"IMPACT ON COLLEGE STUDENT MENTAL HEALTH DUE TO ACADEMIC PRESSURE WITH REFERENCE TO NLB CITY COLLEGE, DIBRUGARH"

A dissertation submitted to the Department of Social Work for the partial fulfilment of the requirement for the award of the degree of Master of Social Work



Submitted to:
Department of Social Work
MSSV, Guwahati Unit

Submitted by: PUJA GOGOI

Roll No: MSW-17/23 MSW 4th Semester

Registration No: MSSV- 0023-008-001402

Session: 2023-2025

MAHAPURUSHA SRIMANTA SANKARADEVA VISWAVIDYALAYA

Guwahati Unit, Rupnagar: 781032, Assam

A STUDY ON

"IMPACT ON COLLEGE STUDENT MENTAL HEALTH DUE TO ACADEMIC PRESSURE WITH REFERENCE TO NLB CITY COLLEGE, DIBRUGARH"

A dissertation submitted to the Department of Social Work for the partial fulfilment of the requirement for the award of the degree of Master of Social Work



Submitted to:

Department of Social Work
MSSV, Guwahati Unit

Submitted by:

Puja Gogoi

Roll No: MSW-17/23

MSW 4th Semester

Registration No: MSSV- 0023-008-001402

Session: 2023-2025

MAHAPURUSHA SRIMANTA SANKARADEVA VISWAVIDYALAYA

Guwahati Unit, Rupnagar: 781032, Assam



মহাপুৰুষ শ্ৰীমন্ত শঙ্কৰদেৱ বিশ্ববিদ্যালয়

MAHAPURUSHA SRIMANTA SANKARADEVA VISWAVIDYALAYA

[Recognized Under Section 2(f) of UGC Act, 1956]

GUWAHATI CONSTITUENT UNIT

Sankari Sanskriti Kendra, Rupnagar, Bhangagarh, Guwahati-781032, Assam

CERTIFICATE

Department of Social Work

I have the pleasure to certify that Miss Puja Gogoi MSW 4th semester student bearing Roll No MSW-17/23 with Registration No MSSV-0023-008-001402 of 2023 has successfully completed the dissertation entitled "Impact on College Student Mental Health Due to Academic Pressure with Reference to NLB City College, Dibrugarh". She has made a successful completion of this research by her own.

I wish her a bright future.

(Dr. Deepshikha Carpenter)

HOD (i/c)

Department of Social Work

Guwahati Unit, MSSV, Nagaon

Head (I/c)
Dept of Social Work
MSSV

Deepshikha Carpenter, HOD (i/c) bile No: +91 7637887130 al deepshahacarpenter@mssv.ac.in

Website: www.mssv.ac.in ■ E-mail: registrarmssv@gmail.com ■ Phone No.: 95310-89104

I Page



মহাপুৰুষ শ্ৰীমন্ত শঙ্কৰদেৱ বিশ্ববিদ্যালয়

MAHAPURUSHA SRIMANTA SANKARADEVA VISWAVIDYALAYA

[Recognized Under Section 2(f) of UGC Act, 1956]

GUWAHATI CONSTITUENT UNIT

Sankari Sanskriti Kendra, Rupnagar, Bhangagarh, Guwahati-781032, Assam

CERTIFICATE Of SUPERVISOR

Department of Social Work

This is to certify that Miss Puja Gogoi, student of MSW 4 semester bearing Roll No. MSW-17/23 with Registration No. MSSV-0023-008-001402 of 2023, MSSV, Guwahati unit has successfully carried out her dissertation entitled "Impact on College Student Mental Health Due to Academic Pressure with Reference to NLB City College, Dibrugarh" as a student researcher under my supervision and guidance for the partial fulfilment of the requirement for the award of the degree of MASTER OF SOCIAL WORK (MSW).

The work reported in this research has not been submitted elsewhere and the facts presented here are true to the best of my knowledge.

I wish her all the very best for her future endeavour.

Dr. Monalisha Phukan Roy Assistant professor Department of Social Work Guwahati Unit, MSSV, Nagaon

Research Supervisor

Dept. of Social Work

MSSN

■ Website: www.mssv.ac.in ■ E-mail: registrarmssv@gmail.com ■ Phone No.: 95310-89104

II | Page

MAHAPURUSHA SRIMANTA SANKARADEVA VISWAVIDYALAYA GUWAHATI UNIT

Department of Social Work

Date: 03.06.2025

Plagiarism Verification Certificate

Title of the Research Project: "Impact on College Student Mental Health Due to Academic

Pressure with Reference to NLB City College, Dibrugarh"

Total Page

53

Researcher

Puja Gogoi

Supervisor

Dr. Monalisha Phukan Roy

Department

Department of Social Work

This is to certify that the above Research Project (Dissertation) was scanned for similarity detection. The softcopy of the Research Project on which the Plagiarism Check has been carried out is the identical softcopy of the hardcopy, which is being submitted for evaluation. The Process and outcome of the Plagiarism Check is given below:

Analysed document

Puja Gogoi

Submitted on

03.06.2025

Submitted by

Dr. Monalisha Phukan Roy

Submitter email

monalisha@mssv.ac.in

Total Word Count

21984

Similarity Index

3.56%

Analysis address

monalisha@mssv.ac.in

The complete thesis/dissertation submitted by the student researcher, the Analysis Report and the Exported report from Original Profile have been shared with the library in-charge for review through e-mail.

Analysed by: Dr. Monalisha Phukan Roy

Date: 03.06.2025

02.07.2025

Place: Guwahati

(Signature of Supervisor)

Department of Social Work

Guwahati Unit,

MSSV, Nagaon

III | Page

DECLARATION OF ORIGINALITY

I, Puja Gogoi, student of 4th semester, Department of Social Work, Roll No. MSW 17/23 and Registration No: MSSV- 0023-008-001402, Guwahati Unit, Mahapurusha Srimanta Sankaradeva Vishwavidyalaya (MSSV), Nagaon do hereby declare that this dissertation entitled, "Impact on College Student Mental Health Due to Academic Pressure with Reference to NLB City College, Dibrugarh" is an original work of mine and is result of my own intellectual efforts, under the guidance of Dr. Monalisha Phukan Roy, Assistant Professor of the department of Social Work, MSSV, Guwahati Unit. I have acknowledged and quoted the entire original source (i.e., original documents and name of the authors) whose work helped me in writing this research project. I have not infringed copyrights of any author.

I do hereby also declare that the contents of this dissertation have never been submitted in this or any university (either in part or fully) for award of any degree.

Puja Gogoi

Roll No: MSW-17/23

Registration No: MSSV-0023-008-001402

Place: Guwahati, Assam

ACKNOWLEDGEMENT

"Gratitude cannot be stated in words; it is simply a deep sense of the heart". It is through it that the inner heart seeks to express itself. I do want to take this time to thank everyone who helped made this research endeavour our feasible. First and foremost, I do like to thank my Research Supervisor, Dr. Monalisha Phukan Roy, Assistant Professor, Department of Social Work, MSSV, for her unending grace, advice, and support in helping me complete my studies. Without her support, it would not have been possible for me to complete this research. Secondly, I would like to express my sincere thanks to other faculty members of the Department of Social Work, Dr. Deepshikha Carpenter, Head of the Department (i/c), Dr. Arpita Das, Ms Rajlakhi Baruah, Ms Dipshikha Baruah and Mithinga Narzary (Field Coordinator), for their constant support, guidance, and inspiration during my research work.

Thirdly, I would like to thank all respondents. Without their responses and correct answers, the study would not have been completed. This work would not have been completed without the generous help and cooperation of friends and well-wishers. So, I would like to take this opportunity to express my gratitude to all those who have directly or indirectly helped me achieve my goals. I would like to thank the MSSV, Guwahati Unit, for completing my dissertation and for giving me the opportunity to conduct this study. And lastly, I would like to express my special thanks to my parents, who supported me unconditionally financially and mentally. Without their encouragement and help, this study would not have been completed.

