

FRUSTRATION AND EDUCATIONAL MOTIVATION IN CHILDREN OF MIGRANT FAMILIES

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Abstract

This article examines the cognitive and emotional characteristics of frustration observed among children growing up in migrant families and analyses its psychological influence on educational motivation. Based on empirical data, the study explores how frustration impacts self-assessment, personal stability, and social adaptation. The research involved children aged 12–16 from migrant families. Rosenzweig's Picture–Frustration Study was used to assess frustration reactions; the Rogers–Dymond method to evaluate self-esteem; the Spielberger–Khanin anxiety scale to measure emotional instability; and Rean's method to assess educational motivation. The results demonstrate that the level of frustration among children of migrant families is significantly higher, leading to reduced learning motivation, lower self-esteem, and heightened emotional instability. Statistical analysis revealed a negative correlation between frustration and educational motivation ($r = -0.61$; $p < 0.01$). The article discusses the psychological mechanisms underlying this relationship and proposes psycho-pedagogical strategies to mitigate frustration and enhance learning motivation.

Keywords

migrant family, frustration, educational motivation, cognitive processes, emotional instability, psychological adaptation, learning activity.

Introduction. In the twenty-first century, globalisation, economic transformations, and increasing social mobility have made migration an integral part of human life. In Uzbekistan, both internal and external migration processes have profoundly affected the socio-psychological environment of many families [1]. Labour migration and the consequent family separation, new living conditions, and cultural differences have generated complex psychological challenges for children of migrant families.

Children from migrant families grow up between two distinct cultural worlds: the traditional values of their parents and the social norms of their new environment. This duality often leads to inner conflict, emotional instability, and low self-esteem—especially during adolescence, a critical period for identity formation [2]. Within this context, the phenomenon of *frustration* becomes an essential construct for analysing the psychology of children from migrant families.

Frustration refers to an emotional state of tension or distress that arises when an individual's goal-directed behaviour is obstructed [10]. It affects multiple levels of functioning—cognitive (thinking, perception, analysis), emotional (feelings, anxiety), and social (adaptation, communication). Among adolescents, particularly those from migrant backgrounds, frustration often leads to diminished learning motivation as they begin to doubt their abilities and undervalue themselves in comparison with peers [3].

In educational institutions, such psychological states require coordinated interventions involving teachers, school psychologists, and parents. Therefore, investigating the relationship between frustration and educational motivation among migrant children holds both scientific and practical significance.

Theoretical Framework. Frustration has been widely studied in psychological literature. S. Rosenzweig [10] defined it as a response arising when the satisfaction of an individual's needs is obstructed by internal or external factors. He identified three main frustration reaction types: *extrapunitive* (blaming external circumstances), *intropunitive* (self-blame), and *impunitive* (denial of the situation).

K. Lewin's [5] *field theory* conceptualised human activity as a flow of psychological energy, which changes direction when confronted with obstacles. For migrant learners, such obstacles may include linguistic barriers, cultural differences, and difficulties in social adjustment.

R. Lazarus and S. Folkman [4] developed the *cognitive appraisal theory of stress*, suggesting that emotional responses depend on how individuals subjectively interpret and evaluate their circumstances. When migrant students perceive their environment as threatening or unfair, frustration intensifies, impairing emotional balance.

According to A. Bandura's [1] *social learning theory*, children develop behavioural and emotional patterns by observing and imitating significant adults. Consequently, when parents experience chronic stress due to migration-related challenges, their children often mirror similar emotional reactions, contributing to maladaptive patterns of adjustment.

Furthermore, Deci and Ryan's [3] *Self-Determination Theory* provides an important framework linking frustration and motivation. It posits that intrinsic

motivation relies on the fulfilment of three basic psychological needs: competence, autonomy, and relatedness. When these needs remain unmet—as is often the case among migrant children—frustration rises, and motivation declines.

Among Uzbek scholars, E. G'oziyev [2] emphasised the close relationship between motivational stability and emotional equilibrium, while A. Kholbekov [9] demonstrated that teachers' emotional competence plays a crucial role in reducing student frustration.

The theoretical analysis thus confirms that frustration is a complex psychological phenomenon formed through the interaction of cognitive, emotional, and motivational systems. In children of migrant families, the balance among these systems is often disrupted, leading to declining interest in learning, difficulties in self-perception, and challenges in social adaptation.

Methodology. The empirical study was conducted during the 2024–2025 academic year in five schools across Tashkent City and Tashkent Region. A total of 124 students participated: 84 from migrant families (experimental group) and 40 from non-migrant families (control group). Participants were aged between 12 and 16, with an equal gender distribution.

Methods used:

1. **Rosenzweig Picture-Frustration Study** – to assess the direction and type of frustration reactions [10];
2. **Rogers-Dymond Method** – to evaluate self-esteem [8];
3. **Spielberger-Khanin State-Trait Anxiety Scale** – to measure emotional instability [7];
4. **Rean Motivation Questionnaire** – to determine types of educational motivation [6];
5. **Lazarus Stress Appraisal Inventory** – to assess cognitive perception of stress [4].

Data were processed using **Pearson's correlation coefficient**, **Student's t-test**, and **regression analysis** to identify significant relationships and predictive factors.

Results. Empirical findings confirmed that children from migrant families exhibited significantly higher levels of frustration compared to the control group.

- **Rosenzweig Test:** 63% showed extrapunitive responses, 24% intropunitive, and 13% impunitive patterns.
- **Rogers-Dymond:** 58% displayed low self-esteem, 29% moderate, and 13% high.
- **Spielberger-Khanin Scale:** 71% showed high anxiety, 21% moderate, and 8% low.

• **Rean Motivation Test:** 62% demonstrated low intrinsic motivation, while 68% had high extrinsic motivation.

Correlation analysis revealed significant associations: frustration was negatively correlated with educational motivation ($r = -0.61$; $p < 0.01$) and positively correlated with anxiety ($r = 0.57$; $p < 0.01$).

These results indicate that frustration disrupts the harmony between cognitive and emotional systems in learners, diminishing intrinsic motivation and increasing dependence on external reinforcement.

Discussion. The findings align with the theoretical propositions of K. Lewin [5] and R. Lazarus [4], suggesting that environmental barriers and subjective appraisal significantly affect emotional and motivational states. Among migrant adolescents, frustration primarily arises from difficulties in adaptation, parental separation, and cultural dissonance.

From A. Bandura's [1] perspective, the disruption of social modelling processes in migrant families leads to the internalisation of parental stress behaviours by children, reinforcing emotional instability and maladaptive coping strategies.

To address these issues, psycho-corrective and pedagogical interventions should include:

- **Cognitive-behavioural training** to reshape negative thought patterns;
- **Art therapy and relaxation techniques** to reduce emotional tension;
- **Motivational support programmes** to strengthen intrinsic learning interest;
- **Parental training** to improve emotional communication and support [9].

Such approaches can effectively lower frustration, enhance emotional stability, and foster adaptive educational motivation among migrant learners.

Conclusion. The study demonstrates that frustration among children from migrant families manifests at a higher intensity and has a detrimental impact on their psychological well-being and educational motivation. Increased frustration correlates with lower self-esteem, emotional instability, and a shift from intrinsic to extrinsic motivation.

These findings highlight the necessity of implementing psychological and pedagogical programmes aimed at supporting migrant students' adaptation, training teachers in emotional competence, and fostering strong family-school collaboration. Enhancing emotional resilience and promoting self-determination are key to sustaining academic engagement among children of migrant families.

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