

WHY STUDENTS FAIL: PSYCHOLOGICAL FACTORS IN EDUCATION AND STRATEGIES FOR IMPROVEMENT

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ABSTRACT

Student failure in educational settings is a complex phenomenon influenced by a variety of psychological factors. This article explores the psychological dimensions contributing to academic failure, including motivation, mindset, self-efficacy, and emotional well-being. It examines how negative beliefs about intelligence, fear of failure, anxiety, and lack of resilience can impede student performance and lead to repeated academic setbacks. Furthermore, the article discusses the impact of external factors such as family environment, peer influence, and educational systems on student psychology and learning outcomes. To address these challenges, the article proposes evidence-based strategies for educators and policymakers to support student success. These strategies include fostering a growth mindset, promoting self-regulated learning, and creating supportive and inclusive learning environments. By understanding and addressing the psychological factors that contribute to student failure, educators can develop more effective interventions that help students build resilience, enhance their learning experiences, and achieve academic success.

KEYWORDS: Academic failure, Student psychology, Motivation, Growth mindset, Self-efficacy, Emotional well-being.

INTRODUCTION

Academic failure is a pervasive issue in educational settings worldwide, affecting students across all levels of education. Understanding why students fail is crucial for developing effective educational strategies that foster student success. While academic failure is often attributed to cognitive deficits or lack of effort, a growing body of research suggests that psychological factors play a significant role in determining student outcomes. Factors such as motivation, mindset, self-efficacy, and emotional well-being can significantly influence a student's ability to succeed or fail in an academic environment (Turner et al. 2002). Additionally, external influences, including family dynamics, peer relationships, and the educational environment, can shape a student's psychological landscape, further impacting their academic performance.

This article seeks to explore these psychological dimensions in depth, examining how they contribute to academic failure and what strategies can be employed to mitigate their effects. By understanding the psychological factors that contribute to failure, educators and policymakers can create more supportive and effective learning environments that not only reduce the incidence of failure but also promote resilience and lifelong learning among students. In doing so, we can move towards an educational model that recognizes the importance of mental and emotional factors in academic achievement, thereby better supporting students in their journey towards academic success.

SECTION 1: THE ROLE OF MOTIVATION IN ACADEMIC SUCCESS AND FAILURE

1.1 Understanding Motivation in Educational Contexts

Motivation is a key driver of student behavior and academic achievement. It refers to the internal and external forces that initiate, direct, and sustain behaviors towards achieving a goal. In an educational context, motivation influences how much effort a student is willing to invest in their studies, their persistence in the face of challenges, and their overall engagement with learning materials (Horton 2015).

There are two main types of motivation: intrinsic and extrinsic. Intrinsic motivation refers to engaging in a behavior because it is inherently interesting or enjoyable. Students who are intrinsically motivated are more likely to take on challenging tasks and persevere when faced with difficulties because they find the learning process itself rewarding. Extrinsic motivation, on the other hand, involves performing a task to receive some form of external reward or to avoid punishment (Manning 2012). While extrinsic motivators, such as grades or praise, can be effective in the short term, they may not foster long-term engagement and deep learning.

1.2 The Impact of Motivation on Academic Performance

Research shows that students with high levels of intrinsic motivation tend to perform better academically than those who are primarily extrinsically motivated. This is because intrinsic motivation is associated with a desire for mastery, a willingness to explore and take intellectual risks, and a higher level of engagement in learning activities. In contrast, students who rely heavily on extrinsic motivation may engage in surface-level learning strategies, such as rote memorization, which may not lead to deep understanding or long-term retention of knowledge.

A lack of motivation, or de-motivation, can significantly impact a student's academic performance. Demotivated students are more likely to experience feelings of helplessness, frustration, and disengagement from their studies. This can lead to a cycle of academic failure, where poor performance further reduces motivation, leading to continued academic struggles.

1.3 Strategies to Enhance Student Motivation

To foster motivation among students, educators can implement several strategies:

- 1. Fostering a Growth Mindset:** Encouraging a growth mindset, where students believe their abilities can be developed through effort and perseverance, plays a crucial role in fostering intrinsic motivation. When students adopt this mindset, they begin to view challenges not as threats to their self-esteem but as valuable opportunities for personal growth. This shift in perspective encourages them to engage more deeply in learning activities, as they recognize that their effort directly contributes to their development. Instead of shying away from difficult tasks, students with a growth mindset are more likely to embrace them, understanding that overcoming these challenges is a key part of the learning process. This persistence in the face of difficulties not only enhances their skills but also builds resilience, creating a positive feedback loop where their increased competence further motivates them to continue striving for improvement (Dunlosky et al. 2013). Ultimately, fostering a growth mindset helps students develop a love for learning that goes beyond external rewards, driving them to achieve their full potential.