ABSTRACT

This study explores how academic pressure affects the mental health of college students. Many students today experience high levels of stress due to exams, assignments, deadlines, and the constant pressure to perform well. This pressure often comes from parents, teachers, peers, and also from the students themselves. As a result, many students begin to face mental health challenges such as anxiety, sadness, low confidence, and selfdoubt. In some cases, this stress also leads to physical symptoms like headaches, lack of sleep, tiredness, and changes in appetite. The study focuses on students from NLB City College and uses a qualitative case study method to understand their personal experiences in depth. Data was collected from 15 students through open-ended questions and one-onone interviews. The findings show that academic stress affects various areas of students' lives, including their sleep patterns, eating habits, social relationships, and overall emotional well-being. Many students shared that they feel overwhelmed, especially during exam periods or when they have multiple deadlines. Some students also talked about comparing themselves with others, which increases their stress. To cope with the pressure, most students try to manage stress on their own by talking to friends or family members, spending time on hobbies, or using relaxation techniques such as yoga, meditation, or listening to music. However, only a few students seek professional help, mostly because they are not aware of available services or feel uncomfortable asking for help. This study highlights the urgent need for better mental health support systems within colleges. It suggests that institutions should provide more accessible counseling services, organize regular mental health awareness programs, and create a more supportive and understanding academic environment. By doing so, colleges can help students balance their academic responsibilities with their mental well-being. The goal of the study is to raise awareness about the mental health challenges faced by students and to encourage steps that promote both emotional health and academic success.

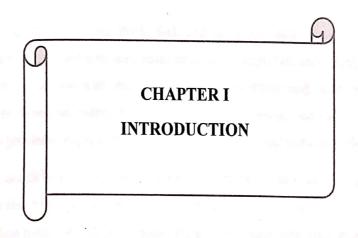
Key words - Academic pressure, Mental health, Stress, College students.

VI | Page

CONTENT

Content	Page no.
Certificate of the Head of the Department	I
Certificate of the Supervisor	П
Plagiarism Verification Certificate	III
Declaration of Originality	IV
Acknowledgement	V
Abstract	VI
Chapter I - Introduction	1-5
1.1 Introduction	1-3
1.2 Operational Definition	3
1.3 Statement of the problem	4
1.4 Significance of the study	4
1.5 Objectives of the study	5
1.6 Research question	5
Chapter II – Review of Literature	6-20
Chapter III – Research Methodology	21-24
3.1 Theoretical framework of the study	21
3.2 Universe of the study	21
3.3 Research design	22
3.4 Sampling techniques	22
3.5 Sample size	23
3.6 Tools of data collection	23
3.7 Ethical consideration	23
3.8 Limitations	23

3.9 Exclusion and Inclusion Criteria	24
Chapter IV – Analysis and Interpretation	25-54
4.1 Case Studies	25-43
4.2 Analysis	43-54
Chapter V – Discussion and Findings	55-60
5.1 Findings	55-57
5.2 Discussion	57-60
Chapter VI – Suggestion and Conclusion	61-63
6.1 Suggestion	61-62
6.2 Conclusion	63
Reference	64-70
Appendix	. 71
Interview Schedule	72-73



1.1 INTRODUCTION

Academic pressure is something many students go through in their school or college life. It's that heavy feeling when there's too much to study, too many assignments to finish, or exams coming up fast. Sometimes, it comes from parents wanting good results, teachers expecting the best, or even from the student's own hopes to succeed. This pressure can make a student feel worried, exhausted, or even sad. It can skip sleep, cause headaches, and take away the joy of learning. When students start comparing themselves to others, which adds more stress. A little pressure can help, but too much it can really harm a student's mental and physical health.

Mental health is about how we think, feel, and act in our daily lives. It includes our emotions, our thoughts, and how we handle stress or difficult situations. Mental well-being influences our interactions with others, the decisions we make, and our overall ability to find joy in life. When our mental health is good, we feel happy, calm, and confident. We can deal with problems, enjoy time with family and friends, and work or study well.

Good mental health helps people live a better life. It helps us sleep well, eat properly, and stay active. It also helps us think clearly, focus on tasks, and stay positive even during hard times. But when mental health is not good, it can cause many problems. People may feel sad, worried, or scared. They may feel alone, tired, or unable to enjoy life. Some may lose interest in things they used to like. Others may have trouble sleeping or eating. Some may get angry easily or cry often. These are signs that someone is struggling with their mental health.

Mental health problems can happen to anyone. It does not matter how old someone is, where they live, or how much money they have. Even people who seem happy can have mental health problems. But the good news is that mental health problems can be treated. With proper guidance and care, individuals can experience improvement. Opening up to someone whether it's a loved one, a trusted adult, or a therapist can make a meaningful difference.

Doing things like walking, drawing, reading, or listening to music can also make people feel better. Getting enough rest, eating healthy food, and spending time with loved ones are also important for mental health.

College students often face many challenges. They have to study hard, attend classes, do assignments, and prepare for exams. Some work part-time jobs while studying. All of these things can be very stressful. Academic pressure is one of the biggest reasons for stress among college students. They may feel pressure to get good grades, finish their work on time, or be the best in their class.

When students face too much academic pressure, it can harm their mental health. They may feel anxious, worried, or scared of failing. Some may lose confidence in themselves. Some people might constantly feel exhausted and struggle to get proper rest. Many students do not feel hungry or eat too much when they are stressed. Some may stop going out with friends or stop doing things they enjoy. They may feel alone and sad, and their grades may go down. Some students may even think about giving up or dropping out of college.

These signs show that students are not doing well mentally. It is very important to notice these signs early and get help. Taking care of mental health is just as important as studying hard. Students should try to make time for rest, fun, and relaxation. Taking short breaks while studying can help refresh the mind. Talking to friends or classmates can also help reduce stress. If a student feels very down, they should talk to a counselor or mental health professional.

Time management is also very helpful. Students can plan their day, make a to-do list, and avoid last-minute work. This can reduce stress and help them stay organized. A walk in the park or playing a sport can make a big difference. Eating healthy food and drinking enough water also helps the mind and body stay strong.

Colleges and universities should also support students. They can offer mental health programs, counseling services, and stress-relief activities. Teachers can be kind and

1.3 STATEMENT OF THE PROBLEM

Mental health problems among college students are becoming more common and are affecting their studies, relationships, and overall well-being. Many students face challenges such as academic stress, money problems, social pressure, and adjusting to independent life. These challenges can lead to issues like anxiety, depression, and substance abuse. Additionally, some students avoid seeking help because of the stigma around mental health, which can make their problems worse. Poor mental health can cause students to perform badly in their studies, drop out of college, or struggle with friendships and relationships. These problems can affect their future personal and professional lives. Even though many students face these issues, colleges often do not have enough counseling services, mental health programs, or support systems. To help students, colleges need to provide early support, easy access to counseling, and programs to raise awareness and reduce stigma. Understanding these problems is important for finding solutions that support students' mental health and academic success.

1.4 SIGNIFICANCE OF THE STUDY

This study is important because it shows how mental health problems, like anxiety, depression, and stress, can affect college students' studies, relationships, and well-being. Understanding these effects can help colleges create better ways to support students. The study can also help spread awareness about mental health and encourage students to ask for help without feelings ashamed. It can guide school leaders and policymakers to improve mental health services, such as counseling and support programs, on campus. Additionally, the study can help teachers and parents notice early signs of mental health issues and support students in getting help. By addressing these problems, colleges can create a healthier environment, help students succeed in their studies, and reduce dropout rates. Overall, this study aims to improve students' well-being and academic success by encouraging colleges to invest in better mental health services and support systems.

1.5 OBJECTIVES OF THE STUDY

- * To explore prevalent psychological issues experienced by college students.
- To understand how mental health affects their studies and daily life.
- To explore helpful ways to support students' mental well-being.

1.6 RESEARCH QUESTIONS

- ❖ What are the most common mental health challenges experienced by students?
- What factors contribute to mental health challenges among students?
- ❖ In what ways does academic pressure impact students' mental well-being?
- * How do students perceive the relationship between academic expectations and their mental health?
- ❖ What coping strategies do students use to manage their mental health challenges.

CHAPTER II REVIEW OF LITERATURE

2.1 REVIEWS OF LITERATURE

McKean et al. (2000) in their article "College Student' Academic Stress and Its relation to Their Anxiety, Time Management, and leisure Satisfaction" argue that undergraduate students experience higher stress at expected times in each semester. Academic engagements, financial pressures and lack of time management skills lead to building up of stress. Excessive stress can affect well-being, emotional attitude and academic performance. There upon it becomes essential that undergraduate students establish methods to deal with stressful situations.

