



Exploring psychological challenges in higher education: Prevalence, causes, and impacts on student well-being and academic performance

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ABSTRACT

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This study examines the various psychological challenges faced by higher education students, seeking to elucidate their prevalence, causes, and effects on academic performance and well-being. The study, based on thorough data analysis, finds significant concerns like study-related boredom, concentration difficulties, poor academic performance, time management problems, and thoughts of leaving education. The obstacles are intensified by multiple circumstances, such as financial constraints, alterations in living conditions, physical and mental health issues, stringent academic requirements, pedagogical approaches, school infrastructure, and discord between familial expectations and individual ambitions. The study used descriptive and inferential statistical methods to analyze data from a student sample, emphasizing the severity and frequency of these issues. The findings highlight the substantial impact on students' educational experiences, stressing the necessity for focused interventions and support structures. Suggestions encompass augmenting financial assistance, refining pedagogical approaches, offering mental health services, and cultivating friendly educational settings. Institutions can enhance students' resilience, academic achievement, and general well-being during their educational experiences by comprehensively addressing these complex concerns. This research provides significant insights into the intricate dynamics of student psychological well-being to guide policy and practice in higher education.

Contribution/Originality: This study provides valuable insights into the impact of psychological difficulties on students' learning activities highlighting key challenges like boredom, concentration issues, and low academic performance. The study emphasizes the need for targeted interventions and robust support systems to enhance students' mental well-being by identifying factors such as financial pressure, environmental changes, and academic workload.

1. INTRODUCTION

The importance of students' psychological well-being and its influence on academic success is well acknowledged in modern higher education (Britt, Mendiola, Schink, Tibbetts, & Jones, 2016; Eisenberg, Gollust, Golberstein, & Hefner, 2007; Kausar, 2010; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006; Lowe & Cook, 2003; Talib & Sansgiry, 2012; Trigwell, Prosser, & Waterhouse, 1999). Students frequently experience a range of psychological challenges that have a substantial impact on their learning activities and overall educational experiences. The challenges include ennui with studying, impaired focus, subpar academic achievement, problems with time management and consideration of dropping out of their education (Cassady, 2010; Kausar, 2010; Kuh et al., 2006). It is imperative for teachers and institutions to properly tackle these problems to provide support to

students in attaining their academic objectives and optimizing their capabilities. Students can successfully surmount these challenges and flourish in their educational endeavors through the provision of resources, assistance and the establishment of a nurturing learning environment. Comprehending these aspects is crucial for formulating efficient methods and support systems that enhance students' academic performance and welfare.

The high occurrence of psychological difficulties such as feelings of boredom when studying and struggles with concentration highlights the widespread influence on students' drive and involvement in academic endeavors (Chitrakar & Nisanth, 2023; Finkielstein, 2021; Kausar, 2010). These obstacles can greatly impede students' capacity to excel in their academic pursuits resulting in reduced grades and diminished overall academic achievement. It is essential to implement tactics that target these psychological barriers to foster a positive learning environment and boost students' motivation to thrive in their studies. These problems can result in a decline in academic performance and impede students' capacity to excel in their assignments (Ese, 2019; Kuh et al., 2006; Zimmerman, 2001). To tackle these issues, treatments that boost students' concentration and drive, hence enhancing their overall educational achievements are necessary. Students can overcome these challenges and maintain motivation in their academic pursuits by implementing measures such as goal-setting, time management techniques, and creating a supportive learning environment. Teachers can empower students to effectively traverse these hurdles and attain academic success through the provision of customized tools and assistance.

