



PAPER

STRESS STATES IN STUDENTS AND SOCIO-PSYCHOLOGICAL FACTORS OF DEVELOPING PSYCHOLOGICAL RESILIENCE

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Abstract

This article analyzes stress states that occur during the student period, their psychological nature, causes, and the socio-psychological factors contributing to the development of psychological resilience. The paper examines the theoretical foundations of stress, its manifestations in students' lives, and the essence and content of psychological resilience, as well as the internal and external factors influencing its formation. In addition, scientific and practical recommendations are proposed to reduce stress levels among students, prevent emotional tension, strengthen positive motivation, and develop self-regulation skills and social support.

Key words: stress, distress, psychological resilience, student personality, emotional tension, motivation, adaptation, social support, self-regulation, mental health.

Introduction

The student period is considered one of the most important and meaningful stages in a person's life. During this time, individuals take their first steps toward independent living, set clear goals, determine their professional direction, and strive to find their place in society. At the same time, a new academic environment, increased demands, more complex interpersonal relationships, and changes in social roles place significant psychological pressure on young people. Under such conditions,

the emergence of stress is a natural process, and its course largely depends on the individual characteristics and internal resources of the person.

Stress is not always a negative phenomenon. At a certain level, it encourages activity, enhances concentration, increases responsibility, and helps individuals adapt to new situations. However, prolonged or intense stress can lead to negative consequences, adversely affecting not only students' academic performance but also their health, social activity, and psychological stability.

The relevance of this issue lies in the fact

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that modern education systems must focus not only on students' academic knowledge but also on their mental health, emotional stability, and ability to adapt socially. In particular, improving psychological services in higher education institutions, preventing stress, strengthening students' psychological protection, and fostering psychological resilience have become urgent scientific and practical tasks.

The aim of this article is to identify the factors influencing the emergence of stress among students, analyze the theoretical foundations of psychological resilience, and highlight the socio-psychological factors that contribute to its development.

The problem of stress has been studied for many years in psychology and physiology. In scientific literature, stress is often defined as a general adaptive response of the organism to external or internal influences. G.Selye described this phenomenon as a universal reaction of the organism and associated it with the general adaptation syndrome. According to his theory, stress arises under the influence of various stressors and develops through stages of alarm, resistance, and exhaustion.

Later, a cognitive approach to stress emerged. R.Lazarus and S.Folkman explained stress not only through external factors but also as a psychological process related to how individuals evaluate situations. According to them, whether a situation is stressful depends primarily on a person's subjective assessment of it. This approach is particularly important in understanding student stress, as the same academic situation may produce different psychological responses in different students.

Psychological resilience, in modern psychology, is understood as the ability of an individual to maintain mental balance in complex, conflicting, and stressful situations, regulate emotions, adapt to circumstances, and continue goal-directed activity. It is not only a protective emotional mechanism but also a key factor in social adaptation, active life position, and achieving success.

Psychological resilience is especially important during the student period. At this stage, qualities such as independent decision-making, accurate self-assessment, tolerance to difficulties, and effective communication with peers and teachers are actively developed. A psychologically resilient student

typically does not succumb to emotions in difficult situations, analyzes the circumstances, seeks solutions to problems, and effectively mobilizes internal resources.

The factors influencing the emergence of stress among students are multifaceted and can be conditionally divided into academic, social, personal, and future-related factors.

Among academic factors, the most common is the excessive academic workload. Lectures, seminars, practical assignments, independent study, midterm and final assessments, course papers, and exam preparation place significant pressure on a student's daily schedule. Inability to manage time effectively, accumulation of tasks, and fear of falling behind academically further intensify stress.

Social factors also play an important role. A student entering a higher education institution must adapt to a new community, enter a new system of communication, and reshape their social status. This process is especially emotionally demanding for first-year students. Difficulty adapting to a new environment, challenges in finding one's place within a group, and problems in peer relationships can all become sources of stress.

Personal factors include low self-confidence, fear of failure, perfectionism, comparing oneself with others, emotional sensitivity, and internal conflicts. For some students, even minor failures can cause significant psychological distress. This condition is closely related to their level of self-esteem and internal psychological resources.

Family and financial factors also directly affect a student's mental state. Family conflicts, economic difficulties, housing problems, high parental expectations, or lack of emotional support can increase feelings of tension and stress.

Future-related factors also deserve special attention. Questions related to career choice, professional development, employment opportunities, and readiness for independent life constantly occupy students' minds. If a student has unclear future plans, this can lead to increased inner instability and anxiety.

Psychological resilience is a complex psychological structure consisting of several interrelated components. The first component is emotional stability. It reflects an individual's ability to remain composed under the influence of negative

emotions, control affective reactions, and manage anxiety and irritability.