Radcliff & Lester (2003) in their study on "Perceived Stress during undergraduate medical training, A qualitative study" studied the anticipated stress among final year undergraduate students and acknowledged that class assignments, not enough guidance, pressure to mingle and to get associated were the reasons for the stress to build up.

Patel (2007) in his article "Mental Health of Young People: A Global Public-Health Challenge" explained that the relationship between mental health and academic performance has garnered increasing attention in recent years, reflecting a growing concern for the well-being of students in educational settings. Numerous studies have explored the intricate dynamics between mental health challenges and the ability of students to excel academically. Underscores the global significance of this issue, highlighting the burden of mental and substance use disorders on children and youth. These disorders, when left unaddressed, can have profound implications for academic achievement.

Ghaderi et al. (2009) in their article "Depression, anxiety and stress among the Indian and Iranian students" aimed to investigate the prevalence of depression, anxiety, and stress among Indian and Iranian postgraduate students. The objective of the study was to compare the levels of depression, anxiety, and stress among Indian and Iranian postgraduate students and to examine the factors associated with the higher prevalence of these psychological disorders. The study was conducted using a cross-sectional design, and the data was

collected from 150 postgraduate students from India and Iran. The participants were selected using a convenience sampling method. The data collected was analyzed using t-tests, chi-square tests, and multiple regression analysis. The dependent variables in the study were depression, anxiety, and stress levels among the postgraduate students. The independent variables in the study were the nationality of the students, their age, gender, marital status, and educational level. The study found that Indian postgraduate students had higher levels of anxiety, depression, and stress as compared to Iranian postgraduate students. The study also found that age, gender, marital status, and educational level were significant predictors of depression, anxiety, and stress levels among the postgraduate students. The study concluded that the higher prevalence of anxiety, depression, and stress among Indian postgraduate students could be attributed to the socio-cultural and educational factors prevalent in India.

Nandamuri & Gowthami (2011) in their article "Sources of Academic Stress-A Study on Management Students" studied the stress among students of professional studies and claimed that curriculum and instructions parameters were most responsible for stress with 86 percent, followed by 63 percent for placement related issues, assessment and team work issues accounted for 41 percent and 24 percent respectively. The study further identified various micro issues responsible for stress, and listed twelve sub issues related to curriculum and instruction. Once the sub issues of each parameter are identified, it provided improved vision to the academic administrators for initiating efforts to reduce the gravity of academic stress.

Owens et al. (2012) in their article on "Anxiety and depression in academic performance: An exploration of the mediating factors of worry and working memory" aimed to investigate the complex problems faced by college students in today's society. The objective of the study was to identify and examine the various stressors and factors contributing to high mental morbidity among college students. The study was conducted using a cross-sectional design, and the data was collected from 1,408 college students from a university

7 | Page

in the United States. The participants were selected using a random sampling method. The study used a self-report questionnaire, namely the Counseling Center Assessment of Psychological Symptoms-62 (CCAPS-62), to assess mental morbidity among the college students. The questionnaire also included questions related to common stressors faced by college students. The data collected was analyzed using descriptive statistics, t-tests, and regression analysis. The dependent variable in the study was the level of mental morbidity among college students. The independent variables in the study were the various stressors and factors contributing to mental morbidity, including academic demands, social relationships, changes in family relations, changes in social life, exposure to new people and ideas, living arrangements, participation in extracurricular activities, and staff-contact. The study found that college students today face more complex problems than they did over a decade ago. The common stressors faced by college students included greater academic demands, being on your own in a new environment, changes in family relations, changes in social life, exposure to new people and ideas. The study also found that factors such as poor living arrangements, poor participation in extracurricular activities, poor social relationships, and poor staff-contact were significantly related to high mental morbidity among college students. The study concluded that addressing these stressors and factors can help prevent and reduce mental health problems among college students.

Saleem et al. (2013) in the article "Mental health problems in university students: A prevalence study" This research investigates anxiety proneness among university students, proposing guidelines for interpreting severity categories based on Standard Deviation (SD) scores. Findings reveal that 31% of participants experience "severe" problems, with 16% classified as "very severe". Specific dimensions include dysfunctional sense (17%), loss of confidence (16%), lack of self-regulation (14%), and anxiety proneness (12%). These results underscore a significant prevalence of anxiety-related issues among students. Discussion explores factors influencing prevalence rates, such as demographics and

assessment methodologies, informing targeted support interventions and counselling services for students grappling with mental health concerns.

Bataineh (2013) in his study named "Academic stress among undergraduate students: the case of education faculty at King Saud University" measured the academic stressors experienced by students at university. The result of the analyses showed that there is an unreasonable academic overload, not enough time to study due to the vast course content being covered, high family expectations and low motivation levels are some of the reasons for the stress. Fear of failure is also the prime reason for stress. There was no significant difference found amongst the students from different of specializations.

Khan & Kausar (2013) wrote an article "Effect of Perceived Academic Stress on Students' Performance" concluded that stress definitely impacts the academic performance in a negative way though no significant difference was found as per the gender. The difference was evident between junior and senior students. Stress, for sure, affects the ability to study efficiently and managing the time. Studying regularly is important; this helps reduce the academic pressure and helps them fulfill their goals

Bostani et al. (2014) in the article "A study of the relation between mental health and academic performance of students of the Islamic Azad University Ahvaz Branch" Procedia-Social and Behavioral Sciences, 116, 163-165. The results showed that general health and some of its components, such as depression and anxiety, had a significant relation with educational performance, while no significant relation was observed between Academic performance and other components such as physical symptoms and social performance disorders. According to the findings of this research, it can be concluded that the higher the mental health of the students, the better their educational performance, although it seems that the students' educational performance is also affected by other factors and their interactional effects as well.

Kaur (2014) in his study on "Impact of Academic Stress on Mental Health: A Study of School going Adolescents" acknowledged that mental health of teenagers gets affected due to the academic stress. Girls with academic stress were found to have poor mental health as compared to the boys. This was accounted on the study that parents at times put pressure and strain on students that leads to deteriorated mental health.

Ridner et al. (2016) in their article "Predictors of well-being among college students" conducted a study to examine the well-being of undergraduate students and identify health-related risk behaviors that influence their well-being. This cross-sectional web-based survey, administered at a metropolitan university in the South-eastern United States, included responses from 568 students. The findings revealed that physical activity, tobacco use, depression, mental health service utilization, and sleep quality were significant predictors of well-being. Among these, sleep quality was the most influential factor, accounting for 35% of the variance in well-being. These results suggest that focusing on improving sleep quality could be key to enhancing college students' well-being.

Kumar (2016) in their article on "Depression, Anxiety and Stress Level among Medical Students" investigated a cross-sectional study that used the DASS to measure medical students' levels of stress, anxiety, and depression. to evaluate medical students' stress, anxiety, and depression levels. Medical students' levels of stress, anxiety, and depression were measured using the Depression, Anxiety, and Stress Scale. 213 (64.1%) of the 332 students who took part in the survey were between the ages of 17 and 20, 193 (55.0%) were female, and 215 (64.8%) were in their second trimester. Stress, anxiety, and depression rates were 109 (32.8%), 168 (50.6%), and 124 (37.3%), respectively. The majority of the pupils experienced tension, anxiety, and mild sadness. Over 30% of medical students suffer from mental health issues such as stress, anxiety, and depression.

Sharma et al. (2016) in their study on "Academic Stress, Anxiety, Remedial Measures Adopted and Its Satisfaction among Medical Student" stated the use of various methods to curb stress. Doing one physical exercise on daily basis can address the concern of stress.

10 | Page

One can also adopt to various time management tools and get involved with leisure activities which can benefit students. Also, it was suggested that colleges should have a conducive ambience to curtail the stress. Change in the style of delivery from teachers end and providing mentors can bring fresh air to the teaching style.

Mirkamali et al. (2017) in their article "The role of mental health on academic performance of university students with the meditation of academic achievement motivation" that Structural equation modeling of mental health, academic achievement motivation and academic performance with respect to fit indices were confirmed and also the results showed that mental health had effect on academic achievement motivation (γ =0.62). Also, academic achievement motivation was effective on academic performance (β =0.44). Finally, mental health had effect on students' academic performance with the meditation of academic achievement motivation (γ =0.51).

