

THE IMPACT OF ANXIETY ON ACADEMIC PERFORMANCE IN ADOLESCENCE

Kuvshinova NM¹✉, Sokolova NV¹, Gubina OI², Karpukhina AV³¹ Voronezh State Pedagogical University, Voronezh, Russia² Burdenko Voronezh State Medical University, Voronezh, Russia³ Peoples' Friendship University of Russia (RUDN University), Moscow, Russia

Anxiety should be considered as impaired adaptation in a particular situation. It can negatively impact mental health, quality of life, overall well-being, and disrupt schoolchildren's education and development. The study aimed to assess how anxiety levels influence the academic achievement of today's adolescents using psychodiagnostic tools. The researchers assessed levels of school-related, situational, and personal anxiety among ninth graders in Voronezh using the School Anxiety Test by B.N. Phillips and the Spielberger–Hanin Anxiety Scale, analyzing gender differences and the subsequent impact of anxiety on academic performance. Statistical methods were applied to the test data. The study found that most participating schoolchildren showed a normal level of anxiety. However, girls had higher levels than boys. As for the link between anxiety and academic performance, we did not identify an interconnection that, influenced by certain factors, may have a positive or a negative effect on the education-related productivity of adolescents. The results of this study complement the existing body of knowledge on the issue.

Keywords: anxiety, teenagers, personal and situational anxiety, school anxiety, academic performance

Author contribution: Kuvshinova NM — article authoring, editing; Sokolova NV — study concept and design, article editing; Gubina OI, Karpukhina AV — data collection and processing, article authoring, editing.

Compliance with ethical standards: the study was conducted in accordance with the principles of biomedical ethics and did not endanger the participants. Voluntary informed consent form was filled for each participant.

✉ **Correspondence should be addressed:** Natalia M. Kuvshinova
Lenina, 86, Voronezh, 394043, Russia; natali_7.09@mail.ru

Received: 02.10.2025 **Accepted:** 13.01.2026 **Published online:** 06.03.2026

DOI: 10.24075/rbh.2026.152

Copyright: © 2025 by the authors. Licensee: Pirogov University. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

ВЛИЯНИЕ ТРЕВОЖНОСТИ НА УСПЕВАЕМОСТЬ ДЕТЕЙ ПОДРОСТКОВОГО ВОЗРАСТА

Н. М. Кувшинова¹✉, Н. В. Соколова¹, О. И. Губина², А. В. Карпукхина³¹ Воронежский государственный педагогический университет, Воронеж, Россия² Воронежский государственный медицинский университет имени Н. Н. Бурденко, Воронеж, Россия³ Российский университет дружбы народов (РУДН), Москва, Россия

Тревожность необходимо рассматривать как факт нарушения адаптации к конкретной ситуации. Она может отрицательно влиять на различные аспекты психического здоровья, качества жизни, общее благополучие, а также препятствовать нормальному ходу обучения и воспитания школьников. Целью исследования было выполнить психодиагностическую оценку уровня тревожности и его влияния на академическую успеваемость современных подростков. С использованием теста школьной тревожности Б. Н. Филлипса и шкалы самооценки уровня тревожности Спилбергера–Ханина оценивали уровень общей школьной, ситуативной и личностной тревожности у девятиклассников одной из школ г. Воронежа; были проанализированы особенности проявления тревожности у мальчиков и девочек, рассмотрено влияние тревожности на успеваемость обучающихся. Полученные диагностические данные обрабатывали с применением методов математической статистики. Результаты исследования показали, что для большинства исследованных школьников характерен нормативный уровень тревожности. Установлено, что девочки имели более высокие показатели тревожности, чем мальчики. Между тревожностью и учебной успеваемостью подростков не была выявлена однозначная взаимосвязь, характер которой, в зависимости от влияния тех или иных факторов, может отклоняться как в позитивную, так и в негативную сторону, оказывая положительное или отрицательное воздействие на продуктивность учебной деятельности. Полученные в ходе исследования данные дополняют имеющиеся сведения об изучаемой проблеме.