- 2. Providing Autonomy and Choice:** Providing autonomy and choice in the learning process significantly enhances intrinsic motivation by making learning more relevant and

engaging for students. When students are given the opportunity to exercise control over aspects of their education—such as choosing topics that interest them or selecting from various types of assignments—they feel a greater sense of ownership and responsibility for their learning. This empowerment fosters a deeper connection to the material, as students can pursue paths that align with their personal interests and strengths. As a result, learning becomes more meaningful and enjoyable, transforming from a passive experience into an active and personalized journey (Weinstein 1991). By recognizing their ability to influence their learning outcomes, students are more likely to engage with the content, persist through challenges, and ultimately develop a stronger intrinsic motivation to learn and grow

3. Setting Meaningful Goals: Setting meaningful goals is a powerful strategy for enhancing student motivation by providing clear direction and a sense of purpose. When students are guided to set goals that are Specific, Measurable, Attainable, Relevant, and Time-bound (SMART), they gain a concrete understanding of what they are working towards and how to measure their progress. Specific goals clarify what needs to be achieved, while measurable criteria allow students to track their advancements, fostering a sense of accomplishment along the way. Ensuring that goals are attainable prevents frustration and builds confidence, as students are challenged appropriately according to their current abilities. By making goals relevant, students can connect their learning objectives to their personal interests and long-term aspirations, increasing their intrinsic motivation to pursue them (Licht 1983). Time-bound goals create a sense of urgency and focus, encouraging students to manage their time effectively and stay on track. Overall, setting SMART goals helps students develop a clear roadmap for their learning journey, making the process more purposeful and motivating them to achieve their full potential

4. Creating a Supportive Learning Environment: Creating a supportive learning environment is essential for fostering intrinsic motivation in students. When the classroom atmosphere is positive and encouraging, students feel safe to take risks and make mistakes without fear of judgment or failure. This sense of security allows them to explore new ideas and challenges, which is critical for deep learning and personal growth. Encouragement and positive reinforcement play a significant role in this process by affirming students' efforts and progress, helping them build confidence and resilience (Dweck 1986). Constructive feedback, delivered with care, provides guidance and helps students understand how to improve without discouraging them. Together, these elements create a nurturing environment where students are motivated to engage fully in their learning journey, driven by a genuine desire to grow and succeed. In such a setting, intrinsic motivation flourishes as students recognize that their efforts are valued and that they have the support needed to overcome obstacles and achieve their goals.

SECTION 2: MINDSET AND ACADEMIC FAILURE

2.1 Fixed vs. Growth Mindsets:

The concept of "mindset," introduced by psychologist Carol Dweck, is crucial for understanding student behavior and academic outcomes. A "fixed mindset" refers to the belief that intelligence and abilities are static, unchangeable traits. Students with this mindset may avoid challenges, give up easily, and feel threatened by the success of others because they perceive their abilities as limited and unalterable. On the other hand, a "growth mindset" is the belief that intelligence and abilities can be developed and enhanced through hard work, effort, and persistence. Students who embrace a growth mindset are more likely to seek out challenges, persevere through difficulties, and view the success of others as a source of inspiration rather than a threat. This distinction between fixed and growth mindsets has

profound implications for educational practices, as fostering a growth mindset in students can lead to greater resilience, a love of learning, and ultimately, higher academic achievement.

2.2 The Influence of Mindset on Academic Performance:

The influence of mindset on academic performance is profound, as it shapes how students perceive their abilities and respond to challenges. Students with a fixed mindset tend to believe that their intelligence and talents are static, which can lead them to avoid difficult tasks that might expose their perceived limitations. This avoidance behavior prevents them from engaging in the very experiences that could promote learning and development. When faced with setbacks, these students are more likely to become discouraged, interpreting failure as a sign of inherent inability rather than an opportunity to grow. This lack of resilience can result in a downward spiral of academic performance and decreased motivation.

