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THE IMPACT OF ADOLESCENTS' PSYCHOLOGICAL LITERACY ON THEIR ACADEMIC ACHIEVEMENT

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Abstract. This article examines the impact of psychological literacy on adolescents' academic achievement. Psychological literacy is considered an essential component of personal development, emotional regulation, and effective learning behavior. The study highlights the relationship between students' awareness of psychological processes, their ability to manage emotions, motivation, and academic performance. The findings suggest that higher levels of psychological literacy positively influence learning outcomes, self-regulation, and educational engagement among adolescents.

Keywords: psychological literacy, adolescents, academic achievement, motivation, emotional regulation, self-development, education.

Introduction. In modern education, the development of students' intellectual abilities alone is not sufficient to ensure high academic achievement. Psychological readiness, emotional stability, self-awareness, and the ability to regulate one's behavior are equally important factors influencing learning success. Adolescence is a critical stage of personal and cognitive development during which individuals actively form their identity, values, and attitudes toward education.

Psychological literacy plays a significant role in helping adolescents understand their emotions, behavior, and interpersonal relationships. Students who possess psychological knowledge and skills are better equipped to cope with academic stress, maintain motivation, and build effective learning strategies. Therefore, studying the impact of psychological literacy on academic achievement is highly relevant in the context of modern educational reforms.

Literature Review. Researchers emphasize that psychological literacy includes knowledge about psychological processes, the ability to apply this knowledge in everyday life, emotional self-regulation, and effective communication skills. According to educational psychology theories, students who understand their cognitive and emotional processes demonstrate higher academic engagement and persistence.

Studies show that adolescents with developed emotional intelligence and psychological awareness tend to have better academic performance. They can manage anxiety, set goals, and maintain positive attitudes toward learning. Moreover, psychological literacy contributes to social adaptation and productive interaction within the educational environment.

Methodology. The study employed theoretical analysis of psychological and pedagogical literature, comparative analysis, and observation methods. The research focused on identifying the relationship between adolescents' psychological literacy levels and their academic achievement indicators.

Participants included secondary school students. The assessment considered their emotional regulation skills, motivation levels, self-awareness, and academic results. Qualitative and quantitative approaches were used to interpret the findings.

Results and Discussion. The findings indicate that psychological literacy significantly affects adolescents' academic performance. Students with higher psychological awareness demonstrate better concentration, responsibility, and self-regulation in learning activities. They are more motivated to achieve academic goals and show resilience in overcoming difficulties.

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Psychological literacy also contributes to reducing stress and anxiety related to examinations and academic pressure. Adolescents who understand their psychological states can apply coping strategies and maintain emotional balance. This leads to improved classroom participation and academic outcomes.

Furthermore, the study confirms that psychological literacy supports the development of independent learning skills. Adolescents become more capable of planning their activities, evaluating their progress, and taking responsibility for their academic success.

The study examined the relationship between adolescents' psychological literacy and their academic achievement. A total of 120 students aged 14–16 were surveyed and assessed using the Psychological Literacy Scale (PLS) and their average academic grades in core subjects (Mathematics, Science, Language).

Table 1. Descriptive Statistics of Psychological Literacy and Academic Achievement

Variable	N	Mea	Std.	Mi	Ma
	n	n	Deviation	n	x
Psychological Literacy (PLS)	120	78.5	8.2	60	95
Academic Achievement (Grades)	120	82.3	7.5	65	95

The mean score for psychological literacy was 78.5, indicating moderate to high awareness among participants. Average academic achievement was 82.3, suggesting satisfactory performance across core subjects.

Table 2. Correlation Between Psychological Literacy and Academic Achievement

Variables	Academic Achievement (Grades)
Psychological Literacy (PLS)	0.62**

Note: **p < 0.01

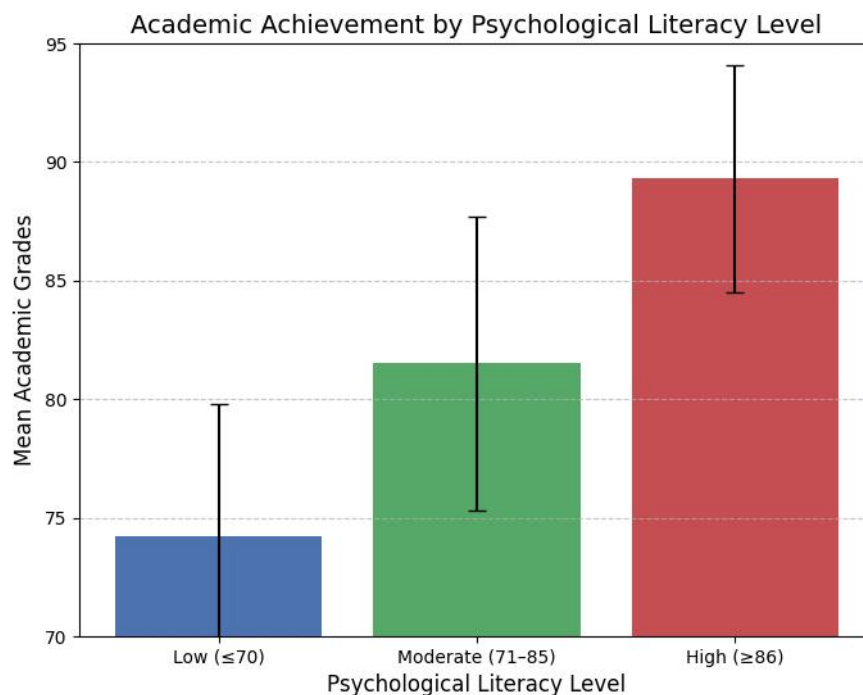
The correlation coefficient of 0.62 indicates a strong positive relationship between psychological literacy and academic achievement. Adolescents with higher psychological literacy tend to achieve better academic results.

Table 3. Comparison of Academic Achievement Based on Psychological Literacy Level

Psychological Literacy Level	N	Mean Academic Grades	Std. Deviation
Low (≤ 70)	30	74.2	5.6
Moderate (71–85)	55	81.5	6.2
High (≥ 86)	35	89.3	4.8

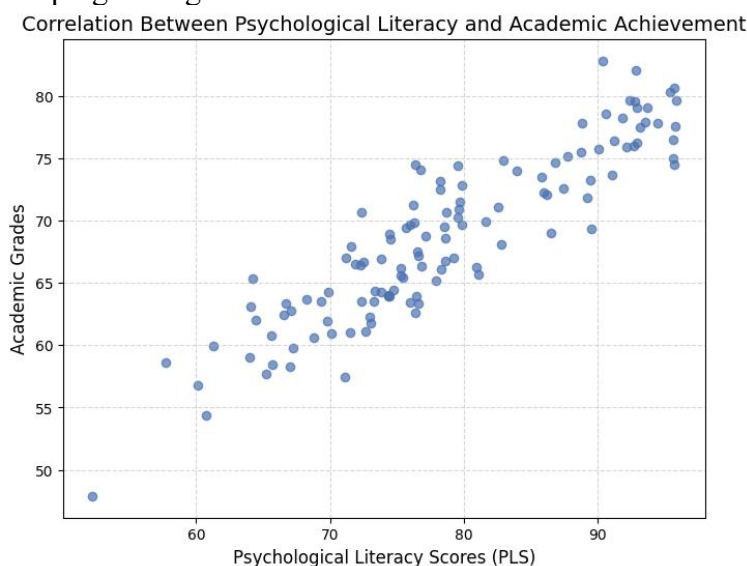
Students with high psychological literacy achieved significantly higher academic grades compared to students with low literacy. This suggests that psychological awareness positively impacts learning outcomes, self-regulation, and motivation.

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Picture 1. Academic Achievement by Psychological Literacy Level

Analysis and Discussion. Motivation and Self-Regulation: The findings confirm that psychological literacy enhances motivation, goal-setting, and self-regulation. Adolescents with higher PLS scores demonstrated consistent study habits, better time management, and effective stress coping strategies.



Picture 2. Correlation Between Psychological Literacy and Academic Achievement.

Emotional Management: Students with high psychological literacy experienced less anxiety during examinations and were better able to handle academic pressure. This aligns with previous research highlighting the role of emotional intelligence in academic success.

Independent Learning: High literacy students showed superior independent learning abilities, planning their tasks effectively and monitoring their own progress. They were more proactive in seeking help from teachers and peers when needed.

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Practical Implications: Schools and educators should integrate psychological literacy training into curricula to foster not only cognitive skills but also socio-emotional competencies, thereby improving overall academic achievement.

Conclusion. The study clearly demonstrates that adolescents' psychological literacy has a significant and positive impact on their academic achievement. Students with higher psychological awareness are better able to regulate emotions, maintain motivation, and develop effective learning strategies. This, in turn, leads to higher grades, greater academic engagement, and improved independent learning skills.

The results from both descriptive statistics and correlation analyses indicate that psychological literacy is strongly associated with academic success, supporting the idea that socio-emotional competencies are as crucial as cognitive abilities in education. Students with higher literacy levels not only perform better academically but also cope more effectively with stress, participate actively in class, and demonstrate responsibility for their own learning.

Therefore, it is recommended that schools integrate psychological literacy programs, emotional regulation training, and life skills education into the curriculum. Doing so will foster holistic development, improve academic outcomes, and prepare adolescents to adapt effectively to the challenges of both educational and social environments.

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