Ключевые слова: тревожность, подростки, личностная и ситуативная тревожность, школьная тревожность, успеваемость

Вклад авторов: Н. М. Кувшинова — написание текста статьи, редактирование; Н. В. Соколова — концепция и дизайн исследования, редактирование; О. И. Губина, А. В. Карпукхина — сбор и обработка данных, написание текста статьи, редактирование.

Соблюдение этических стандартов: исследование было проведено в соответствии с принципами биомедицинской этики и не подвергало опасности участников. Для каждого участника получено добровольное информированное согласие.

✉ **Для корреспонденции:** Наталья Михайловна Кувшинова
ул. Ленина, д. 86, г. Воронеж, 394043, Россия; natali_7.09@mail.ru

Статья получена: 02.10.2025 **Статья принята к печати:** 13.01.2026 **Опубликована онлайн:** 06.03.2026

DOI: 10.24075/rbh.2026.152

Авторские права: © 2025 принадлежат авторам. Лицензиат: РНИМУ им. Н. И. Пирогова. Статья размещена в открытом доступе и распространяется на условиях лицензии Creative Commons Attribution (CC BY) (<https://creativecommons.org/licenses/by/4.0/>).

The problem of anxiety, which affects various aspects of life including education, remains urgent [1]. Educational activities and various environmental factors at school often trigger and exacerbate anxiety, tension, excitement, self-doubt, negative expectations, and emotional instability in children.

A.M. Prikhozhan interprets anxiety as a state of emotional discomfort associated with a premonition of impending danger and the expectation of trouble [2].

R.S. Nemov defines anxiety as a constant or situational tendency to experience agitation, fear, and apprehension within specific social contexts [3].

One of the most common anxiety frameworks is the Spielberger–Hanin scale, which distinguishes between trait (personal) and state (situational) anxiety. Trait anxiety is a stable individual characteristic reflecting the tendency to experience apprehension or worry in various situations. Situational

anxiety occurs in response to specific circumstances and events [4, 5].

There is no age immune to anxiety, but adolescence is justly considered the most vulnerable period of life in this respect, given the background of hormonal processes, emotional instability, and rapid social and physical development [2].

The factors triggering negative emotions include both individual variables, such as gender, personality traits, and age, and external influences, such as traumatic events and the immediate school environment [6].

As adolescents spend a significant portion of their time in educational institutions, school-related factors are among the primary contributors to their increased anxiety [7–9]. Such factors include high learning and school-related workloads, educational innovations, exams and tests, grades, a large amount of homework, conflicts with classmates, teachers, etc. [10, 11].

Symptoms of anxiety can include nervousness, agitation, increased excitability, insecurity, drowsiness, tension, absent-mindedness, fatigue, restlessness, emotional instability [5, 12]. They depend on the individual characteristics of the body, environmental factors, and the severity of anxiety.

The consequences of anxiety can be seen in all areas of human life, affecting psychological well-being, health, behavior, and relationships in society. Anxiety itself can impair cognitive functions and undermine educational outcomes. Its severity reduces schoolchildren's productivity and academic performance, hampers parenting efforts, weakens peer relationships, hinders adaptation to new conditions, and disrupts overall physiological health.

Employing psychodiagnostic tools, this study assessed how anxiety levels influence the academic achievement of today's adolescents.

METHODS

The study was conducted at the A. Platonov school in Voronezh; it involved 84 9th grade pupils, 45 girls and 39 boys. They filled out the B. Phillips School Anxiety Test and the Spielberger–Hanin Anxiety Scale for the purpose of determining the level of anxiety.

The Spielberger–Hanin psychodiagnostic scale distinguishes between trait (personal) and state (situational) anxiety, which allows assessing it as both a personal characteristic and a reaction to the current situation.

In addition to measuring the overall level of school-associated anxiety, the B. Phillips psychodiagnostic method enables analysis of several factors related to the learning process and educational activities of pupils, including frustration of the need to succeed, social stress, fear of self-expression, fear of knowledge tests, fear of not meeting the expectations of others, low physiological stress resistance, problems and fears in relationships with teachers.