Dimitrov (2017) in his article "A study on the impact of Academic Stress among college students in India" claimed that stress can be addressed by ensuring that the students give utmost importance to their welfare. Food, exercise, work, recreation is some of the areas to focus on. He also concluded that the education system is more to do with the academic qualifications and does not contribute enough to the holistic development of students. Students are usually conditioned in a way that makes them fearful to take up upcoming challenges as the focus is only the academics and not the development of a go getter mentally. There are not many choices for the medium of education. English being the only option available can pose as a hindrance for the students from rural background. There are not many courses available that are employment centric. Fresh graduates need more communication skills development for better placements.

Kamimura et al. (2018) in their article "Perceptions of mental health and mental health services among college students in Vietnam and the United States" explored perceptions of mental illness and mental health services among college students in Vietnam and compared them with those in the United States. Cross-sectional data were collected via self-

administered surveys at a national university in Vietnam and a state university in the US. The findings revealed differences in beliefs about the causes of mental health issues as Vietnamese participants tended to perceive individuals with mental illness as dangerous and needing exclusion from the community. In contrast, US participants viewed mental illnesses similarly to other illnesses. Notably, Vietnamese participants showed a low likelihood of seeking formal help due to a preference for seeking support from family or friends for mental illness. The study suggests the importance of providing interventions such as mental health awareness campaigns or training courses for college students in Vietnam to reduce stigma toward mental illness.

Ramachandran & Dhanapal (2018) in their article "Academic Stress Among University Students: A Quantitative Study of Generation Y and Z's Perception" sought to understand how students in Generation Y and Z (18–25 years old) perceived stressors and their consequences. 88% of respondents acknowledged that their studies are the primary source of their stress, according to the results, while 78% reported that they experience moderate levels of stress, with 36% of them falling into the overweight/obese BMI category.

Likisia (2018) in his article "Challenges and prospects of competency-based education: the case of Adama science and technology university alumni students and haws TVET college" that every student experiences stress in their own way regardless of age, gender, educational background, and grade level. Some students with poor time management skills may find it challenging to submit their assignments and meet deadlines whilst for others it can be stressful to leave their comfort zone and travel to attend classes. The lack of self-confidence in students can lead to doubting their capabilities and excessive worry about failing exams, causing anxiety and stress. In today's highly competitive educational environment, several factors including but not limited to social media, family bonding, social relationships, etc. mainly influence students' performance.

Reddy et al. (2018) in their study on "Academic Stress and its Sources among University Students" concludes that stream wise difference in stress does exist in students. It is

12 | Page

important to deal with stress at personal, social and institutional level. Remedies such as feedback, yoga, life skills training, mindfulness, meditation and psychotherapy have been found useful to deal with stress. To identify the main reason of stress is the key to deal with it. Professionals can develop tailor made strategies to deal with stress. The integrated well-being of the students is important not only for the individual but for the institute as well

Al-Khani et al. (2019) in their article "A cross-sectional survey on sleep quality, mental health, and academic performance among medical students in Saudi Arabia" that the prevalence of poor sleep was 63.2%; it was higher among students who were physically inactive and had more screen time. Poor sleepers demonstrated higher academic performance than sufficient sleepers (p = 0.04). The prevalence of depression, anxiety, and stress were 42%, 53%, and 31% respectively. Sleep quality was significantly associated with depression (p = 0.03), anxiety (p = 0.007), and stress (p = 0.01).

Bora et al. (2019) in their article on "A Study to Assess the Academic Stress and its Effects on Psychological Well-Being of Undergraduate Nursing Students in Selected Nursing Colleges of Assam" to evaluate the impact of academic stress on nursing students' mental health in a few Assamese nursing schools, a descriptive study was carried out. Sixty-four percent of students have considerable stress, 18 percent have severe stress, and 18 percent have mild stress, according to the data. 16% of students have strong mental health, 22.50% have poor mental health, and the majority (61.50%) have moderate mental health. The relationship between religion and academic stress is significant. The age and religious beliefs of first-year nursing students with a Bachelor of Science degree have a significant impact on their psychological well-being. At the significance level of 0.01 there is a strong correlation between academic stress and mental health.

Jangmo et al. (2019) in their study on "Attention-deficit/hyperactivity disorder, school performance, and effect of medication" that one major factor influencing the mental health of youth is the transition to higher education. The new academic demands, requirements, and social environments can be sources of stress, particularly for students who are just

starting their academic journeys. Studies also indicate that youth are more vulnerable to anxiety and depression due to societal expectations related to academic achievement and career advancement.

Lee et al. (2023) in their article "The impact of smartphone and social media use on adolescent sleep quality and mental health during the COVID-19 pandemic" that modern technologies and societal changes can adversely affect the mental health of youth. The constant influence of social media, pressure to achieve success, and ongoing use of digital devices may lead to feelings of isolation and social dissatisfaction, ultimately increasing stress levels.

Abbas et al. (2024) in their article "Quality management system in higher education institutions and its impact on students' employability with the mediating effect of industry-academia collaboration" that the students are the cornerstone of the future, and essential for building an educated society. Academic accomplishment is a significant life goal for them and can be severely impacted if students succumb to depression.

Park et al. (2020) in their article "Understanding students' mental well-being challenges on a university campus" explored how university students manage their mental well-being amid significant life events and the difficulties that arise during emerging adulthood. Using semi-structured interviews with 19 undergraduate and graduate students from a large Midwestern university, the study sought to gain insights into how students pursue and receive mental health support, as well as to outline design recommendations for sustaining their mental health practices. The results highlighted three primary needs: matching support to the perceived seriousness of the issue, re-establishing relationships with support providers following life transitions, and navigating conflicts between self-disclosure and stigma.

Robinson et al. (2020) in their article "The impact of a mental health course elective on student pharmacist attitudes" that implemented in a doctor of pharmacy program, the course

14 | Page

aimed to address stigma and equip student pharmacists with skills to manage mental health crises. Pre- and post-course assessments using the Opening Minds Scale for Health Care Providers (OMS-HC) and guided reflections measured changes in attitudes. Results indicated improvements in attitudes toward disclosure and help-seeking, as well as attitudes of healthcare providers. Student reflections supported these findings, indicating enhanced confidence and willingness to engage in mental health conversations. Overall, the study demonstrated that the mental health course elective positively influenced student pharmacist attitudes and readiness to address mental health issues.

Zou et al. (2020) the article on "Poorer sleep quality correlated with mental health problems in college students: A longitudinal observational study among 686 males" explores the link between sleep quality and mental health issues in male college students through a longitudinal study. It finds that poor sleep quality correlates with higher levels of depression, anxiety, and stress, worsening over a year. The study reveals a bidirectional relationship where poor sleep predicts future mental health issues and vice versa. Specifically targeting male college students, it identifies baseline sleep quality as a predictor of future anxiety symptoms. Using the Pittsburgh Sleep Quality Index (PSQI) and Depression Anxiety Stress Scale-21 (DASS-21), the research sheds light on this relationship, supported by funding from China's National Natural Science Foundation and the National Key R&D Program.

Wathelet et al. (2020) in their article on "Factors associated with mental health disorders among university students in France confined during the COVID-19 pandemic" investigates the impact of COVID-19 quarantine on the mental health of university students in France, revealing heightened stress, depression, anxiety, and suicidal thoughts during the quarantine period. Risk factors include female or nonbinary gender, financial/housing issues, prior psychiatric history, COVID-19 symptoms, social isolation, and inadequate information. Despite increased mental health issues, there is low uptake of mental health services, indicating potential access barriers during quarantine. The study underscores the

urgent need for public health measures to address these challenges, comparing findings with pre-quarantine estimates. Methodologically, it employs a survey study among French university students, utilizing online questionnaires and multivariable logistic regression analyses to assess mental health symptoms and associated risk factors.

Verma & Verma (2020) in their article "Model for predicting academic stress among students of technical education in India" the Indian Setting Mental stress in university-level students, particularly those pursuing technical education in India, through both online and offline methods, standardized questionnaires were used to gather data from 2,500 graduate students from different technical institutes and universities in North India. According to research, pressure, a severe workload, and a lack of family and friend support are the top factors influencing mental stress and depression in students starting technical courses.

