

## FRUSTRATION FACTORS AFFECTING STUDENTS' ACADEMIC PERFORMANCE

**Sagdullaeva Shohsanam Doniyor kizi**

*Tashkent International Financial Management and Tenchnology University  
Psychology and Technology 2nd year student of the direction*

**Abstract.** *This article analyzes the frustration factors that negatively impact students' academic performance. Frustration is a psychological state of tension that arises when a student is unable to achieve their intended goals. It reduces learning motivation, academic achievement, and social engagement. The article examines both internal (psychological) and external (social, educational) sources of frustration and highlights their influence on students. It also proposes potential strategies to prevent and cope with these conditions. The development of psychological counseling services, the strengthening of healthy communication between teachers and students, and the implementation of motivation-enhancing mechanisms are offered as key solutions. This research may contribute to improving students' mental well-being and enhancing their academic success.*

**Keywords:** *frustration, student, academic performance, psychological factors, external pressure, motivation, stress, educational environment, mental state, psychological services.*

### Introduction

The modern education system requires students not only to acquire knowledge and skills but also to maintain strong psychological resilience. During their educational journey, students often encounter various emotional states and environmental influences. One of the most significant challenges is frustration, which directly affects students' academic performance. Frustration is a state of psychological distress, dissatisfaction, or depression that arises when a person is unable to reach their goals. This condition is especially common among university students, negatively affecting their academic engagement, motivation, and social relationships.

There is a wide range of frustration factors that influence academic activity. These include unfair grading by instructors, excessive assignments, lack of time, family issues, financial difficulties, and social pressures. Additionally, internal factors such as low self-esteem, fear of failure, and comparison with others further intensify frustration. The aim of this study is to identify the frustration factors affecting students' academic performance, analyze their causes and consequences, and propose effective solutions. This research seeks

not only to improve students' psychological well-being but also to enhance their academic performance.

### **Main Body**

Frustration and its impact on students' academic performance represent a pressing psychological issue in today's education system. Students, particularly those in higher education, are often exposed to both internal and external pressures. These pressures intensify when they face obstacles to achieving their academic goals.

Frustration arises from multiple factors, which can be classified as internal and external. Internal frustration factors relate to the individual's psychological characteristics. These include low self-esteem, lack of self-confidence, studying solely for the sake of obtaining a diploma, poor time management, perfectionism, personal problems, emotional instability, and mental fatigue. For instance, a student who lacks confidence in their knowledge may feel helpless during exams or assessments, which in turn leads to increased psychological pressure and depression. As a result, the student may fail to demonstrate their full potential and interpret their failure as confirmation of their inadequacy, further deepening their stress. External frustration factors are associated with the educational environment and social conditions. These include unfair grading by teachers, a complex curriculum, time constraints, excessive workload, lack of healthy competition among peers, and pressure from family or society. Additionally, financial issues, accommodation or transportation difficulties, and the necessity to work part-time can all hinder a student's ability to focus on their studies. If these issues persist, students may feel overwhelmed, lose confidence in their abilities, and become disinterested in learning.

Frustration has several negative consequences on academic performance. The most immediate impact is a decline in motivation. A demotivated student may stop attending classes, fail to complete assignments on time, perceive the grading system as unfair, and feel disconnected from the academic environment. This leads to a decrease in academic achievement. If frustration persists, it can result not only in academic failure but also in psychological disorders such as depression, anxiety, social withdrawal, and even neurosis.

Furthermore, frustration affects students' social life. They may isolate themselves from friends, avoid participating in social activities, and experience reduced satisfaction with life. As a result, their sources of social support diminish, exacerbating the problem. A decline in social engagement further reduces students' self-confidence. To mitigate and prevent frustration, several effective measures should be implemented. First, educational institutions must strengthen psychological support services by establishing counseling centers where students can openly discuss their problems, receive guidance, and learn stress-management techniques. Second, instructors should ensure their grading systems are fair, transparent, and

easy to understand, while fostering healthy communication with students. This helps students feel valued and understood. Moreover, academic workload should be optimally distributed, and training on effective time management should be provided. Competitions, incentive programs, and sharing best practices among high-achieving students can also help create a more positive learning environment. At the same time, it is crucial that parents and others around the student show concern and support for their psychological well-being.

### Conclusion

As the analysis above demonstrates, the frustration factors affecting students' academic performance are numerous and diverse. These factors include a wide range of psychological, social, and educational issues. Frustration is not merely a temporary emotional setback—it is a complex psychological state that directly affects students' overall quality of life, academic outcomes, and social interactions. Key causes of frustration include low self-esteem, lack of support and attention from instructors, excessive academic load, flawed assessment systems, unfair educational environments, financial difficulties, and social pressure. All of these contribute to feelings of insecurity, doubt in achieving one's goals, and even thoughts of dropping out. Therefore, early identification, analysis, and the development of effective strategies to address frustration are among the most urgent tasks facing the modern education system. To prevent frustration, it is crucial to enhance psychological services at universities, hold regular one-on-one meetings with students, and adopt a personalized approach that considers individual circumstances. Additionally, teachers and academic advisors should develop empathetic attitudes and be attentive to students' emotional needs.

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