At the next stage of the study, we calculated the mean academic performance score of the participants (all subjects) and assessed the relationship between academic performance and anxiety.

Statistical processing of the collected data involved methods of parametric and nonparametric analysis. We calculated relative values (P) and relative errors (mp). The Mann–Whitney U test was used to compare the obtained indicators, and Spearman's rank correlation coefficient (r_s) was used to analyze the relationship between the two variables. The differences were considered statistically significant at $p \leq 0.05$. Statistica 6.0 (StatSoft; USA) was used for statistical processing of the results.

RESULTS

The Spielberger–Hanin scale revealed a moderate level of situational anxiety in the majority of the participating schoolchildren. High level was recorded in $22.62 \pm 4.52\%$ of pupils, low level — in $15.48 \pm 3.95\%$. There were also gender differences: a stressful situation had a pronounced effect on $33.3 \pm 7.03\%$ of girls and $12.82 \pm 5.35\%$ of boys, and a weak effect on $15.56 \pm 5.40\%$ of girls and $15.38 \pm 5.78\%$ of boys.

Compared with state anxiety, the level of trait anxiety was higher: it was intense in $33.33 \pm 5.14\%$ of schoolchildren, moderate — in $57.14 \pm 5.40\%$, and low in $9.52 \pm 3.20\%$ of them. Gender-wise, we registered a high level of trait anxiety in $23.08 \pm 6.75\%$ of boys and $40\% \pm 7.3\%$ of girls.

The intensity of anxiousness varied depending on gender. The values of the anxiety indicators were higher in girls than in boys. Mathematical and statistical processing of the results using the Mann–Whitney U test ($p \leq 0.05$) confirmed the gender-modified significance of the differences in indicators of state ($U_{Emp} = 600$) and trait anxiety ($U_{Emp} = 593$). The empirical values obtained were in the zone of significance.

The B. Phillips test has shown the general anxiety level to be high in $7.14 \pm 2.81\%$ of respondents, increased — in $15.48 \pm 3.95\%$. For the overwhelming majority of the participants, school factors were not traumatic, and the state of anxiety was either mild or within the normal range. They exhibited a fairly even emotional background and an adequate assessment of the current situation. It should be noted that this test revealed high degree of anxiety only in female respondents. The study data confirm that boys tend to be more emotionally stable than girls, with statistically significant results ($U_{Emp} = 611$, $p < 0.05$).

The school anxiety factors, as determined by the B. Phillips test, differed in their severity (Table 1).

Fear of knowledge tests was the most common factor. It was registered in $60.67\% \pm 5.33\%$ of schoolchildren: $14.28 \pm 3.82\%$ had it at a high level, $46.43 \pm 5.44\%$ — at an elevated level. Anxiety caused by failure to meet the expectations of others was seen in $51.19 \pm 5.45\%$ of ninth graders ($9.52 \pm 3.2\%$ — high level, $41.67 \pm 5.38\%$ — elevated level). These schoolchildren worry about the grades they receive, depend on the opinions of other people, and focus on the others' evaluations of their actions and performance. Half of the respondents had a fear of self-expression: a high level thereof was registered in $13.10 \pm 3.68\%$ of participants, elevated level — in $36.90 \pm 5.26\%$ of them. This fear reflects the negative attitude of schoolchildren towards public speaking, the necessary demonstration of their knowledge, skills, and abilities in the presence of a personally significant audience of listeners. The fear of speaking in public can further provoke agitation, self-doubt, lack of self-reliance and trust in own capabilities. Problems in relations with teachers were a factor that manifested at a high level in $9.52 \pm 3.2\%$ of adolescents, at an elevated level — in $23.81 \pm 4.65\%$. The other stress factors considered — frustration of the need to succeed, social stress, low physiological resistance to stress — were at high and elevated levels in fewer participants, and their contribution to the overall level of school anxiety was less significant.

Anxiety has quite a significant effect on the learning process of adolescents. It manifests as subjectively experienced agitation, tension, and preoccupation, which are associated with various stressful situations: exams, knowledge control and verification papers, tests, surveys, etc.