Furthermore, students face considerable stress due to the difficulty of managing their time effectively and keeping up with their academic achievement (Chemers, Hu, & Garcia, 2001; Kausar, 2010; Seaward, 2017). These pressures have the potential to induce emotions of being overwhelmed and experiencing burnout which can have a negative impact on one's general well-being and mental health. Students can seek assistance from teachers, counselors or academic advisers to overcome these hurdles and cultivate appropriate coping mechanisms. Academic coursework with extracurricular activities and personal duties can exert excessive pressure on students and have a negative impact on their academic performance (Afalla, 2020; Kuh et al., 2006; Zeidner, 1992). Students may also face stress stemming from social constraints, such as the need to sustain relationships with peers and navigate social dynamics on campus. Students can enhance their general well-being by seeking assistance from counselors, teachers or academic advisors to cope with these challenges. Implementing strategies focused on enhancing time management abilities and offering organized academic assistance is crucial in assisting students in overcoming these difficulties and maximizing their academic achievements. In addition, engaging in extracurricular activities and achieving a harmonious equilibrium between academic and personal life can also aid in diminishing stress levels. Students can improve their ability to effectively handle stress by developing healthy coping methods, such as engaging in exercise, practicing mindfulness or getting help from their peers.

Moreover, the factors contributing to these psychological challenges are diverse and encompass financial stress, alterations in living conditions, physical and mental health concerns, academic program requirements, teaching approaches, school infrastructure, and conflicts between familial expectations and individual ambitions (Britt et al., 2016; Eisenberg et al., 2007; Lowe & Cook, 2003; Talib & Sansgiry, 2012; Trigwell et al., 1999). Teachers and mental health professionals must acknowledge and understand these diverse aspects to offer suitable assistance and solutions for kids with psychological challenges. Individuals can strive to enhance their overall welfare and achieve academic excellence by tackling the underlying causes of these problems (Greenberg et al., 2003; Mahoney et al., 2021). These elements contribute to the intricate topography of student experiences in higher education, requiring comprehensive support structures and interventions to fulfill their different needs.

The purpose of this research is to thoroughly evaluate and understand the many psychological issues encountered by students in higher education. The goal of this study is to identify prevalent difficulties that have a significant impact on students' academic performance and overall well-being. These issues include boredom when studying, difficulty concentrating, poor academic achievement, difficulties with time management, and thoughts of discontinuing studies. In addition, the study intends to look into the numerous factors that contribute to these

challenges, such as financial limits, changes in living conditions, physical and mental health issues, academic requirements, instructional styles, school infrastructure, and parental expectations. The study aims to examine the prevalence and severity of these difficulties among students to get a thorough understanding that can be used to develop targeted treatments and support systems. The purpose is to boost students' academic performance and foster a positive learning environment.

2. METHODS

2.1. Participants

The study sample comprised 650 participants with a gender distribution of 38.7% male ($n=252$) and 61.3% female ($n=398$). The participants were enrolled in many academic fields such as the esteemed legal program (38.7%, $n=252$), economic law (24.5%, $n=159$), international trade law (24.8%, $n=161$), and general law (25.7%, $n=167$). This wide array of majors offers a broad outlook on the difficulties encountered by students in various legal domains. The participants were divided into different academic years with 22.6% being freshmen ($n=147$), 26.2% being sophomores ($n=170$), 27.5% being juniors ($n=179$), and 23.7% being seniors ($n=154$). This guarantees that the study encompasses the experiences of students at different points in their academic trajectory ranging from those who have recently started their higher education to those who are approaching the end of their studies. Regarding financial aid, a substantial majority (74.8%, $n=486$) obtained assistance from their parents. Only a small fraction of the participants (1.8%, $n=12$) was employed part-time to sustain themselves while a mere 0.4% ($n=7$) received financial assistance from institutions in the form of tuition exemptions or scholarships. In addition, 21.7% ($n=141$) of participants received both parental support and were involved in part-time employment while 1.2% ($n=8$) received parental support in conjunction with financial assistance from the school. This data emphasizes the diverse sources of financial aid that students depend on which can have an impact on their academic and psychological well-being. In terms of their present financial condition, the majority (82.6%, $n=537$) stated that they have enough financial resources while 14.5% ($n=94$) mentioned that their financial situation is slightly inadequate and 2.9% ($n=19$) reported having insufficient financial resources. This knowledge is vital for comprehending the financial pressures that may affect students' academic performance and overall well-being as shown in Table 1.

Table 1. Overview of participants.

Characteristics	Sample characteristics	N	%
Gender	Male	252	38.7
	Female	398	61.3
Majors	Law (High- quality program)	252	38.7
	Economic law	159	24.5
	International trade law	161	24.8
	Law	167	25.7
School year	Freshman	147	22.6
	Sophomore	170	26.2
	Junior	179	27.5
	Senior	154	23.7
Sources of financial support	Get support from parents (1)	486	74.8
	Work part-time on your own (2)	12	1.8
	Receive support from the school (Tuition exemption and scholarships) (3)	7	0.4
	Combine (1) and (2)	141	21.7
	Combine (1) and (3)	8	1.2
Current financial status	Insufficient	19	2.9
	Less sufficient	94	14.5
	Sufficient	537	82.6

2.2. Measurements

The study incorporated inquiries into students' self-evaluations of the effects of different stressors to evaluate the factors that contribute to the necessity of psychological consultation. The stressors included various psychological challenges and the perceived necessity for psychological assistance among the student population. The study attempted to identify the exact areas where students were most influenced and in need of support by examining the self-assessed influence of these weak elements. This methodology guaranteed that the gathered data was specifically related to the students' understandings of their mental health requirements. The study utilized a 5-level Likert scale to assess the influence of these psychological challenges on students' educational experiences. The scale encompassed a range of values with 1 representing ineffectiveness/complete untruth and 5 denoting a high level of effectiveness/complete truth. This allowed participants to express both the frequency and intensity of their psychological obstacles. The Likert scale format offered a comprehensive and subtle insight into the psychological condition of the participants, accurately measuring the frequency and intensity of their experiences with various psychological problems. This approach facilitated the collection of accurate data regarding the magnitude of the influence that psychological challenges had on the academic achievement and general welfare of students. The study successfully provided a precise and thorough depiction of the frequency and severity of the psychological difficulties encountered by college students through the utilization of this measurement methodology. The meticulous data collection strategy ensured a comprehensive comprehension of how psychological challenges impacted all facets of students' lives, encompassing their academic accomplishments as well as their personal and social encounters. This thorough explanation emphasized the importance and possible domains for psychological counseling and support services offering useful perspectives on the particular requirements of the student community.

2.3. Data Analysis

The data collected in this study were analyzed using both descriptive and inferential statistical methods to gain insight into the psychological difficulties that students encounter in their learning experiences and social interactions. Descriptive statistics, such as means and standard deviations were employed to summarize the average responses and variability on a Likert scale with 5 levels. Frequency distributions yielded useful insights into the frequency with which psychological issues affected the well-being of students. The analysis uncovered the extensive prevalence, intensity and interconnection of diverse psychological challenges. The findings served as a basis for creating specific educational interventions and support systems with the goal of enhancing students' academic achievement and overall well-being. This comprehensive methodology guaranteed that the study not only identified the primary psychological obstacles faced by students but also provided pragmatic remedies to improve their overall well-being.

2.4. Procedures

The study project aimed to analyze and integrate national and international documentary sources on learning difficulties and social interactions to enhance our comprehension of the psychological counseling needs of students in our country. The study was conducted at Hanoi Law University and involved students from four main fields of study: High-quality law, economic law, international trade law and general law. The participants were students from first to fourth year, specifically from courses K44, K45, K46, and K47.

The project was executed between August 2022 and September 2023. During this period, the research team conducted several important procedures to ensure the study's comprehensiveness and accuracy. Initially, a comprehensive literature review was conducted to gather relevant information on the topics of interest. During this phase, we performed a meticulous examination and combination of documentary sources from both local and foreign origins to establish a robust and all-encompassing theoretical foundation.

The study team continued to gather data following the completion of the literature evaluation. Surveys were distributed to students in different disciplines and academic stages. The surveys were meticulously designed to collect extensive data about students' academic difficulties and social relationships. The team systematically excluded incomplete questionnaires, specifically those that had less than 80% of the required information or had unanswered questions to ensure the precision and reliability of the data.

The cleansed data was further evaluated using mathematical statistical techniques. The procedure involved multiple processes such as encoding the responses, calculating descriptive statistics, and conducting inferential statistical analysis to identify significant patterns and linkages. The data processing was carried out to acquire a comprehensive understanding of the psychological challenges faced by the students and their needs for psychological treatment.

Upon completing the data processing, the research team collected the findings and generated a succinct report. This report conducted a thorough analysis of the primary findings from the study and offered recommendations for efficiently addressing the identified challenges. The entire process which included a thorough examination of relevant literature and careful final reporting was systematically structured to ensure the credibility and reliability of the results, ultimately providing valuable insights into the psychological needs of students at Hanoi Law University.

3. RESULTS

The study examined the impact of psychological difficulties on students' learning activities revealing varying degrees of effect across different areas. Table 2 summarizes the findings showing the percentage distribution, mean (M) and standard deviation (SD) for each psychological challenge.

Table 2. The impact of psychological difficulties on students' learning activities.

No.	Fields	Percentage (%)					M	SD
		Highly effective	Effect	Neutral	Less effect	Ineffect		
1	Bored of studying.	12.9	30.6	33.1	15.9	7.6	3.25	1.1
2	Unable to concentrate on studying.	11.1	32.6	32.9	18.2	5.3	3.26	1.04
3	Low academic results.	9.8	31.4	34.5	16.5	7.8	3.19	1.07
4	The problem of time management and using resources in studying is low.	8.8	31.2	35.7	17.5	6.8	3.18	1.03
5	Cannot keep up with progress.	6.1	27.6	37.7	19.5	9.1	3.02	1.04
6	Desire to drop out of school.	6.8	11.1	22.6	22.5	37	2.28	1.25
7	Desire to temporarily stop studying and complete the program later.	6	10.4	22.3	21.7	39.7	2.21	1.23
Total		8.7	24.9	31.2	18.8	16.2	2.91	0.86

The most significant impact was observed in students feeling bored of studying with 12.9% reporting a high effect, 30.6% an effect, and 33.1% neutral resulting in a mean score of 3.25 and a standard deviation of 1.10. This indicates that a substantial number of students experience a moderate to high level of boredom in their studies. The inability to concentrate on studying was another major issue with 11.1% of students highly affected, 32.6% affected, and 32.9% neutral leading to a mean score of 3.26 and a standard deviation of 1.04. This suggests that concentration difficulties are prevalent and significantly impact students' learning. Low academic results were reported by 9.8% of students as highly affected and 31.4% as affected with a mean score of 3.19 and a standard deviation of 1.07. This highlights the relationship between psychological difficulties and academic performance, emphasizing the need for targeted interventions. Time management and the efficient use of resources in studying were also significant issues with 8.8% of students highly affected and 31.2% affected. The mean score for this challenge was 3.18 with a standard deviation of 1.03 indicating that many students struggle with organizing their study time effectively. It falls behind in academic progress affecting 6.1% of students highly and 27.6% to a lesser degree with a mean score of 3.02 and a standard deviation of 1.04. This suggests that keeping up with coursework is

a common challenge among students. Desires to drop out of school or temporarily stop studying were less common but still notable. The desire to drop out had a mean score of 2.28 with a standard deviation of 1.25, with 6.8% of students highly affected and 11.1% affected. Similarly, the desire to temporarily stop studying had a mean score of 2.21 and a standard deviation of 1.23 with 6.0% of students highly affected and 10.4% affected.

The data indicated an average mean score of 2.91 with a standard deviation of 0.86 for the total impact of psychological difficulties on learning activities. This suggests that some students are significantly affected by psychological challenges while the overall impact varies necessitating a comprehensive approach to address these issues. These findings underscore the need for educational institutions to develop robust support systems to help students manage psychological difficulties and enhance their academic and personal well-being.

The study delineated various factors contributing to psychological challenges among students, as succinctly presented in Table 3. The evaluation of each cause was conducted using percentage distribution, mean (M), and standard deviation (SD) which yielded a thorough understanding of the components that contribute to students' psychological issues.

Table 3. Causes of psychological difficulties in students.