In contrast, students with a growth mindset believe that their abilities can be developed through effort, practice, and perseverance. They are more likely to take on challenges with the understanding that struggle is a natural and essential part of learning. This mindset fosters resilience, as students view setbacks not as failures, but as valuable feedback that can guide future efforts. By embracing challenges and persisting through difficulties, students with a growth mindset are better positioned to achieve academic success (Alvarez 2001). Their positive attitude towards learning, combined with a willingness to put in the necessary effort, often leads to higher levels of achievement and a more fulfilling educational experience.

2.3 Cultivating a Growth Mindset in Students

Educators can play a significant role in fostering a growth mindset in students. Some strategies include:

1. **Teaching About the Brain and Learning:** Educators can help students understand that the brain is like a muscle that grows stronger with effort and practice (Silva & White 2013). This knowledge can reinforce the idea that abilities are not fixed and can be developed over time.
2. **Modeling a Growth Mindset:** Teachers can model a growth mindset by sharing their own learning experiences, including mistakes and setbacks, and how they overcame them. This can help students see that failure is a normal part of the learning process.
3. **Providing Constructive Feedback:** Feedback should focus on effort, strategies, and processes rather than on innate ability. Praising effort and persistence rather than just outcomes can encourage a growth mindset.
4. **Encouraging a Focus on Learning and Improvement:** Shifting the emphasis from grades and outcomes to learning and improvement can help students value the learning process itself and develop a growth mindset.

SECTION 3: SELF-EFFICACY AND ACADEMIC SUCCESS

3.1 What is Self-Efficacy?

Self-efficacy, a concept developed by psychologist Albert Bandura, refers to an individual's belief in their ability to succeed in specific tasks or situations. In the context of education, self-efficacy influences a student's motivation, effort, persistence, and resilience. High self-efficacy can lead to greater academic achievement, while low self-efficacy can contribute to academic failure.

3.2 The Relationship Between Self-Efficacy and Academic Performance

The relationship between self-efficacy and academic performance is pivotal in determining student success. Students with high self-efficacy are not only more likely to set ambitious and challenging goals, but they also demonstrate greater perseverance when encountering obstacles. They tend to employ effective learning strategies, enabling them to tackle complex tasks with confidence. Additionally, these students are more resilient in the face of setbacks, viewing failures not as definitive judgments of their abilities but as opportunities for growth and learning. This positive outlook fosters a continuous cycle of improvement and success. Conversely, students with low self-efficacy often struggle with self-doubt, which leads them to avoid challenging tasks and give up more easily when difficulties arise. This lack of confidence can trap them in a negative cycle of poor performance, reinforcing their belief that they are incapable of achieving academic success. As a result, understanding and nurturing self-efficacy is crucial for educators seeking to enhance students' academic outcomes and overall well-being.

3.3 Building Self-Efficacy in Students

There are several strategies educators can use to enhance students' self-efficacy:

1. **Mastery Experiences:** Providing students with opportunities to succeed through effort and persistence can help build self-efficacy. Small, incremental successes can boost confidence and encourage students to take on more challenging tasks.
2. **Vicarious Experiences:** Observing peers who succeed through effort and persistence can help students believe in their own ability to succeed. Group activities and peer mentoring programs can provide these vicarious experiences.
3. **Social Persuasion:** Encouragement and positive reinforcement from teachers, parents, and peers can help boost students' self-efficacy. Constructive feedback and affirmation of a student's capabilities can motivate them to try harder and believe in their potential.
4. **Reducing Anxiety and Stress:** High levels of anxiety and stress can undermine self-efficacy. Teaching students stress management techniques, such as mindfulness and relaxation exercises, can help reduce anxiety and build confidence.

SECTION 4: EMOTIONAL WELL-BEING AND ITS IMPACT ON LEARNING

4.1 The Importance of Emotional Well-Being in Education

Emotional well-being is a fundamental component of academic success, significantly influencing students' ability to engage, learn, and achieve their goals. It encompasses a spectrum of emotional states, including happiness, stress, anxiety, and depression, all of which impact students' overall academic experience. Students who maintain high levels of emotional well-being are more likely to be motivated, resilient, and engaged in their learning. They can approach academic challenges with a positive mindset, which enhances their persistence and problem-solving abilities. On the other hand, students facing emotional distress often encounter difficulties that impede their academic performance. High levels of stress and anxiety can hinder concentration, disrupt the learning process, and diminish motivation, leading to lower academic achievement (Pressley et al. 2006). Depression and other emotional struggles can further exacerbate these issues, affecting students' ability to perform and participate actively in their education. Addressing emotional well-being is therefore essential for creating a supportive learning environment that promotes both academic and personal growth. By fostering emotional health, schools and educators can help

students develop the resilience and engagement necessary to succeed academically and thrive in their overall educational journey