In this connection, at the next stage of the study, we calculated the mean academic performance score for ninth graders

Table 1. Severity of school anxiety according to the B. Phillips test (%)

Factors	Normal level	Elevated level	High level
Frustration of the need to succeed	95.24 ± 2.32%	4.76 ± 2.32%	–
Social stress	80.95 ± 4.28%	16.67 ± 4.07%	2.38 ± 1.66%
Fear of self-expression	50 ± 5.46%	36.90 ± 5.26%	13.10 ± 3.68%
Fear of knowledge tests	39.29 ± 5.33%	46.43 ± 5.44%	14.28 ± 3.82%
Fear of not meeting the expectations of others	48.81 ± 5.45%	41.67 ± 5.38%	9.52 ± 3.2%
Low physiological resistance to stress	85.71 ± 3.82%	10.71 ± 3.37%	3.57 ± 2.02%
Problems and fears in relationships with teachers	66.67 ± 5.14%	23.81 ± 4.65%	9.52 ± 3.2%

(all subjects) and used Spearman's rank correlation coefficient to examine its relationship with anxiety.

The indicators of general (school-associated), state, and trait anxiety differed between groups with varying levels of academic achievement (Table 2). In most cases, children whose marks were primarily "good" and "satisfactory" exhibited high state anxiety. Those who predominantly got "good" grades had a high level of trait and school-associated anxiety more often than other groups of participants.

However, statistical analysis of the data obtained did not show a significant relationship between the studied academic performance indicators and anxiety. We registered a very weak negative relationship between school grades and state anxiety ($r_s = -0.078$), trait anxiety ($r_s = -0.008$), and school anxiety ($r_s = -0.241$). In our opinion, the link connecting anxiety and academic performance may be closer than initially thought. The complex cause-and-effect relationships between schoolchildren's levels of anxiety and their academic performance can be viewed from different angles: on the one hand, intense anxiety can lower grades; on the other, poor performance may heighten anxiety.

DISCUSSION

Academic performance reflects the degree of success of educational efforts. Anxiety can affect the effectiveness of learning in different ways, both positive and negative [18, 19].

Studies [20, 21] established that high academic performance is more often observed among students with a high degree of state and trait anxiety.

There is evidence to the contrary, though: studies [10, 22–25] have shown that high anxiety hinders academic performance. It has a comprehensive negative impact on cognitive processes, motivation, and educational success of adolescents.

Another study reported that moderate anxiety did not interfere with learning or academic performance [26]. Moreover, a certain level of anxiety motivates schoolchildren to successful learning activities.

Table 2. The impact of anxiety levels on academic performance (%)

Anxiety level		Academic performance		
		"Perfect"	"Good"	"Satisfactory"
State anxiety level	High level	23.53 ± 10.29%	42.59 ± 6.73%	46.15 ± 13.83%
	Moderate level	29.41 ± 11.05%	38.89 ± 6.63%	30.77 ± 12.8%
	Low level	47.06 ± 12.11%	18.52 ± 5.29%	23.08 ± 11.69%
Trait anxiety level	High level	23.53 ± 10.29%	38.89 ± 6.63%	23.08 ± 11.69%
	Moderate level	29.41 ± 11.05%	44.44 ± 6.76%	30.77 ± 12.80%
	Low level	47.06 ± 12.11%	16.67 ± 5.07%	46.15 ± 13.83%
School anxiety level	High level	11.76 ± 7.81%	22.22 ± 5.66%	7.69 ± 7.39%
	Moderate level	35.29 ± 11.59%	18.52 ± 5.29%	38.46 ± 13.49%
	Low level	52.94 ± 12.11%	59.26 ± 6.69%	53.85 ± 13.83%

Studies [18, 27–29], same as our work, have not revealed unambiguous relationship between anxiety and academic performance.

The data from our study show the complexity and ambiguity of the relationship between anxiety and academic performance. It can be assumed that this relationship can become both positive and negative, depending on the influence of certain factors.