No.	Manifestation	Percentage (%)					M	SD
		Completely true	True	Neutral	Partially true	Untrue		
1	Financial pressure	8.3	12.9	31.6	25.5	21.8	2.6	1.19
2	The living and learning environment changes.	5.6	21.2	37.0	24.3	11.9	2.84	1.06
3	The physical health and mental health of the individual.	3.3	7.3	25.3	35.5	28.6	2.21	1.04
4	The content of the training program is difficult and overloaded.	6.1	13.6	25.6	38.8	15.9	2.55	1.09
5	Teacher's teaching methods and style.	4.1	13.7	26.6	40.2	15.4	2.51	1.04
6	School Facilities (Lecturer system, library and equipment for learning activities)	1.3	12.2	41.5	36.2	8.8	2.61	0.86
7	Conflict between family expectations and personal desires.	3.8	9.8	22.6	28.6	35.2	2.18	1.13

Financial pressure emerged as a significant factor with 8.3% of students finding it completely true and 12.9% true that it caused psychological difficulties. Financial pressure shows a moderate impact on students reflecting the considerable stress that financial concerns can impose on their mental health with a mean score of 2.60 and a standard deviation of 1.19. Changes in the living and learning environment also significantly impacted students with 5.6% finding it completely true and 21.2% true that these changes caused psychological difficulties. The mean score of 2.84 and a standard deviation of 1.06 indicate that environmental changes are a notable source of stress affecting students' adaptation and overall well-being. The physical and mental health of students was another critical factor with only 3.3% finding it completely true and 7.3% true that health issues caused psychological difficulties. The mean score of 2.21 and the standard deviation of 1.04 suggest that while health issues are less frequently reported. The difficulty and overload of the training program were reported by 6.1% of students as completely true and 13.6% as true. This factor indicates that academic workload and difficulty are considerable stressors for many students contributing to their psychological difficulties with a mean score of 2.55 and the standard deviation of 1.09. Teacher's teaching methods and style also played a role with 4.1% finding it completely true and 13.7% true. The mean score of 2.51 and the standard deviation of 1.04 highlight the importance of teaching methods in influencing students' psychological well-being, suggesting that teaching styles can either alleviate or exacerbate student stress. School facilities, including lecturer systems, libraries, and learning equipment were another factor with 1.3% of students finding it completely true and 12.2% true that inadequate facilities caused

psychological difficulties. The mean score of 2.61 and a standard deviation of 0.86 indicate that the quality of school facilities still plays a crucial role in students' mental health. Conflict between family expectations and personal desires was a notable cause of psychological difficulties with 3.8% of students finding it completely true and 9.8% true. The mean score of 2.18 and a standard deviation of 1.13 reflect that this conflict though less frequent can have a profound impact on those affected highlighting the importance of aligning family expectations with students' personal goals and desires. The analysis reveals that various factors contribute to psychological difficulties among students with financial pressure, environmental changes, and academic workload being the most significant. These findings underscore the need for comprehensive support systems that address these diverse factors to improve students' mental health and academic performance.

4. DISCUSSION

The study's findings emphasize numerous crucial aspects that contribute to psychological challenges among students which have a substantial impact on their academic achievement and overall state of well-being. The variables encompass financial constraints changes in the living and educational milieu, physical and mental health concerns, the difficulty and excessive demands of training programs, instructional approaches employed by teachers, school infrastructure, and disputes arising from the disparity between familial expectations and personal aspirations. The influence of these factors on student well-being can exhibit significant variation among individuals.

Psychological issues have a significant influence on students' learning activities, affecting not only their academic performance but also their overall educational experiences and personal well-being (Kuh et al., 2006; Morales-Rodríguez, Espigares-López, Brown, & Pérez-Mármol, 2020; Wei et al., 2021). The results indicate that a substantial number of students encounter pressing challenges such as difficulty studying, difficulty focusing, and subpar academic performance. Psychological pressures not only impede students' capacity to actively participate in their schoolwork but also reduce their general motivation and pleasure in the educational setting (Boström & Bostedt, 2020; Kausar, 2010; Kessels & Van Houtte, 2022; Luta, Pogrebtsova, & Provencher, 2021). Teachers and school officials must acknowledge the influence of these psychological challenges on students and offer suitable assistance and resources to aid their adaptation. Educational institutions can establish a more favorable learning atmosphere that fosters both scholastic achievement and psychological welfare among students by confronting these obstacles.