4.2 The Effects of Anxiety and Depression on Academic Performance

Anxiety and depression are significant emotional challenges that can profoundly affect a student's academic performance. Anxiety often manifests as excessive worry and fear about academic tasks, leading students to avoid challenges, procrastinate, and engage in negative self-talk. This avoidance behavior and diminished confidence can undermine their ability to tackle assignments and exams effectively, reducing their overall academic performance. Additionally, anxiety can cause physical symptoms such as headaches and stomachaches, further complicating students' ability to focus and participate in learning activities.

Depression, on the other hand, can lead to pervasive feelings of hopelessness and a lack of motivation. Students experiencing depression may struggle with low energy levels, making it difficult to engage in schoolwork or participate in class. Concentration difficulties and a diminished sense of accomplishment can further hinder their academic progress. The impact of depression often results in decreased academic effort and performance, creating a cycle where academic struggles exacerbate emotional distress, and vice versa. Addressing these emotional challenges through support systems, counseling, and appropriate interventions is crucial for helping students manage their mental health and improve their academic outcomes.

4.3 Strategies for Promoting Emotional Well-Being in Students

To promote emotional well-being in students, educators can implement several strategies:

1. **Creating a Safe and Supportive Environment:** Creating a safe and supportive classroom environment is fundamental for reducing anxiety and promoting emotional well-being among students. Such an environment is characterized by clear expectations, positive relationships, and a culture of respect and empathy. When students feel safe and included, they are more likely to engage in learning without the fear of judgment or exclusion. Establishing a supportive atmosphere involves consistent communication of behavioral expectations, nurturing positive interactions between students and teachers, and fostering a sense of community where every student feels valued. In addition to a supportive environment, teaching emotional regulation skills is crucial for helping students manage stress and anxiety effectively (Georgiou et al. 2002). Educators can introduce techniques such as mindfulness, deep breathing, and cognitive restructuring, which equip students with practical tools to handle emotional challenges. By integrating these strategies into the classroom routine, teachers empower students to cope with stressors in a constructive manner, enhancing their overall emotional resilience and academic performance. Together, these approaches create a holistic framework that supports both the emotional and educational development of students
2. **Providing Access to Mental Health Resources:** Providing access to mental health resources in schools is essential for supporting students as they navigate emotional challenges. Offering counseling services gives students a safe and confidential space to discuss their feelings, develop coping strategies, and receive professional guidance. Support groups can foster a sense of community and belonging, allowing students to share their experiences and learn from peers who may be facing similar issues. Educational workshops can further equip students with practical skills and knowledge to manage stress, anxiety, and other emotional challenges effectively (Pajares & Schunk 2002). By integrating these resources into the school environment, educators

and administrators create a comprehensive support system that addresses mental health proactively. This approach not only helps students cope with immediate emotional difficulties but also promotes long-term well-being, resilience, and academic success. Ensuring that mental health resources are readily available and accessible reinforces the importance of emotional health as a critical component of the educational experience.

3. **Encouraging Open Communication:** Encouraging open communication about emotions and mental health is crucial for fostering a supportive and stigma-free school environment. By creating spaces where students feel comfortable discussing their feelings and mental health challenges, schools can normalize these conversations and diminish the stigma often associated with seeking help. Open communication helps students recognize that experiencing emotional difficulties is a common and manageable part of life, not a personal failure or something to be ashamed of. This cultural shift encourages students to reach out for support when they need it, whether through counseling services, peer support, or educational resources. Additionally, when educators, staff, and students openly discuss mental health, it builds a stronger sense of community and mutual understanding. This supportive atmosphere not only aids in early identification and intervention for those struggling but also promotes overall mental well-being within the school (Wilson et al. 2002). By fostering an environment of openness and empathy, schools empower students to take proactive steps towards maintaining their emotional health and achieving their academic goals.