Prevention of anxiety is necessary for maintaining the emotional health of schoolchildren. Preventive and psychocorrective efforts should be comprehensive, involving all participants in the educational process: children, parents, teachers, psychologists, social educators, and others.

CONCLUSIONS

The findings indicate that the majority of ninth graders exhibit a normal level of anxiety. The figures were as follows: 22.62 ± 4.52% of children had elevated and high levels of general school anxiety, 33.33 ± 5.14% — high levels of trait anxiety, and 22.62 ± 4.52% showed high levels of state anxiety. The most stressful situations were associated with knowledge tests, fear of not meeting the expectations of others, fear of self-expression, and problems and fears in relationships with teachers. The intensity of disturbing emotions was gender-dependent: girls were more prone to anxiety than boys. Statistical analysis did not reveal an unambiguous influence of trait, state, and general school anxiety on the academic success of ninth graders. In all likelihood, the impact of anxiety on the learning activities of schoolchildren can be both negative and positive, depending on various factors. At the same time, we assume that there is no direct causal relationship between anxiety and academic performance. This relationship depends on many factors, including relationships with parents and peers, the level of self-esteem and attitudes towards academic performance in general, as well as the conditions this study has been conducted in.

References

1. Popov VI, Berezhnova TA, Kulincova JaV. Uroven' trevozhnosti u detej v vozraste 8–12 let Voronezhskoj oblasti. Vestnik psihoterapii. 2015; 54 (59): 151–8 (in Rus.).
2. Prihozhan AM. Psihologija trevozhnosti: doskol'nyj i shkol'nyj vozrast. SPb.: Piter, 2007; 282 p. (in Rus.).
3. Nemov RS. Psihologija: uchebnik dlja studentov vysshih pedagogicheskikh uchebnyh zavedenij. M.: Gumanit. izd. centr VLADOS, 2001; 640 p. (in Rus.).
4. Voronova RM, Gunko VV, Kazbekova KA. Trevozhnost' kak faktor, vlijajushhij na psihosomatsional'noe sostojanie i funkcional'nost' podrostkov. Nauka i real'nost'. 2024; 1 (17): 53–63 (in Rus.).
5. Kostjushina EV, Shhukin AJu. Vlijanie trevozhnosti na uspeshnost' obuchenija v podrostkovom vozraste. Nauka i obrazovanie. 2021; 4 (1): 8 p. (in Rus.).
6. Soboleva LG, Novak NG, Sharshakova TM. Ocenka urovnja trevozhnosti detej shkol'nogo vozrasta g. Gomelja. Problemy zdorov'ja i jekologii. 2013; 4 (38): 123–8 (in Rus.).
7. Careva EV, Mikulec JuD, Chapanova ES. Issledovanie urovnja trevozhnosti podrostkov. Problemy sovremennogo pedagogicheskogo obrazovanija. 2023; (81-3): 370–3 (in Rus.).
8. Popov MV. Jelektronnaja sreda kak faktor riska zdorov'ju obuchajushhihsja. Molodezhnyj innovacionnyj vestnik. 2020; 9 (52): 63–4 (in Rus.).
9. Astashhenko AP, Gubina OI, Popov MV, Jashhenko IN, Sazonova OV, Gavryushin MJu. Analiz fenomena "smeshhenija vnimanija" kak markera psihosomatsional'nogo naprjazhenija. Gigiena truda i promyshlennaja jekologija. 2022; 62 (4): 247–53 (in Rus.).
10. Jushkova NB. Shkol'naja trevozhnost' kak faktor, vlijajushhij na uspeshnost' obuchenija shkol'nikov srednego zvena. Social'noe upravlenie. 2023; 5 (3): 84–9 (in Rus.).
11. Panova VJu, Kartysheva SI, Kuvshinova NM. Analiz obraza zhizni sovremennyh shkol'nikov. V sbornike: Novoj shkole — zdorovyje deti. Materialy VIII Vserossijskoj nauchno-prakticheskoi konferencii s mezhdunarodnym uchastiem; 25 oktjabrja 2024 g.; g. Voronezh. Voronezh: Izdatel'stvo VGPU, 2024; 208–10 (in Rus.).
12. Manturova NM. Projavlenie trevozhnosti i jemotsional'noj napravlenosti v podrostkovom vozraste i ih vlijanie na shkol'nyju uspevaemost'. SMALTA. 2025; (1): 77–90 (in Rus.).