Furthermore, the high occurrence and mild intensity of these difficulties emphasize the immediate requirement for customized academic assistance services. These services should strive to provide children with techniques to effectively handle stress, enhance focus, and promote academic achievement. In addition, universities should contemplate the implementation of mental health awareness programs and workshops to educate both students and staff on identifying indicators of distress and seeking assistance when necessary (Lazarus, Doll, Song, & Radliff, 2022; MacPhee et al., 2021). Universities can enhance their ability to meet the mental health requirements of students and encourage general well-being by cultivating a nurturing and empathetic environment (Aithal & Aithal, 2023; Tripon, Gonța, & Bulgac, 2023). Efficient interventions may encompass training on time management, coaching on study abilities, and counseling sessions specifically tailored to tackle underlying psychological obstacles (Costantini, Ceschi, & Sartori, 2020; Kuh et al., 2006).

Furthermore, students emphasized challenges in effectively managing their time and making optimal use of available resources. A significant number of students face difficulties in managing their academic obligations, extracurricular engagements, and personal duties. This might result in emotions of being overwhelmed and unproductive in their academic pursuits. Universities should prioritize the provision of tools and support services to assist students in cultivating effective coping strategies and enhancing their overall mental well-being (Bladek, 2021; Park, Andalibi, Zou, Ambulkar, & Huh-Yoo, 2020). Institutions may establish a more favorable atmosphere for student achievement and welfare by tackling these obstacles. The reported inclinations of certain students to

contemplate temporary or permanent withdrawal from school further highlight the urgent requirement for comprehensive support services (Kuh et al., 2006).

The data highlights the need for taking proactive steps to support students in cultivating efficient study habits and coping mechanisms. Academic institutions can significantly contribute to creating a supportive atmosphere that encourages student achievement by offering easily accessible resources, raising awareness about mental health, and establishing policies that prioritize student well-being (Çera, Çera, Rozsa, & Bilan, 2021; Kausar, 2010). Institutions can aid in preventing students from experiencing feelings of being overwhelmed and socially disconnected, therefore decreasing the probability of their leaving their studies prematurely by attending to these needs. In addition, fostering a culture of transparent communication and assistance can enable students to proactively seek assistance when necessary and develop resilience in the face of difficulties (Aithal & Aithal, 2023; Walker, Gleaves, & Grey, 2006).

Institutions can help students overcome psychological difficulties by implementing specific treatments and providing support mechanisms that address the complex nature of these concerns. This proactive strategy not only improves academic results but also fosters a good and inclusive educational experience that promotes students' overall growth and long-term achievements in both their academic and personal spheres. Universities may cultivate a supportive atmosphere by raising knowledge about mental health and removing the stigma associated with seeking assistance. This will create an environment in which students feel at ease addressing their mental health concerns. This can ultimately result in enhanced holistic welfare and a more robust sense of camaraderie among the student population.

The presence of financial stress among students has been recognized as a notable factor in the development of psychological challenges consistent with previous studies that have emphasized its influence on mental well-being (Britt et al., 2016; Li & Hasson, 2020). Students sometimes experience increased anxiety and stress levels due to the responsibility of managing tuition fees, living expenses and the need to balance employment and study commitments. The presence of these financial worries highlights the urgent requirement for universities to provide substantial financial assistance packages and extensive counseling services that aim to alleviate financial pressures and promote students' mental well-being. Modifications in the living and studying environment are an additional significant source of stress for students. Transitioning to university life often involves adjusting to unfamiliar environments, separate from familiar support systems and daily routines. The period of adjustment can greatly disturb students' feeling of stability and contribute to increased levels of stress and anxiety (Cao, 2021; Lowe & Cook, 2003; Milienos et al., 2021). Institutions can address these problems by creating efficient orientation programs and offering continuous support services that promote students' adaptation to their new academic and social surroundings. Physical and mental health problems are important elements that have a significant impact on students' academic performance and general well-being (Eisenberg et al., 2007; Hojat, Gonnella, Erdmann, & Vogel, 2003; Salami, 2010). Medical illnesses, encompassing both physical ailments and mental health disorders like melancholy and anxiety can hinder students' capacity to focus, engage in academic pursuits, and achieve a harmonious equilibrium between work and personal life. Colleges should give priority to offering extensive health services, such as easily available mental health counseling and wellness programs, to promote students' overall well-being to tackle these problems. Kausar (2010); Morales-Rodríguez et al. (2020) and Ryff (1995) emphasized that the challenging nature and excessive demands of training programs have a notable impact on the psychological well-being of students. Excessive academic expectations and challenging courses can overpower students, resulting in burnout and reduced enthusiasm. Academic institutions could contemplate modifying curriculum frameworks, offering academic support services, and advocating for efficient study habits to assist students in properly managing their workload and diminishing academic-related stress. The teaching approaches and styles employed by instructors have a substantial influence on students' learning experiences and psychological well-being (Cansoy, Parlar, & Turkoglu, 2020; Trigwell et al., 1999; Xiao, Tian, & Xu, 2023). Implementing interactive and learner-