Pale & Kharbhih (2020) in their article on "A Study of Depression Among Adolescent in West Jaintia Hills District" carried out a study to determine the prevalence of adolescent depression and the factors that contribute to it. It is a mixed-method survey. Researchers 200employed the Beck Depression Inventory (BDI) Questionnaire in 1996 for the quantitative approach and in-depth interviews for the qualitative approach. Formulating and refining quantitative results to present valid results was an exploratory way of qualitative in-de20pth interviews. Twenty-eight ladies and twenty-two men made up the 50 participants. According to the findings, three teenagers experience severe depression. Teenagers require assistance in comprehending the circumstances that everyone encounters, according to the findings. On the other hand, workshops, school awareness campaigns, and counseling sessions with counsellor's can all be helpful.

House et al. (2020) in their article "Supporting the mental health needs of first-generation college students" explained in Youth are a unique population group at risk for mental health issues. Research shows that they face various stressors and challenges that can significantly affect their mental well-being.

Pascoe et al. (2020) in their article on "The impact of stress on students in secondary school and higher education" likewise, several other population groups are also susceptible to an elevated threat of developing internal health problems. individualities passing limited social connections or abiding in insulated conditions may be at an increased threat for internal health issues. Those with low income, homelessness, settlers, or individualities facing profitable rigors may encounter heightened situations of stress and depression. individualities dealing with habitual ails similar as diabetes, cardiovascular conditions, or cancer may witness fresh burdens on their internal health. individualities who have experienced military conflicts, terrorist acts, or other traumatic events are at an increased threat of developing post-traumatic stress complain (PTSD) and other internal health issues. It is a detrimental concern across various regions. It is represented by the physical and mental response to academic stressors beyond the person's capacity to deal with them. This includes feelings of pressure, anxiety, and tension linked to academic responsibilities like exams, coursework, and overall workload.

Dekker et al. (2020) in their article on "Optimizing students' mental health and academic performance" In this narrative review, we propose to integrate the current literature on Chabot interventions aimed at the mental health of students with research about a life-crafting intervention that uses an inclusive curriculum-wide approach. When a Chabot asks students to prioritize both academic as well as social and health-related goals and provides personalized follow-up coaching, this can prevent -often interrelated- academic and mental health problems. Right on-time delivery, and personalized follow-up questions enhance the effects of both -originally separated- intervention types. Research on this new combination of interventions should use design principles that increase user-friendliness and monitor the technology acceptance of its participants.

Yang et al. (2021) in their study "College students' stress and health in the COVID-19 pandemic: the role of academic workload, separation from school, and fears of contagion" Numerous diverse and complex origins of academic stress among students are highlighted

by researchers and are known as stressors. The most important daily hitches of a student's life that contribute to stress are academic-related strains such as enduring education, exam and test preparation, paper writing, grade-level competition, boring mentors, and efforts to attain all the knowledge quickly.

Pandya & Lodha (2022) in their paper "Mental health consequences of COVID-19 pandemic among college students and coping approaches adapted by higher education institutions: A scoping review" The findings from a scoping review on the impact of the COVID-19 pandemic on college students' mental health and institutional strategies. Following the Arksey and O'Malley framework and PRISMA-SCR guidelines, 36 records were analyzed from an initial 1038. Results highlighted challenges such as academic disruptions, financial struggles, and psychological distress, with stress, anxiety, depression, and loneliness prevalent. Institutions responded with helplines, online counseling, and awareness campaigns. The discussion emphasized proactive mental health promotion programs, especially in low- and middle-income countries, offering strategic recommendations for supporting students during the pandemic and college re-openings. The study advocates prioritizing mental health services in academic settings during public health crises, despite limitations, to inform student-centered support programs and mitigate pandemic-related education disruptions.

Barbayannis et al. (2022) in their article "Academic Stress and Mental well-being in College Students" which involved 843 students, academic stress at school or college was substantially connected with the psychological health of the students who answered the survey.

Morris et al. (2022) in their article "Examining mental health stigma in a first-year seminar for student veterans" investigated mental health stigma among first-year student service members/veterans (SSM/Vs) in a first-year seminar. The participants, 107 SSM/Vs, completed pre- and post-tests measuring constructs including stigma toward mental health in the military, academic readiness, mental health stigma in college, connection to campus,

and resiliency. Results showed an increase in stigma toward mental health in the military and connection to campus, while stigma toward mental health in college was reduced. Predictors of stigma included the number of deployments and combat role experience

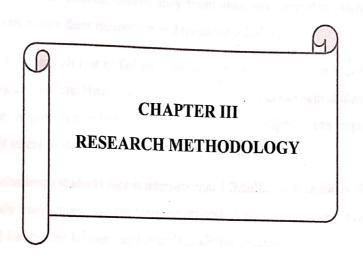
Mahdavi (2023) in his article "Relationship between achievement motivation, mental health and academic success in university students" that findings indicated that mental health is significantly correlated with achievement motivation (p < .001), but has no correlation with educational success (p = .37). Also, a significant relationship was observed between achievement motivation and academic achievement (p = .025). GHQ was not correlated with demographic factors, while academic achievement and achievement motivation are associated with the field of study and marital status respectively. Conclusively, students who are more motivated to achieve their educational and academic goals, will be more likely to be successful in their education and have stronger academic performance.

Cerolini (2023) in his article "Examining mental health stigma in a first-year seminar for student veterans" this systematic review of 66 studies primarily in North America explores mental health, help-seeking behaviors, and attitudes toward counseling among university students. It identifies barriers to seeking professional mental health care, such as stigma, and highlights the need to expand counseling services globally. The review emphasizes the prevalence of psychological symptoms among students and the effectiveness of face-to-face and online interventions. It also discusses challenges faced by international students and perspectives of counselors and healthcare providers. Suggestions for improvement include addressing access barriers, expanding services, and providing targeted support for diverse student populations. Future research should focus on intervention effectiveness and the impact of the COVID-19 pandemic on mental health services.

Jimenez-Mijangos et al. (2023) in their article "Advances and challenges in the detection of academic stress and anxiety in the classroom" that Stress and anxiety are the emotional conditions that are considered basic components of every individual's life and students

19 | Page

cannot escape from experiencing these states. In the course of their educational journey, they go through several academic tasks that can be a source of stress during their learning process.



3.1 THEORETICAL FRAMEWORK OF THE STUDY

This study is based on the Academic Stress Theory by Campbell-Phillips, Halder and Hasib (2020). The theory explain that academic stress comes from personal struggle, fear of failure, problems with teachers, difficulties in teacher-student relationship and poor study facilities. Academic stress happens when academic demands go beyond what students can handle.

Failure is sometimes necessary for learning, but in academics, it can create problems. If students expect failure to be painful, they might seek approval from others or fear criticism. To perfect their self-esteem, students may avoid situations where they might fail. Over time, this fear can reduce their motivation and make them feel uneasy.

One major issue with fear of failure is not just personal feelings but also the social stigma of looking incomplete. However, grit and a growth mindset can help students overcome this challenge. A growth mindset means believing that intelligence can improve with effort, while grit refers to staying committed to long term goals.

Another challenge students face is interpersonal difficulties with teachers. These difficulties affect daily interactions and the learning process. A positive teacher - student relationship is crucial for student learning and overall academic success.

The Academic Stress Theory is important for this study because it highlights how different stressors can negatively affect students, academic performance and growth in educational institutions.

3.2 UNIVERSE OF THE STUDY

This study is being conducted at NLB CITY COLLEGE with students from different backgrounds. The researcher chose this location for several reasons:

First, as a student of NLB CITY COLLEGE, the researcher is familiar with the campus environment, making it easier to collect data.

21 | Page

Second, collecting data from other places would be difficult and costly.

Third, NLB CITY COLLEGE does not have a mental health support center for students. This research aims to highlight the importance of mental health awareness on campus.

3.3 RESEARCH DESIGN

The researcher has opted for a qualitative research design. This approach is suitable for exploring personal experiences, feelings, and perceptions related to academic pressure and its impact on mental health among college students. Specifically, the case study method has been used, focusing on students of NLB City College, Dibrugarh.