13. Kosyh JuF, Sokolova NV. Gendernye osobennosti projavlenija trevozhnosti u podrostkov i puti ee korrekcii v uslovijah shkol'nogo obrazovanija. Molodezhnyj innovacionnyj vestnik. 2018; 7 (S3): 53–4 (in Rus.).
14. Popov VI. Gigienicheskaja harakteristika podhodov, harakterizujushhih vozrastnye osobennosti detej, podrostkov i molodezhi. Zdravoohranenie Rossijskoj Federacii. 2019; 63 (4): 199–204 (in Rus.).
15. Popov VI, Nastausheva TL, Zhdanova OA. Sostojanie zdorov'ja i fizicheskaja aktivnost' detej v period obuchenija v shkole. Zdravoohranenie Rossijskoj Federacii. 2021; 65 (3): 238–44 (in Rus.).
16. Nikitjuk DB, Popov VI, Milushkina OJu, Skoblina NA, Sazonova OV, Levushkin SP, et al. Normativy dlja ocenki fizicheskogo razvitiya detej i podrostkov Rossijskoj Federacii. Chast' 2. M.: Nauchnaja kniga, 2023; 446 p. (in Rus.).
17. Evdokimov VI, Popov VI, Rut AN. Problemy innovacionnyh issledovanij v gigiene. Gigiena i sanitarija. 2015; 94 (9): 5–8 (in Rus.).
18. Ivannikova AA. Vlijanie trevozhnosti na uspevaemost' mladshih shkol'nikov. Modern Science. 2020; (5-1): 429–33 (in Rus.).
19. Dmitrieva SN, Evdokarova TV, Popova II. Vlijanie trevozhnosti na uspevaemost' podrostkov. Sovremennoe pedagogicheskoe obrazovanie. 2019; (12): 104–6 (in Rus.).
20. Zozuk AA, Melnikova AA, Sibekina AS, Ustinova AO. Vlijanie trevozhnosti na akademicheskiju uspevaemost' studentov-psihologov. V sbornike: Vesennie psihologo-pedagogicheskie chtenija. Materialy IV Mezhtregional'noj nauchno-prakticheskoi konferencii, posvjashhennoj pamjati pochetnogo professora AGU A. V. Burovoj; 19 aprelya 2020 g.; g. Astrahan'. Astrahan': Izdatel'skij dom "Astrahanskij universitet", 2020; 100–3 (in Rus.).
21. Gasanova PG, Daudova D. M., Kimpaeva Je. A. Vlijanie trevozhnosti na uchebnyju dejatel'nost' studentov. Evrazijskij sojuz uchenyh. 2015; 7–6 (16): 56–8 (in Rus.).
22. Pasyukova NB. Svjaz' urovnja trevozhnosti podrostkov s jeffektivnost'ju ih intellektual'noj dejatel'nosti. Psihologicheskij zhurnal. 1996; (1): 169–74 (in Rus.).
23. Kurtysheva OR. Vzaimosvjaz' trevozhnosti i uchebnoj dejatel'nosti podrostkov. Studencheskaja nauka i XXI vek. 2024; 21 (1 (24)): 156–8 (in Rus.).
24. Tkachenko VA, Tkachenko LM. Struktura uchebnoj motivacii starshklassnikov. Vestnik Cheljabinskogo pedagogicheskogo universiteta. 2013; (12-2): 170–83 (in Rus.).
25. Pashukova AD, Savina TV. Vzaimosvjaz' urovnja trevozhnosti i uspevaemosti v uslovijah obrazovatel'nogo prostranstva. Vserossijskij nauchno-prakticheskij zhurnal social'nyh i gumanitarnyh issledovanij. 2024; 4 (15): 67–75 (in Rus.).
26. Davletbaeva ZK, Bikchentaeva KF. Vzaimosvjaz' shkol'noj uspevaemosti i trevozhnosti obuchajushhihsja. Kazanskaja nauka. 2024; (12): 50–2 (in Rus.).
27. Antipkina NP, Rud NA, Baranova MB. Shkol'naja trevozhnost' kak odin iz faktorov riska dlja zdorov'ja obuchajushhihsja. V sbornike: Novoj shkole — zdorovyje deti. Materialy V Vserossijskoj nauchno-prakticheskoi konferencii; 26–27 oktjabrja 2018 g.; g. Voronezh. Voronezh: Izdatel'stvo VGPU, 2018; 5–7 (in Rus.).
28. Pozdnjakova AJu. Vzaimosvjaz' trevozhnosti s uspevaemost'ju sredi uchashhihsja starshih i srednih klassov. Central'nyj nauchnyj vestnik. 2017; 2 (4 (21)): 31–2 (in Rus.).
29. Fedorova JuA, Nabieva AR. Pedagogicheskoe issledovanie vzaimosvjazi shkol'noj uspevaemosti i trevozhnosti u podrostkov. Vestnik Bashkirskogo gosudarstvennogo pedagogicheskogo universiteta im. M. Akmully. 2021; 1 (58): 107–9 (in Rus.).
30. Suhareva NF, Zheltenkova ID. Psihoprofilaktika shkol'noj trevozhnosti v podrostkovom vozraste. Aktual'nye problemy i perspektivy razvitiya sovremennoj psihologii. 2019; (1): 217–24 (in Rus.).

Литература

1. Попов В. И., Бережнова Т. А., Кулинцова Я. В. Уровень тревожности у детей в возрасте 8–12 лет Воронежской области. Вестник психотерапии. 2015; 54 (59): 151–8.
2. Прихожан А. М. Психология тревожности: дошкольный и школьный возраст. СПб.: Питер, 2007; 282 с.
3. Немов Р. С. Психология: учебник для студентов высших педагогических учебных заведений. М.: Гуманит. изд. центр ВЛАДОС, 2001; 640 с.
4. Воронова Р. М., Гулько В. В., Казбекова К. А. Тревожность как фактор, влияющий на психоэмоциональное состояние и функциональность подростков. Наука и реальность. 2024; 1 (17): 53–63.
5. Костюшина Е. В., Щукин А. Ю. Влияние тревожности на успешность обучения в подростковом возрасте. Наука и образование. 2021; 4 (1): 8 с.
6. Соболева Л. Г., Новак Н. Г., Шаршакова Т. М. Оценка уровня тревожности детей школьного возраста г. Гомеля. Проблемы здоровья и экологии. 2013; 4 (38): 123–8.
7. Царева Е. В., Микелец Ю. Д., Чапанова Е. С. Исследование уровня тревожности подростков. Проблемы современного педагогического образования. 2023; (81-3): 370–3.
8. Попов М. В. Электронная среда как фактор риска здоровью обучающихся. Молодежный инновационный вестник. 2020; 9 (52): 63–4.
9. Асташенко А. П., Губина О. И., Попов М. В., Яценко И. Н., Сазонова О. В., Гаврюшин М. Ю. Анализ феномена «смещения