focused teaching methods is essential for diminishing stress levels and improving educational achievements. Professional development options for teachers can enhance pedagogical techniques that facilitate active learning, collaboration, and positive student involvement, ultimately bolstering students' academic achievement and mental well-being. Furthermore, the presence and standard of university facilities are crucial in establishing an environment that is favorable for learning (Kuh et al., 2006; Valtonen et al., 2021; Yang & Mak, 2020). Lack of adequate access to resources such as libraries, laboratories, and technical equipment might impede students' academic achievement and intensify stress levels. Investments in campus infrastructure and learning materials are crucial for cultivating a stimulating educational experience that promotes student achievement and welfare. Conflicts arising from the divergence between family expectations and personal objectives can cause considerable psychological suffering for students (Covarrubias, Landa, & Gallimore, 2020; Mofatteh, 2021; Talib & Sangsiri, 2012). The burden of fulfilling parental expectations in terms of academic success, job decisions, or personal relationships can lead to internal tensions and mental distress. Students' mental health and academic resilience might greatly benefit from counseling programs that specifically target family relationships and offer help on how to navigate the associated demands.

The reported psychological concerns among students emphasize the immediate requirement for colleges to implement comprehensive support services. These systems should give priority to providing financial aid packages and counseling services to reduce financial stress and improve students' mental well-being. In addition, schools should prioritize improving the transition experience for students through the implementation of comprehensive orientation programs and continuous support to assist them in adapting to unfamiliar surroundings. Providing comprehensive health care is crucial for students to adequately handle their academic duties by addressing both physical and mental health difficulties. Additionally, implementing changes to curriculum frameworks, advocating for efficient teaching methodologies and allocating resources towards campus infrastructure are essential measures in mitigating academic-related stress and fostering an optimal learning environment. Finally, providing students with focused therapy to help them navigate household expectations and personal objectives can enhance their resilience and contribute to their overall academic achievement.

It is important to take into account certain restrictions when analyzing the results of this study. Initially, the data collection was dependent on self-report measures which could potentially introduce response bias and result in the underreporting of sensitive psychological disorders. Furthermore, the cross-sectional form of the study restricts the ability to make causal inferences and fails to capture the changing character of psychological issues over time. The sample predominantly comprised students from a particular geographical area or institution, thus constraining the applicability of the results to more diverse student populations with distinct demographic attributes or educational settings. In addition, although attempts were made to encompass a wide array of psychological challenges and their underlying causes, limited attention was given to investigating other possible influences on student well-being such as cultural disparities or socioeconomic position. Further investigation utilizing longitudinal methodologies and varied cohorts could yield a more holistic comprehension of the intricate relationship between psychological variables and academic achievements.

5. CONCLUSION

The multifaceted challenges faced by students necessitate a comprehensive and integrated approach from educational institutions. This approach should encompass robust financial support mechanisms to alleviate economic pressures coupled with accessible and effective mental health services that cater to students' diverse needs. Academic accommodations tailored to individual learning styles and challenges are crucial for optimizing student engagement and success. Furthermore, creating supportive learning environments through investments in infrastructure and fostering inclusive campus cultures can further enhance student well-being and academic

outcomes. Institutions not only promote academic excellence but also contribute significantly to students' overall quality of life and resilience throughout their educational journeys by addressing these fundamental aspects.

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Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

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