The case study approach allows for an in-depth, contextual analysis of a particular group in this case, college students experiencing academic pressure. This method helps in understanding the real-life context of the issue and enables the researcher to collect detailed information through various sources such as interviews, observations, and field notes. It helps the researcher understand the students' experiences and how academic stress affects their mental health.

By using this approach, the researcher aimed to explore and highlight the different dimensions of academic pressure, such as workload, expectations, competition, and future concerns, and how these factors influence the mental health of students at NLB City College. The design ensured that the study remained focused, comprehensive, and meaningful in addressing the research objectives.

3.4 SAMPLING TECHNIQUES

Sampling is a key technique used by researchers to select participants from a larger population because it's not possible to survey everyone. The goal of sampling is to choose a representative group and avoid bias. For this research, the survey will be conducted at NLB City College. The participants will be selected using purposive sampling, which are under non-pro ability sampling.

3.5 SAMPLE SIZE

For this research, 15 students will be chosen based on their relevant experiences. Data will be gathered from these students until enough information is collected to spot key patterns or themes. The goal is to gain a clear understanding of the topic. The number of participants may change slightly, depending on when enough data is collected to reach a point where no new information is emerging.

3.6 TOOLS OF DATA COLLECTION

In this research data will be gathered using case study and open-ended questions.

- Case study A set of study to get details information from participants about their experiences and views.
- Open ended Question The questions will be open ended, encouraging participants to talk about their personal experiences in details.

3.7 ETHICAL CONSIDERATION

Participants will be fully informed about the study's purpose, their personal information and responses will be kept private, with all data securely stored. The participants' identities remained anonymous, maintaining confidentiality throughout the research.

3.8 LIMITATIONS OF THE STUDY

- The findings of the study are particular to the NLB City College, Dibrugarh.
- Due to limited time, the study was conducted with a relatively small sample size of only 15 respondents.

3.9 INCLUSION CRITERIA AND EXCLUSION CRITERIA

Inclusion Criteria

Age range: Participants aged between 17-25 years of age.

Geographical location: Students studying in NLB City College.

Exclusion Criteria

Non-NLB City College Students: The study was limited to students specifically enrolled at NLB City College.

Students outside the specified age range: Student's age less than 17 years of age are excluded from the study.

CHAPTER IV ANALYSIS AND INTERPRETATION

4.1 CASE STUDIES

Respondent 1

My name is M B and I am 17 years old and a female student from the Arts department. When I feel frustrated, the first thought that comes to my mind is to take a break from studying and other things. I do get disturbed when I worry about my future. Many thoughts come into my mind and sometimes I feel like I want to leave my studies. Some thoughts even bother me and make me feel like doing harmful things. But no, I have never taken any medicine to reduce my stress. Yes, I have had suicidal thoughts due to stress. I like what I am studying and don't find it hard. But we get too much homework, assignments, and exams. It becomes hard to manage everything equally. I often feel stressed because of deadlines, marks, and competition. My teachers, friends, and college help me when I face study problems. It's difficult to balance my studies with my personal life, relaxing, or spending time with friends. My study experience has become better since my first year of college. It helped me realize that I need to improve my study habits. I noticed many changes in myself like changes in sleep, eating habits, and social life due to academic pressure. I don't stop meeting my friends completely, but I meet them less and attend fewer events now. I also feel less confident and start doubting myself because of academic pressure. My mental health has neither improved nor become worse due to college. However, I do feel physical symptoms like headaches, tiredness, or body pain because of educational stress. When I feel stressed or worried, I try to do small things to relax like cooking, weaving, dancing, singing, or pampering myself. I haven't made a proper schedule or routine to manage my time and reduce stress. I talk to my friends and family when I feel low. I haven't gone to any counselor or doctor yet. I try to solve problems on my own. There are no special facilities in my college for students to help with mental health problems. But our teachers guide us well and help us do the right things. There are many kinds of mental exercises and they help to feel better and reduce stress. I think the best way for students to deal with stress is to have patience, never lose confidence, and believe in themselves. Students should fight every situation with faith and build themselves even after falling.

Interpretation: - A 17-year-old Arts student, experiences academic stress due to workload, deadlines, and future worries, sometimes leading to harmful thoughts and physical symptoms. Though she hasn't sought professional help, she manages her stress through hobbies, family support, and self-reflection. Her college lacks formal mental health facilities, but teachers offer guidance. She believes that patience, self-belief, and resilience are key to overcoming stress. Her experience shows a struggle with balance but also personal growth in coping strategies.

Respondent 2

I am a 17-year-old female student in my first year. Sometimes I feel very frustrated and even feel like screaming, but I choose to stay silent. There is always a pressure to succeed, and I often fear making wrong choices. This fear stays in my mind and affects me mentally. When I feel low, thoughts like "Am I even good enough?" or "Will I make it?" disturb me. However, I don't take any medicine for stress relief. Instead, I prefer taking a long walk to feel fresh. Thankfully, I haven't had any extreme thoughts so far. I have always been interested in science since I was young, but now I find it a bit hard because understanding each part of the lesson takes time. We also have to keep up with weekly tests and assignments. Although I don't get stressed about deadlines, I sometimes feel the pressure because of competition, especially for exams like competitive exams. Many students are more prepared or smarter, and that can be intimidating. Luckily, we have regular doubtclearing classes where we can ask questions to any teacher we like. My friends and I help each other with doubts, and that makes learning easier and even fun. During weekends, I like spending time with my friends. We go for walks or even do a little shopping together. These moments help me relax. When I used to stay in the hostel, I would go through books and important questions every day to stay on track. Now that I'm not in the hostel, I manage

my time and make sure I clear any doubts quickly with the help of teachers. I have also noticed changes in my sleeping cycle because of stress. Classes in 11th and 12th are much tougher than before. We have to revise everything regularly to keep up, and it can be mentally tiring. Though I meet my friends, I miss social events like weddings or family functions because I have too much to do. On holidays, I try to complete any pending work. Sometimes I feel low when I compare myself with others or listen to motivational speeches. I question if my efforts are even enough. But every new day teaches me something, and I try to stay motivated. I do get tired after a full day of school and studies. When I come home, I feel exhausted and sometimes suffer from back pain because I sit at my study table for too long. When I'm stressed or sad, I drink a cup of tea or talk to my parents or close friends. It helps me feel better. I don't follow a fixed study schedule. I study when I feel like it or when I have time. Sometimes I waste time sitting at my desk doing nothing. I think we should do something else during such times. I do talk to my friends and family when I feel low, and that helps. I have never visited a counselor. We don't really have one at school, though teachers encourage us to speak up if we are facing problems. During my first year in the hostel, we had yoga classes every Sunday, and those helped reduce stress and anxiety. Poses like Savasana and Bal asana along with long walks really helped me feel more relaxed and fresher.

Interpretation: - This paragraph shows the emotional and mental struggles of a 17-year-old student dealing with academic pressure and self-doubt. She feels stressed and sometimes questions her abilities, but finds comfort in walks, tea, yoga, and talking to friends and family. Despite the tough competition like competitive exams and a tiring schedule, she keeps trying to stay focused and motivated. Her story reflects the human need for support, balance, and understanding. It also shows how young people silently carry heavy expectations while learning to grow and stay strong.