The second component is cognitive stability, which is related to a person's ability to realistically assess situations, analyze problems, draw logical conclusions, and make appropriate decisions. Such a student perceives difficult situations not as tragedies, but as solvable problems.

The third component is volitional stability. It is expressed in persistence toward goals, the ability to continue activities despite difficulties, and maintaining internal discipline and responsibility. In student activity, this quality plays a crucial role in achieving high results.

The fourth component is socio-psychological stability. It manifests in the ability to build healthy relationships, resolve conflicts constructively, seek help, and accept support. Students who feel socially isolated or experience strong loneliness are more prone to stress.

The fifth component is motivational stability, which is associated with the clarity of personal goals, values, and professional orientation. Students with clear goals and strong internal motivation are less likely to become discouraged by temporary difficulties.

Factors contributing to the development of psychological resilience in students:

The factors influencing the development of psychological resilience in students can be divided into internal and external factors.

Internal factors include adequate self-assessment, self-awareness, intrinsic motivation, emotional control, reflection, volitional qualities, and problem-solving skills. A student who can realistically evaluate their abilities, understand their emotions, and regulate them tends to remain more stable in challenging situations.

External factors include family support, a healthy social environment, fair and humane attitudes from teachers, a positive psychological climate within the group, friendly relationships, and well-established psychological support services in higher education institutions. When students are in an environment where they are understood, listened to, and supported, their internal resilience strengthens.

Time management skills are also an important factor in psychological resilience. Planning daily tasks, setting priorities, and maintaining a balance

between study and rest help prevent stress. Conversely, disorganized activity, procrastination, and task accumulation increase emotional tension.

A healthy lifestyle is closely linked to psychological resilience. Adequate sleep, proper nutrition, physical activity, spending time outdoors, limiting media consumption, and regular rest improve a student's psychophysiological condition. When the body is physically healthy, resistance to stress also increases.

Recommendations for preventing stress and developing psychological resilience in students:

To prevent stress and develop psychological resilience in students, it is advisable to work in several directions.

First, it is necessary to strengthen psychological prevention activities in higher education institutions.

Second, organizing stress management and adaptation training programs is beneficial. Such training includes relaxation techniques, breathing exercises, emotional regulation, conflict resolution, communication skills, and building self-confidence.

Third, students should be taught self-management skills. These include creating daily schedules, planning time, prioritizing tasks, and breaking goals into smaller, manageable steps.

Fourth, it is important to develop positive motivation. When students understand the connection between their studies, future career prospects, and personal development, they approach difficulties more constructively.

Fifth, it is essential to create a healthy socio-psychological environment. Building respectful relationships between teachers and students, reducing negative competition within groups, and fostering cooperation and mutual support significantly decrease stress levels.

Sixth, it is important to improve psychological culture among students and their parents. Instead of excessive pressure, parents should prioritize support, understanding, and encouragement.

Theoretical analyses show that the emergence of stress among students is often related not so much to the volume of academic workload, but to how this workload is perceived, the level of preparedness for it, and the ability to utilize internal resources. In other words, the same conditions can produce different emotional responses in

different students. This indicates the necessity of an individual approach in explaining and addressing stress.

The analysis also reveals that psychologically resilient students tend to analyze situations rather than react emotionally in problematic circumstances. They demonstrate higher levels of self-confidence, a sense of control over situations, goal orientation, and social activity. In such students, stress does not turn into a negative outcome; on the contrary, it can serve as a factor that increases activity and productivity.

Conversely, students with poorly developed psychological resilience are more likely to experience anxiety, lack of self-confidence, fear of failure, social withdrawal, depressive moods, and decreased motivation. This negatively affects academic performance, interpersonal relationships, and overall mental health.

Therefore, it is appropriate to consider the development of psychological resilience not only as an individual trait but also as the result of cooperation between educational institutions, families, and the social environment. When a supportive environment is created—one that respects students' opinions, listens to them, and treats mistakes as opportunities for growth—the negative effects of stress are significantly reduced.

Conclusion

In conclusion, the student period is a complex and responsible stage of personal development, during which the occurrence of stress is natural. However, prolonged or intensified stress can negatively affect a student's mental health, academic performance, and social activity.

Based on the research analysis, the main sources of stress among students include academic workload, difficulties in social adaptation, family and financial problems, uncertainty about the future, low self-confidence, and insufficient emotional regulation. In reducing the negative impact of these factors, psychological resilience serves as an important protective mechanism.

Key factors in developing psychological resilience include adequate self-assessment, intrinsic motivation, social support, time management, a healthy lifestyle, emotional regulation, and reflection. It is essential to improve psychological

prevention measures, stress management training, adaptation programs, and individual psychological counseling services in higher education institutions.

Thus, implementing comprehensive measures to prevent stress and develop psychological resilience in students contributes to strengthening mental health, increasing educational effectiveness, and fostering well-rounded individuals.

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