**CONCLUSION**

In this paper, we have discussed our approach to respond to frustration using motivational messages. The approach we developed for Mind spark was based on addressing students’ goal failure. Our approach has been implemented and tested successfully. The results show that motivational messages that use attribution theory and address the reasons for frustration reduced the number of frustration instances per session. The reduction in the number of frustration instances is statistically significant. Motivational messages help the students to

reduce frustration and continue with their session, thus enabling them to avoid the negative consequences of frustration. Our approach can be generalizable to Math topics and class 6 students in schools, in Mindspark. To apply our approach to other systems, the reasons for frustration should be identified while detecting it. Moreover, careful

thought is required while creating the messages based on the goal-failure. To generalize our approach to respond to other affective states, the theory-driven approach should be used to detect the affective state, since it enables identification of the reason for the affective state.

Subsequently, the reason can be used to respond to the ffective state, along lines similar to our approach.