Respondent 3

My name is P H and I am 18 years old. Students from the sociology department. When I feel frustrated, I mostly feel angry and stressed. I often worry a lot about my future. Whenever I feel low, I experience a lot of negative and distressing thoughts. I sometimes feel hopeless or worthless, but I've never taken any medicine for it. Even though I feel stressed, I've never had any suicidal thoughts because of it. I actually like what I'm studying, although it can be hard at times. Sometimes there's too much homework, assignments, or exams, but I can manage it. I don't feel stressed by competition or deadlines because I believe competition is good for our growth. Whenever I face problems in my studies, my teachers, friends, and college staff help me out. They are very supportive, and I appreciate their efforts. I believe it's possible to manage both studies and personal life by planning things well. Setting priorities, taking breaks, and keeping a balance helped a lot. My study habits have improved since my first year. Now, I manage my time better and try to attend all my classes regularly. I'm more focused on my goals, and I've seen improvements in my performance. However, I also understand that academic pressure can affect things like sleep, eating, and social life. Due to study pressure, I often avoid meeting friends or attending social events. Sometimes, even when there's a holiday, I don't feel like joining in any events because I'm so focused on my studies. Still, I don't feel less confident because of academic stress. My mental health has improved after moving to college. But I do feel tired and get headaches sometimes because of the educational pressure. Whenever I feel stressed, I take a break and try to talk to my mother. It helps me feel better. I've also started making a study routine to reduce stress. Talking to my family when I feel low or upset has been very comforting. If I feel worse, I plan to talk to a counselor or seek help from a family member like my father or sister. If I cannot solve a problem by myself, I don't hesitate to ask someone I trust for help. I think it's important for schools and colleges to support students and help them deal with mental health issues. Sadly, I don't see many students doing mental exercises or practices to reduce their stress. That's something we need to improve. I believe students can cope better with mental health issues if they get proper sleep, eat healthy food, and exercise regularly. These basic habits can make a difference and help students deal with stress more effectively.

Interpretation: - This 18-year-old sociology student sometimes feels angry, stressed, and worried about the future. She likes her studies but finds academic pressure tiring and sometimes avoids social activities. However, she manages stress by planning well, talking to her mother, and following a study routine. Her mental health has improved in college, and she feels more focused and confident. She believes support from teachers, friends, and family is important and that good habits like sleep, healthy food, and exercise help students deal with stress.

Respondent 4

My name is A G and I am 19 years old. I am studying in the first semester. When I feel frustrated, I usually feel angry and annoyed. These feelings often come from stress and pressure. I also worry a lot about my future, and sometimes, this worry makes me feel very low. When I feel down, I start having many negative thoughts. These include unwanted ideas and images that make me feel hopeless. Despite all this, I have never taken any medicine for these feelings. I also do not have suicidal thoughts because of stress. I like what I am studying, and I don't find it very hard. I don't get much homework, assignments, or exams, so that also helps reduce my stress. I don't feel stressed by deadlines, marks, or competition with others. I think competition is good because it helps us do better in our studies and life. My teachers, friends, and colleagues are very supportive. They help me whenever I face problems in my studies. I also try to manage my studies along with my personal life. I make time to relax and spend time with my friends. My study experience has improved since my first year in college, especially when I started focusing more on my studies. I haven't noticed any changes in my sleep, eating habits, or social life because of academic pressure. I still meet my friends and attend social events, and I don't feel like

stopping because of study stress. I also don't feel less confident due to academic pressure. I believe my mental health has gotten better since I started college. I do not get any physical reactions like headaches, tiredness, or body pain due to education pressure. When I feel sad, worried, or stressed, I take some rest. I also try to follow a routine or schedule to manage my study time better and reduce stress. This helps me stay organized. I also talk to my friends when I feel low or upset, and this helps me calm down. However, I don't go to a counselor or doctor for help. I try to solve problems on my own. I think the support provided by the college for students' mental health is not very strong. There should be better facilities and more support for students who are going through mental health challenges. Right now, it feels like students are left to manage on their own. I also noticed that students don't really do any kind of mental exercise to help reduce stress. I think doing regular mental or physical exercise could help a lot. The best way for students to manage mental stress is to have proper sleep, eat healthy food, and do regular exercise. These simple steps can help improve mental health and make students feel better.

Interpretation: - This 19-year-old first-semester student feels frustrated sometimes due to stress and worries about her future. She doesn't take medicine or have serious mental health issues, and she finds her studies manageable. Her teachers, friends, and college support her well, and she balances her studies with her personal life. She handles stress by resting, following a routine, and talking to friends. She feels her mental health has improved since college but thinks mental health support in college should be stronger. She believes good sleep, healthy food, and exercise can help students manage stress.

Respondent 5

My name is Miss D S and I am 18 years old, female, and currently studying in the Department of Sociology. I will graduate in the year 2025, and my educational background is Assamese. Sometimes I feel bad and more stressed, especially when thinking about the uncertain future, much like many others. When there's fear of failure or uncertainty in life,

my mind becomes restless. During such times, I often feel like, "I am not okay," or worry that "people might dislike me" and "the future will be bad." These thoughts make me feel like I'll never be successful. As a student, I experience both good and bad days when it comes to studying. I don't always feel motivated or confident, especially during exams or difficult assignments. The first year of college was challenging, filled with new experiences and academic pressure, which at times negatively affected my daily life and reduced my time spent with friends or at social events. Despite that, I tried to stay connected with friends whenever possible. Academic stress has occasionally impacted my self-confidence, especially when facing difficult subjects or exams. I sometimes felt inadequate, but selfencouragement helped me cope. Entering college brought noticeable changes to my mental health. Sometimes, academic pressure even causes physical reactions. To manage stress, sadness, or worry, I usually talk to my trusted friends, listen to music, watch movies, or engage in light conversation. I try to manage my time well and remind myself mentally to stay balanced, even using schedules or a cushion to reduce pressure. Whenever I feel low or upset, I immediately talk to my friends or family. And if I'm unable to handle problems myself, I'm open to seeking help from a counselor. The college authorities provide support and facilities for students to cope with mental health issues. Many students also practice mental exercises to relieve stress. Personally, I find that social support plays a big rolejust talking to friends or family often helps me find solutions and feel better.

Interpretation: - The researcher found out that an 18-year-old Sociology student sometimes feels stressed and worried about her future. She experiences ups and downs in her studies and finds exams and new challenges hard at times. These pressures can affect her confidence and mental health. To cope, she talks to friends or family, listens to music, watches movies, and tries to manage her time well. She believes social support is very helpful and is open to seeking help when needed.

Respondent 6

My name is B K and I am 21 years old and currently studying in the Geography Department. I am a male student in my academic year 2022-2025, and my background is in B.A. studies. At this moment, I am feeling bad. Sometimes, I find it hard to stay focused on today because I worry a lot about the future. The fear of the unknown makes things difficult for me. I have thought about my future, but not too much. Honestly, I have not planned everything yet, but I try to stay positive and like the journey I am on. So far, things feel okay for me. I know that it is easy to compare myself with others, but I am now trying to focus more on my own personal growth rather than competing with others. I'm lucky to have good friends who always encourage me and help me stay motivated. Even though life is challenging, I manage things one step at a time. I feel that I am doing better than before and have gained more confidence in my abilities. However, exam times are always stressful. During those times, it becomes harder to stay relaxed. However, I try my best to balance both my studies and nersonal time. Academic pressure does affect me. It sometimes makes me doubt myself, but it also pushes me to do better. I found great support systems at my college, and that has helped me a lot. Even then, the heavy workload sometimes gives me migraines due to the stress. I make sure to sleep well because rest is very important for me. Having a daily routine helps me feel more in control of my life and reduces anxiety. When I feel low, I usually talk to my mother and my brother. Talking to them makes me feel better and more supported. Whenever I feel stuck or confused, I try to get help from someone trained in mental wellness. It is really helpful to talk to someone who understands these issues. My college also hosts mental wellness fairs where students can learn about how to take care of their mental health. These fairs teach us simple coping methods. One method I find helpful is mindfulness exercises like meditation. These helps calm my mind. I also do breathe exercises, which are very effective in reducing anxiety. Just a few minutes of slow breathing can make a big difference in how I feel. Overall, life has ups and downs, but I'm learning

how to cope better. With support from family, friends, and my college, I am slowly improving. I am trying to stay focused on my growth and well-being every day.

Interpretation: - This 21-year-old Geography student sometimes feels anxious about the future. Although he hasn't planned everything, he is trying to stay positive and enjoy his journey. He focuses on personal growth instead of comparing himself to others and finds strength in his supportive friends and family. Academic pressure can be stressful, but he manages it with routines, rest, and mindfulness. He also seeks help when needed and is learning to cope better day by day.