SECTION 5: EXTERNAL FACTORS INFLUENCING STUDENT PSYCHOLOGY

5.1 The Role of Family Environment

The family environment is a fundamental factor in shaping a student's psychological development and academic performance. A supportive family environment, characterized by emotional support, encouragement, and access to resources, plays a crucial role in enhancing a student's motivation, self-efficacy, and overall emotional well-being. When family members actively engage in their child's education, provide constructive feedback, and foster a positive and nurturing atmosphere, students are more likely to develop a strong sense of self-worth and confidence (Yeager & Walton 2011). This supportive backdrop helps them tackle academic challenges with resilience and enthusiasm. Conversely, an adverse family environment marked by conflict, neglect, or a lack of support can have detrimental effects on a student's psychological health and academic success. Students from such environments may experience increased stress, anxiety, or low self-esteem, which can undermine their ability to concentrate, participate in school activities, and perform academically. The emotional strain and instability at home can lead to disengagement from school and hinder their overall educational progress. Therefore, creating and maintaining a supportive family environment is essential for fostering a student's academic and personal growth, emphasizing the critical role that family dynamics play in the educational journey.

5.2 Peer Influence and Academic Outcomes

Peer relationships play a pivotal role in shaping a student's academic performance and psychological well-being. Positive peer relationships can greatly enhance a student's educational experience by offering emotional support, encouragement, and a sense of belonging. Friends who value education and engage in academic pursuits can inspire and motivate each other, leading to increased effort and improved performance (Gębka 2014). Moreover, supportive peers can provide a network of assistance and collaboration, contributing to a more enriching and engaging learning environment.

On the other hand, negative peer influences, such as bullying or pressure to engage in disruptive behaviors, can have a detrimental impact on a student's psychological health and academic outcomes. Students who experience bullying or are pressured to deviate from academic goals may suffer from lowered self-esteem, increased stress, and diminished motivation. These adverse experiences can lead to disengagement from school, poor academic performance, and emotional distress. Therefore, fostering positive peer interactions and addressing negative influences are crucial for supporting students' overall well-being and academic success (Cupani 2023). Creating a school culture that encourages healthy peer relationships and intervenes effectively in cases of negative peer influence can help students thrive both academically and personally

5.3 The Impact of Educational Systems and Policies

Educational systems and policies significantly influence student psychology and academic outcomes. Rigid educational systems that emphasize high-stakes testing and competition often create environments of intense pressure and stress. This focus on standardized testing can lead to increased anxiety, burnout, and a narrow view of success, which may ultimately hinder students' academic performance and overall well-being. The constant emphasis on testing and competition can diminish intrinsic motivation and discourage students from engaging in learning for its own sake.

In contrast, educational systems that prioritize holistic development, inclusivity, and personalized learning tend to foster more positive psychological outcomes and academic success. Systems that support diverse learning needs, encourage exploration and creativity, and value individual growth over mere test scores create a more nurturing and engaging environment. Such systems can reduce stress by focusing on students' overall development and well-being, rather than just academic achievements. By integrating flexible approaches to learning and supporting each student's unique needs, these systems promote a more balanced and supportive educational experience (Becker & Luthar 2002). Ultimately, educational policies that emphasize well-rounded development and inclusivity help students build resilience, maintain motivation, and achieve their full potential, both academically and personally.

5.4 STRATEGIES FOR ADDRESSING EXTERNAL INFLUENCES

To address external influences on student psychology, educators and policymakers can implement several strategies:

1. **Building Strong School-Family Partnerships:** Schools can collaborate with families to create a supportive environment for students. This can include regular communication, parent education programs, and family engagement activities.
2. **Promoting Positive Peer Relationships:** Schools can promote positive peer relationships through programs that encourage teamwork, peer mentoring, and social-emotional learning.
3. **Implementing Inclusive and Flexible Educational Policies:** Educational policies should be inclusive and flexible, allowing for personalized learning and accommodations for students with diverse needs. This can help reduce stress and anxiety and promote positive academic outcomes.

SECTION 6: STRATEGIES FOR SUPPORTING STUDENTS AT RISK OF ACADEMIC FAILURE

6.1 Early Identification and Intervention

Early identification and intervention are crucial for effectively supporting students who are at risk of academic failure or experiencing psychological distress. By recognizing the early signs of difficulties—whether they are related to mental health issues, learning challenges, or behavioral concerns—educators can intervene promptly to address these issues before they escalate. Training educators to spot indicators such as changes in behavior, declining academic performance, or emotional distress enables them to provide targeted support and resources to students in need.

Timely interventions can include a range of strategies, from personalized academic support and counseling services to tailored instructional approaches and behavioral guidance. Early support helps students develop coping mechanisms, improve their skills, and regain their confidence, ultimately preventing more severe problems and academic setbacks. Additionally, proactive intervention fosters a more supportive learning environment, where students feel valued and understood (Casillas et al. 2012) . By prioritizing early identification and intervention, schools can enhance students' chances of success, promoting both their academic achievement and overall well-being.

6.2 Personalized Learning Approaches

Personalized learning approaches are highly effective in addressing the individual needs, strengths, and interests of students, which can significantly mitigate the impact of psychological factors on academic performance. By tailoring instruction to each student's unique learning style and pace, educators can create a more engaging and supportive educational experience. Differentiated instruction, for example, allows teachers to adjust their teaching methods and materials to accommodate various learning preferences and abilities, ensuring that all students have access to content that resonates with them. Flexible grouping strategies, where students are grouped based on their current needs or skills rather than fixed abilities, also support personalized learning. This approach allows for targeted interventions and collaborative learning experiences that can address specific challenges and enhance student engagement. Additionally, the use of adaptive learning technologies can provide students with customized learning pathways that adjust in real-time based on their performance and progress. These technologies can offer immediate feedback and targeted practice, helping students overcome difficulties and build confidence.

6.3 Building a Supportive School Culture

Building a supportive school culture is essential for reducing the risk of academic failure and promoting overall student well-being. A culture that prioritizes student well-being and fosters a growth mindset creates an environment where students feel valued and motivated to succeed. Promoting a growth mindset involves encouraging students to view challenges as opportunities for growth rather than as threats to their self-esteem. This perspective helps students approach their learning with resilience and a willingness to embrace new challenges. Creating a sense of belonging is another crucial element of a supportive school culture. When students feel connected to their school community and valued by their peers and educators, they are more likely to engage actively in their learning and persist through difficulties. Building positive relationships among students, teachers, and staff enhances this sense of belonging and provides a network of support that students can rely on (Ames & Archer 1988). Providing emotional support is integral to this supportive environment. Schools can

offer resources such as counseling services, mentor-ship programs, and peer support groups to help students manage stress and navigate personal challenges (Schwinger et al. 2022). Additionally, ensuring that the school environment is safe and inclusive for all students, regardless of their background or identity, fosters a climate where everyone feels respected and accepted.

Overall, a supportive school culture that integrates these elements helps create a nurturing atmosphere where students are encouraged to thrive academically and emotionally. By focusing on well-being, inclusive, and positive relationships, schools can significantly reduce the risk of academic failure and support students in reaching their full potential

6.4 Providing Professional Development for Educators

Providing professional development for educators on topics such as student psychology, social-emotional learning, and trauma-informed practices is crucial for equipping them with the skills and knowledge needed to support students effectively. Training in these areas helps educators recognize and respond to signs of psychological distress, enabling them to identify students who may be struggling with emotional or behavioral issues early on. Understanding how to implement effective interventions, such as individualized support plans and appropriate referrals to counseling services, allows educators to address these issues in a timely manner. Professional development also focuses on fostering a positive classroom environment, which is essential for creating a supportive and inclusive learning space. Educators learn strategies to promote social-emotional learning, helping students develop skills such as self-regulation, empathy, and effective communication. Trauma-informed practices are particularly important, as they provide educators with tools to support students who have experienced trauma or adverse experiences, ensuring that these students receive the compassionate and understanding care they need. By investing in professional development, schools ensure that educators are well-prepared to create a nurturing educational environment where students feel safe, supported, and motivated (Covington 2014). This ongoing training helps teachers build stronger connections with their students, implement effective classroom management strategies, and promote overall student well-being, ultimately contributing to improved academic outcomes and reduced risk of failure.

CONCLUSION

Understanding the psychological factors that contribute to academic failure is essential for crafting effective educational strategies that promote student success. Key factors such as motivation, mindset, self-efficacy, and emotional well-being play significant roles in shaping academic outcomes. By addressing these factors, educators can create nurturing and supportive learning environments that foster resilience and encourage students to overcome challenges. Additionally, recognizing the influence of external factors like family environment, peer relationships, and educational systems is critical for implementing holistic strategies. A supportive family, positive peer interactions, and flexible educational policies can significantly impact students' psychological and academic development. By addressing these external influences, educators and policymakers can create comprehensive support systems that cater to the diverse needs of students. Ultimately, adopting a more inclusive approach to education that prioritizes mental and emotional well-being alongside academic achievement allows for a more balanced and effective educational experience. This comprehensive strategy not only helps students reach their full potential but also nurtures a lifelong love of learning. By integrating psychological support into educational practices, we can better equip students to thrive both academically and personally.

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