adults in communication. Joint activities help adolescents understand adults better. Adolescents feel a strong need to share their concerns and problems about the changes they are experiencing, but they never initiate the conversation.

It is known that socialization is the process of acquiring social experience and actively adapting it during life activities. Socialization is a purely socio-psychological and sociological concept, referring to the process by which an individual is influenced by the surrounding external social environment, acquires norms and rules, and the degree of assimilation is expressed. In its broad sense, this concept involves the individual's growth and development under the influence of the external environment and society.

In the process of socialization, the results of self-regulation in early adolescence ( $M=17.71$ ) show a high level of significance. There is a noticeable inconsistency in the results obtained in self-regulation during the socialization process. This, in turn, is described by the extent to

which early adolescents accept and conform to social demands and norms. Furthermore, considering that the process of socialization intensifies in early adolescence, some adolescents try to fully follow social rules and norms, while others demonstrate that it is not necessary to accept them. It is important to note that the adolescent's understanding of reaching adulthood and the emerging sense of maturity (given that communication leads this period) signifies that successful self-regulation is crucial for effective socialization.

Among peers and classmates, adolescents show their cooperative qualities. Due to their dependence on their peer group, they are ready to conform to the group's opinion and follow its decisions. Active participation in group life and a desire for emotionally rich activities are key features of this age. The experience gained from interpersonal relationships in the group directly influences the individual's development. The sense of duty and responsibility within the group, the desire for mutual assistance, unity, and obedience when needed are characteristics that develop both individual and collective interests. For early adolescents, the opinions and behaviors of peers in the group are crucial.

Social status reflects an individual's participation in various social groups and systems of social relations. Accordingly, the most complex form of self-regulation is manifested in the process of socialization. In the process of communication with others, an individual adjusts their behavior and relationships according to the social norms they have internalized, using self-regulation mechanisms. These norms serve the function of maintaining social order or discipline in society. As T. Shibutani notes, every member of society controls their actions, adjusting themselves based on others' reactions. Thus, the formation of self-regulation during socialization is evident in an individual's ability to evaluate themselves through the eyes of others. Research results show that self-regulation in emotional states is particularly significant among the components of self-regulation. The level of self-regulation in activities and socialization processes varies depending on the situation. Since an adolescent's daily life involves different levels of difficulty and complexity, emotional self-regulation is required in every aspect. In early adolescence, it is essential to investigate not only the internal connections of self-regulation but also its relationship with other psychological phenomena. On one hand, understanding this necessity, and on the other hand, considering that emotional states are connected to volitional processes, the next stage of research aims to identify specific features related to the relationship between self-regulation in early adolescence and volitional qualities. Finally, this study adds new ideas as reported in **Table 3**.

**Table 3.** New ideas.

No.	Title	Ref.
1.	Investigating the emotional trajectory of Ph.D. students via qualitative research: bridging the gap between expectations and reality	(Zhang <i>et al.</i> , 2024)
2.	Designing home-based childcare program for stimulating social-emotional development in early childhood	(Wahyuni <i>et al.</i> , 2021)
3.	Emotional intelligence and leadership behavior of secondary schools' principals of the division of Sultan Kudarat, The Philippines	(Estrellan & Loja, 2021)
4.	Emotional intelligence as a predictor of academic stress management among undergraduate students	(Adio & Lasisi, 2023)
5.	The emotional intelligence dimensions among foundation students	(Bongsu & Bakar, 2023)
6.	Anti-bullying act of 2013 and holistic development of secondary students in term of emotional development, mental development, and social development.	(Malaguial <i>et al.</i> , 2024)
7.	Emotional intelligence, job satisfaction, reward system and organizational commitment among workers	Afolashade <i>et al.</i> (2024)
8.	Emotional maturity and emotional adjustment of adolescents with emotional and behavioral disorder	Adesokan <i>et al.</i> (2024)



**Table 3 (continue).** New ideas.

No.	Title	Ref.
9.	Emotional stability as correlate of students' academic performance in primary schools.	<a href="#">Olarewaju et al. (2024)</a>
10.	Ecopsychology, restorativeness, spiritual values and emotional disturbances among undergraduates students: A systematic literature review	<a href="#">Ahmad and Bakar (2023)</a>

#### 4. CONCLUSION

Early adolescence is a pivotal stage of development where emotional states are shaped by a complex interplay of psychological factors. This study highlights the significant roles played by intrinsic characteristics, such as temperament and self-esteem, and extrinsic influences, including family dynamics, peer relationships, and environmental stressors. These factors collectively contribute to the way adolescents experience, express, and regulate their emotions. Understanding these dynamics is crucial for fostering emotional well-being during this critical period. Positive reinforcement of self-esteem, healthy family and peer interactions, and effective stress management strategies can serve as protective factors against emotional distress. Additionally, addressing these influences through targeted interventions can help adolescents build resilience and develop adaptive emotional regulation skills. By shedding light on the intricate relationships between psychological factors and emotional states, this study provides a foundation for developing comprehensive approaches to support adolescents' emotional health. Such efforts are essential for enabling young individuals to navigate the challenges of adolescence and lay the groundwork for their long-term psychological and social well-being.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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