- внимания» как маркера психоэмоционального напряжения. Гигиена труда и промышленная экология. 2022; 62 (4): 247–53.
10. Юшкова Н. Б. Школьная тревожность как фактор, влияющий на успешность обучения школьников среднего звена. Социальное управление. 2023; 5 (3): 84–9.
 11. Панова В. Ю., Картышева С. И., Кувшинова Н. М. Анализ образа жизни современных школьников. В сборнике: Новой школе — здоровые дети. Материалы VIII Всероссийской научно-практической конференции с международным участием; 25 октября 2024 г.; г. Воронеж. Воронеж: Издательство ВГПУ, 2024; 208–10.
 12. Мантурова Н. М. Проявление тревожности и эмоциональной направленности в подростковом возрасте и их влияние на школьную успеваемость. СМАЛЬТА. 2025; (1): 77–90.
 13. Косых Ю. Ф., Соколова Н. В. Гендерные особенности проявления тревожности у подростков и пути ее коррекции в условиях школьного образования. Молодежный инновационный вестник. 2018; 7 (S3): 53–4.
 14. Попов В. И. Гигиеническая характеристика подходов, характеризующих возрастные особенности детей, подростков и молодежи. Здравоохранение Российской Федерации. 2019; 63 (4): 199–204.
 15. Попов В. И., Настаушева Т. Л., Жданова О. А. Состояние здоровья и физическая активность детей в период обучения в школе. Здравоохранение Российской Федерации. 2021; 65 (3): 238–44.
 16. Никитюк Д. Б., Попов В. И., Милушкина О. Ю., Скоблина Н. А., Сазонова О. В., Левушкин С. П. и др. Нормативы для оценки физического развития детей и подростков Российской Федерации. Часть 2. М.: Научная книга, 2023; 446 с.
 17. Евдокимов В. И., Попов В. И., Рут А. Н. Проблемы инновационных исследований в гигиене. Гигиена и санитария. 2015; 94 (9): 5–8.
 18. Иванникова А. А. Влияние тревожности на успеваемость младших школьников. Modern Science. 2020; (5-1): 429–33.
 19. Дмитриева С. Н., Евдокарлова Т. В., Попова И. И. Влияние тревожности на успеваемость подростков. Современное педагогическое образование. 2019; (12): 104–6.
 20. Зозук А. А., Мельникова А. А., Сибекина А. С., Устинова А. О. Влияние тревожности на академическую успеваемость студентов-психологов. В сборнике: Весенние психолого-педагогические чтения. Материалы IV Межрегиональной научно-практической конференции, посвященной памяти почетного профессора АГУ А. В. Буровой; 19 апреля 2020 г.; г. Астрахань. Астрахань: Издательский дом «Астраханский университет», 2020; 100–3.
 21. Гасанова П. Г., Даудова Д. М., Кимпаева Э. А. Влияние тревожности на учебную деятельность студентов. Евразийский союз ученых. 2015; 7–6 (16): 56–8.
 22. Пасынкова Н. Б. Связь уровня тревожности подростков с эффективностью их интеллектуальной деятельности. Психологический журнал. 1996; (1): 169–74.
 23. Куртышева О. Р. Взаимосвязь тревожности и учебной деятельности подростков. Студенческая наука и XXI век. 2024; 21 (1 (24)): 156–8.
 24. Ткаченко В. А., Ткаченко Л. М. Структура учебной мотивации старшеклассников. Вестник Челябинского педагогического университета. 2013; (12-2): 170–83.
 25. Пашукова А. Д., Савина Т. В. Взаимосвязь уровня тревожности и успеваемости в условиях образовательного пространства. Всероссийский научно-практический журнал социальных и гуманитарных исследований. 2024; 4 (15): 67–75.
 26. Давлетбаева З. К., Бикчентаева К. Ф. Взаимосвязь школьной успеваемости и тревожности обучающихся. Казанская наука. 2024; (12): 50–2.
 27. Антипкина Н. П., Рудь Н. А., Баранова М. Б. Школьная тревожность как один из факторов риска для здоровья обучающихся. В сборнике: Новой школе — здоровые дети. Материалы V Всероссийской научно-практической конференции; 26–27 октября 2018 г.; г. Воронеж. Воронеж: Издательство ВГПУ, 2018; 5–7.
 28. Позднякова А. Ю. Взаимосвязь тревожности с успеваемостью среди учащихся старших и средних классов. Центральный научный вестник. 2017; 2 (4 (21)): 31–2.
 29. Федорова Ю. А., Набиева А. Р. Педагогическое исследование взаимосвязи школьной успеваемости и тревожности у подростков. Вестник Башкирского государственного педагогического университета им. М. Акмуллы. 2021; 1 (58): 107–9.
 30. Сухарева Н. Ф., Желтенкова И. Д. Психопрофилактика школьной тревожности в подростковом возрасте. Актуальные проблемы и перспективы развития современной психологии. 2019; (1): 217–24.