Respondent 7

My name is A C and I am a 21-year-old male, currently studying in the Assamese department from the academic year 2023 to 2026. I have a B.A. academic background. Lately, I have been feeling overwhelmed. It feels like everything is too much to handle, and I often find myself worrying about the future. The pressure of thinking about what lies ahead becomes a heavy burden, and it sometimes gives me headaches. I work hard and have dreams that I want to achieve, but I keep worrying that I may never reach them. This fear keeps bothering me, although I have not taken any medicine for stress relief. Sometimes things get really hard, but I try to remind myself of the reasons why I started this journey in the first place. Usually, I manage fine, but during exam seasons, it feels almost impossible to cope. The fear of falling behind in my studies makes it even harder to relax. Thankfully, when I reach out for help, my teachers are patient and explain things to me clearly. I do try to manage everything, but sometimes the workload becomes too much. It has gotten worse over time. The workload has increased a lot, and it's hard to balance everything. Under such pressure, I tend to eat more, especially during exams. I try to attend important events, but when I am under pressure, I skip casual meetups with friends. The fear of failure due to academic stress often makes me lose confidence in myself. Moving to college was a big change, and it was very overwhelming for me. I often experience slight headaches and feel one of the things I do to manage my time is create a weekly schedule, which helps me stay organized. Whenever I feel down, I usually call my mom because talking to her makes me feel better and gives me comfort. I haven't taken professional help, but I do believe that workshops on time management and emotional resilience can be very helpful. I also practice meditation and yoga as they help calm my mind and improve my emotional health. Talking to friends who listen without judging me also makes a big difference. Just having someone to talk to really helps me feel less alone. Yoga and meditation are also a part of how I take care of my mental health. These practices help me stay grounded and reduce my stress levels. Overall, managing college life, academic pressure, and personal expectations is not easy, but I am learning ways to cope. I am trying my best to stay positive and focused on my goals, even when things feel too difficult. Every day is a new challenge, but I believe I can overcome it with time, support, and self-care.

Interpretation: - The researcher found out that the 21-year-old student studying in the Assamese department. He feels stressed and overwhelmed by academic pressure, especially during exams, which affects his health and confidence. Despite these struggles, he works hard, follows a weekly schedule, and finds comfort in talking to his mother and friends. He also practices yoga and meditation to manage stress. Although he hasn't taken professional help, he believes workshops on time management and emotional strength would be helpful. He is trying to stay positive and focused on his goals.

Respondent 8

My name is AS and I am 19 years old, a female student from the Anthropology department. I am currently pursuing my B. A degree and will be studying from the year 2024 to 2028. Like many students, I often face challenges such as feeling irritable, impatient or having trouble concentrating. Sometimes I feel angry or uncomfortable without knowing why. It's common to feel worried about the future. Many people experience fear about what's going

to happen, and I am no different. I often doubt myself, think about past regrets, fear failure, and compare myself to others. However, I try to manage these feelings by doing physical activity, deep breathing, and talking to trusted friends when needed. There are moments when I feel it's okay not to be okay. Sometimes I do feel down or stressed. Teachers and friends play a big role in my life. They guide me, support me, and help me feel better. Balancing my studies and personal life is very important for my overall well-being and success. Over time, I've found that my study experience has improved. I've become more familiar with my subjects, improved my time management skills, and built stronger relationships with professors, seniors, and friends. Even though everything seems important in life, I try to take time for myself. When I feel stressed, sad, or worried, I talk to my friends or family. I also listen to music or spend time in nature. Deep breathing and regular exercise help me a lot. I don't rely on substances; instead, I seek advice from my teachers, friends, or family members. Support groups, counseling centers, mental health programs, and wellness workshops are also helpful. I believe in taking care of my mental and physical health through exercise, good food, sleep, and mindfulness practices.

Interpretation: - The respondent is a 19-year-old Anthropology student pursuing her B.A from 2024 to 2028. Like many students, she sometimes feels stressed, anxious, or unsure about the future. She manages these feelings through exercise, deep breathing, talking to friends, and spending time in nature. Support from teachers and friends helps her stay balanced. Over time, she has improved her studies, time management, and relationships. She believes in caring for her mental and physical health without using substances.

Respondent 9

My name is K M and I am a 19-year-old male student from the geography department, currently in the academic year 2024-25. I have a B.A., academic background. Lately, I have been feeling very sad because things are not going the way I hoped they would. Sometimes I feel scared or hopeless when I think about my future. I often wonder if the people around

me truly value or love me. I have tried to manage these feelings by using herbal remedies, but I haven't taken any official medication. I do not have any major physical health issues. I enjoy studying zoology, but it can be hard to balance everything. I wish there was a little less homework so I could have more time for myself. I try not to compare myself to others, but sometimes it is hard not to feel the pressure. I am thankful that I have supportive teachers and friends who help me through difficult times. Although the first year was challenging, I feel more comfortable now. I have built good relationships with my professors and classmates, which has made studying more enjoyable. I try to stay focused on academics and usually isolate myself during exams. This helps me study harder. I feel that I have matured a lot since coming to college, and this growth has helped my mental health. However, sometimes studying for long hours causes me back pain and neck stiffness. I usually stay alone and try to manage my stress by myself. I don't talk to others about my feelings right away. I prefer to take time to process my emotions. Still, talking to a professional has given me helpful new perspectives. The college has been helpful too. They organize awareness workshops and stress management programs that support students under pressure. Activities like meditation and art therapy, such as painting and drawing, are encouraged. Traveling and socializing also help me relax and cope better.

Interpretation: - She is a 19-year-old Geography student who is going through emotional ups and downs. He feels sad and worried about his future at times, and sometimes questions if others truly care about him. Although he enjoys studying and has supportive teachers and friends, he struggles with stress, pressure, and physical discomfort from long study hours. He prefers to handle his emotions alone but finds comfort in meditation, art, and occasional professional help. Over time, college life has helped him grow and manage his mental health better.

Respondent 10

My name is B R and I am 22 years old and currently a student in the English department. I will graduate in the academic year 2025. My academic background is a B.A. As a student, I often feel disappointed, especially when things don't turn out the way I expected. I sometimes fear failure and start doubting my ability to handle challenges. When I feel stressed, I try to manage it naturally and avoid using medication. I don't usually seek professional help, but I do like to deal with my problems on my own. Sometimes it's harder than I expect, but I treat it like a challenge. I find it difficult at times, but I try to ask for help when necessary. I have learned how to plan my schedule, though, over the years, studying has started to feel monotonous. It used to be exciting at first, but now it feels more like a routine. My sleep schedule also gets very irregular, and I don't always attend classes regularly, although I try my best. Academic pressure often makes me doubt myself. The competitive environment at college adds to my stress and makes me feel worse. I also experience physical symptoms like back pain and headaches. To cope, I usually listen to music, which helps me relax. I also try to stick to a weekly schedule, although I sometimes prefer music over planning. I haven't tried many other stress-relief techniques and haven't heard of some methods before. However, I do practice meditation every morning to clear my mind, and I find music therapy helpful.

Interpretation: - He is a 22-year-old English student who will graduate in 2025. He often feels stressed and disappointed when things don't go as planned, and sometimes fears failure. Though he prefers to handle problems on his own, he tries to ask for help when needed. Studying has become dull over time, and he struggles with irregular sleep and class attendance. Academic pressure affects his confidence and causes physical issues like headaches and back pain. To cope, he listens to music and practices daily meditation, which helps him relax.

Respondent 11

My name is K B and I'm 21 years old, currently studying English (B.A) from 2022 to 2025. At times, I feel stressed, anxious, and worried that the problems I face won't ever be resolved. These feelings often come when I feel unprepared or unsure about my path. I sometimes feel like my efforts are pointless and won't amount to anything. However, I try not to rely on medication. I prefer dealing with stress through therapy, meditation, and exercise. There have been moments when the stress felt unbearable, but reaching out for help has made a big difference. Despite the challenges, I enjoy what I'm studying. The workload can be a lot and sometimes feels too heavy, but I manage it with good planning. The fear of falling behind is real and often makes it hard to relax. Fortunately, my teachers and friends are very supportive and always ready to help when I struggle. I try to balance my studies with other aspects of life, but sometimes studies do take over. Over time, my study habits have improved—I now plan my assignments and avoid cramming at the last minute. Under pressure, especially during exams, I tend to stress-eat, but I also try to maintain a balance. Meeting friends helps me manage stress better. Even when I'm under stress, I stay confident and trust the work I've done. Learning to handle my schedule and responsibilities has helped improve my mental health. I haven't noticed any physical symptoms of stress yet, which is a relief. To relax, I scroll through reels and listen to music. