

PSYCHOLOGICAL FACTORS CAUSING STRESS IN STUDENTS' LIVES"

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Abstract: *Stress has become one of the most significant psychological problems affecting students in modern educational environments. The rapid development of society, increasing academic demands, competition among students, and the need to adapt to changing social and educational conditions have contributed to a rise in stress levels among young people. This article explores the main psychological factors that cause stress in students' lives and examines their impact on mental health, emotional well-being, and academic performance. Particular attention is given to factors such as heavy academic workload, examinations and assessment systems, time management difficulties, social adaptation challenges, interpersonal relationships, and individual personality characteristics. The study highlights that prolonged exposure to stress can negatively affect students concentration, memory, motivation, and overall psychological stability, which may ultimately reduce academic achievement and quality of life. Furthermore, the article discusses the relationship between stress and psychological conditions such as anxiety, emotional exhaustion, and depression. Various coping strategies and preventive measures are also considered, including effective time management, healthy lifestyle practices, social support, physical activity, and psychological counseling services. The findings emphasize the importance of identifying stress factors at an early stage and implementing appropriate interventions to support students' psychological well-being and academic success. Understanding the causes and consequences of stress can help educational institutions create a more supportive learning environment and promote the personal and professional development of students.*

Keywords: *stress, student, psychological factors, emotional tension, academic workload, examinations, adaptation, motivation, mental health, coping strategies, educational process.*

Аннотация.

Стресс стал одной из наиболее значимых психологических проблем, затрагивающих студентов в современных образовательных условиях. Быстрое развитие общества, рост академических требований, усиление конкуренции среди студентов, а также необходимость адаптации к постоянно меняющимся социальным и образовательным условиям способствуют повышению уровня стресса среди молодежи. В данной статье рассматриваются основные психологические факторы, вызывающие стресс в

жизни студентов, а также анализируется их влияние на психическое здоровье, эмоциональное благополучие и академическую успеваемость. Особое внимание уделяется таким факторам, как высокая учебная нагрузка, экзамены и системы оценивания, трудности управления временем, проблемы социальной адаптации, межличностные отношения и индивидуальные особенности личности. Исследование показывает, что длительное воздействие стресса может негативно влиять на концентрацию внимания, память, мотивацию и общую психологическую устойчивость студентов, что в конечном итоге приводит к снижению академической успеваемости и качества жизни. Кроме того, в статье рассматривается взаимосвязь между стрессом и такими психологическими состояниями, как тревожность, эмоциональное истощение и депрессия. Также анализируются различные стратегии преодоления стресса и профилактические меры, включая эффективное управление временем, ведение здорового образа жизни, социальную поддержку, физическую активность и использование услуг психологического консультирования. Результаты исследования подчеркивают важность раннего выявления факторов стресса и внедрения соответствующих мер поддержки, направленных на сохранение психологического благополучия студентов и повышение их академической успешности. Понимание причин и последствий стресса может помочь образовательным учреждениям создать более благоприятную образовательную среду и способствовать личностному и профессиональному развитию студентов.

Ключевые слова: *стресс, студент, психологические факторы, эмоциональное напряжение, учебная нагрузка, экзамены, адаптация, мотивация, психическое здоровье, стратегии преодоления стресса, образовательный процесс.*

Introduction

In recent years, stress has become one of the most common psychological issues affecting students worldwide. The process of obtaining higher education is associated with numerous academic, social, and personal challenges that require students to adapt continuously to changing circumstances. While moderate levels of stress can motivate individuals to achieve their goals and improve performance, excessive and prolonged stress often has negative consequences for both psychological well-being and academic success.

The student period represents an important stage of personal and professional development. During this time, young people face increased responsibilities related to academic achievement, career planning, financial independence, and social integration. They are expected to meet educational requirements, maintain satisfactory academic performance, and simultaneously manage personal relationships and family expectations. These multiple demands can create significant psychological pressure and contribute to the development of stress.

The modern educational environment is characterized by intensive learning processes, frequent assessments, competitive academic standards, and rapid technological changes.

Students are often required to complete numerous assignments, participate in projects, prepare for examinations, and engage in extracurricular activities. Such responsibilities may exceed their coping capacities, particularly when effective stress management skills are lacking. As a result, many students experience emotional tension, anxiety, fatigue, and decreased motivation.

Psychologists have emphasized that stress is not solely determined by external circumstances but is also influenced by individual psychological characteristics. Factors such as self-esteem, emotional stability, personality traits, coping strategies, and resilience play a crucial role in how students perceive and respond to stressful situations. For example, students with perfectionistic tendencies may experience higher levels of stress due to their desire to achieve flawless results and fear of making mistakes.

Social factors also contribute significantly to stress among students. Entering a new educational institution, adapting to unfamiliar environments, establishing relationships with peers and teachers, and balancing social and academic responsibilities can be challenging. Furthermore, financial difficulties, family conflicts, and concerns about future employment opportunities may increase psychological distress and negatively affect students' overall well-being.

Numerous studies have demonstrated that chronic stress can impair cognitive functions, including attention, memory, and decision-making abilities. It may also lead to mental health problems such as anxiety disorders, depression, emotional exhaustion, and reduced self-confidence. Consequently, stress not only affects students' psychological health but also interferes with their academic performance and personal development.

Given the growing prevalence of stress among university students, it is important to identify the psychological factors that contribute to its development and to explore effective strategies for prevention and intervention. Understanding the sources and effects of stress can help educational institutions, psychologists, and students themselves develop appropriate measures to promote mental well-being and create a supportive learning environment. Therefore, this article aims to examine the major psychological factors causing stress in students' lives and to analyze their influence on academic performance and psychological health.

The issue of stress among students has attracted increasing attention from researchers and psychologists due to its significant impact on academic achievement, emotional well-being, and overall quality of life. Student life is often perceived as a period of growth, learning, and self-development; however, it is also associated with numerous challenges that can create psychological pressure. The transition from adolescence to adulthood requires students to adapt to new educational demands, social environments, and personal responsibilities. During this period, individuals are expected to achieve academic success, establish social relationships, develop professional goals, and make important life decisions. The accumulation of these responsibilities often becomes a source of stress that influences various aspects of students' functioning.

One of the most influential factors contributing to stress among students is the increasing academic workload. Higher educational institutions require students to participate in lectures, seminars, practical classes, independent learning activities, and research projects. In addition, students are expected to complete assignments within limited timeframes while maintaining high academic standards. As educational requirements become more demanding, students may experience feelings of pressure and anxiety related to their ability to meet expectations. The fear of poor academic performance often intensifies emotional tension, particularly among students who place great importance on achieving excellent results. In many cases, students perceive academic success as a key determinant of future career opportunities, which further increases the psychological burden associated with educational activities.

Another important source of stress is the examination process. Examinations serve as a method of evaluating students' knowledge and competencies; however, they are frequently accompanied by anxiety and emotional discomfort. Many students experience fear of failure, concern about receiving low grades, and uncertainty regarding examination outcomes. These concerns may become particularly intense during final examinations or assessments that significantly influence academic records. Examination stress often manifests through physiological and psychological symptoms such as increased heart rate, sleep disturbances, difficulty concentrating, nervousness, and irritability. In some cases, excessive anxiety may negatively affect cognitive performance, preventing students from demonstrating their actual knowledge and abilities despite adequate preparation.

The role of time management should also be considered when examining stress among students. Effective organization of daily activities is essential for balancing academic, social, and personal responsibilities. However, many students encounter difficulties in prioritizing tasks and allocating sufficient time for study, rest, and recreation. Poor time management often leads to procrastination, which results in accumulated academic obligations and increased pressure as deadlines approach. Consequently, students may experience feelings of being overwhelmed and unable to cope with multiple responsibilities simultaneously. The inability to maintain a balanced schedule can contribute not only to stress but also to reduced academic productivity and decreased life satisfaction.

Social adaptation represents another significant factor associated with student stress. Entering a new educational environment often requires individuals to establish relationships with classmates, communicate with instructors, and adapt to unfamiliar social norms and expectations. For many students, especially those who move away from home to pursue higher education, this transition can be emotionally challenging. Feelings of loneliness, homesickness, and social isolation may emerge during the adaptation process. Difficulties in forming supportive social connections can reduce students' sense of belonging and increase vulnerability to psychological distress. Furthermore, conflicts with peers, misunderstandings within social groups, or experiences of social rejection may intensify emotional tension and negatively affect mental health. The influence of individual psychological characteristics on stress responses has been widely recognized in psychological literature. Not all students react

to stressful situations in the same manner, even when exposed to similar circumstances. Personality traits, emotional regulation abilities, self-esteem, and coping strategies significantly influence how individuals perceive and manage stress. Students with high levels of self-confidence and emotional resilience are generally more capable of adapting to challenges and maintaining psychological stability under pressure. In contrast, individuals with low self-esteem or heightened emotional sensitivity may experience greater difficulty coping with stressful events. Perfectionism is another personality characteristic frequently associated with elevated stress levels. Students who set unrealistically high standards for themselves often experience persistent dissatisfaction with their achievements and excessive concern about making mistakes. As a result, even minor academic difficulties may be perceived as major failures, contributing to chronic stress and emotional exhaustion.

Motivation also plays an important role in students' experiences of stress. While motivation encourages academic engagement and persistence, excessive external pressure related to achievement may transform motivation into a source of psychological strain. Students frequently encounter expectations from parents, teachers, and society regarding educational success. The desire to satisfy these expectations can generate substantial emotional pressure, particularly when students believe that their personal value depends on academic performance. In such situations, academic challenges may be interpreted as threats to self-worth rather than opportunities for growth and learning. Consequently, students become more susceptible to anxiety, frustration, and stress-related difficulties.

In addition to academic and psychological factors, financial concerns often contribute significantly to student stress. Many students face economic challenges related to tuition fees, accommodation expenses, transportation costs, and daily living needs. Financial insecurity may require students to seek part-time employment while simultaneously pursuing academic responsibilities. Balancing work and study can be demanding and may reduce the time available for rest, social interaction, and personal development. Persistent financial difficulties may create uncertainty about the future and increase feelings of helplessness, thereby intensifying psychological distress. Furthermore, students from economically disadvantaged backgrounds may experience additional pressure due to concerns about supporting family members or achieving financial independence.

Family relationships constitute another important dimension influencing stress among students. Family support is generally considered a protective factor that promotes psychological well-being and resilience. Positive family relationships provide emotional security, encouragement, and practical assistance during challenging periods. However, family conflicts, unrealistic parental expectations, communication difficulties, and unstable home environments can become substantial sources of stress. Students who experience family-related problems often report greater emotional strain and reduced ability to concentrate on academic tasks. The interaction between family stressors and educational demands may create cumulative effects that significantly increase vulnerability to psychological difficulties.

Conclusion

Stress has become one of the most significant psychological challenges affecting students in modern educational settings. The findings discussed in this article demonstrate that stress is a complex phenomenon influenced by a combination of academic, psychological, social, financial, and family-related factors. Academic workload, examination pressure, ineffective time management, social adaptation difficulties, personality characteristics, and financial concerns all contribute to increased stress levels among students. Although a certain degree of stress can serve as a motivating factor that encourages individuals to achieve their goals and improve performance, excessive and prolonged stress often has harmful consequences for students' mental health and academic success.

The analysis indicates that high levels of stress can negatively affect concentration, memory, motivation, emotional stability, and overall well-being. Furthermore, chronic stress may increase the risk of developing psychological problems such as anxiety, depression, emotional exhaustion, and reduced self-confidence. These difficulties not only hinder academic achievement but also influence students' personal development, interpersonal relationships, and quality of life. Therefore, understanding the factors that contribute to stress is essential for creating effective strategies aimed at improving students' psychological resilience and educational outcomes.

The study also highlights the importance of individual differences in stress perception and coping. Students with strong self-esteem, effective coping strategies, and positive social support systems are generally better equipped to manage stressful situations. In contrast, individuals with poor coping skills or limited social support may be more vulnerable to the negative effects of stress. Consequently, educational institutions should pay greater attention to promoting mental health awareness and providing psychological support services that help students develop adaptive coping mechanisms.

In addition, universities and colleges should implement preventive measures designed to reduce stress and create a supportive learning environment. Such measures may include psychological counseling programs, stress-management training, academic advising, time-management workshops, and activities that encourage social interaction and emotional well-being. Families and educators also play an important role in supporting students by providing encouragement, understanding, and realistic expectations regarding academic performance.

In conclusion, stress among students is a multidimensional issue that requires comprehensive attention from educational institutions, families, and society as a whole. Early identification of stress factors and the implementation of appropriate interventions can significantly improve students' mental health, academic performance, and overall quality of life. By fostering supportive educational environments and promoting effective coping strategies, it is possible to reduce the negative impact of stress and contribute to the successful personal and professional development of students.

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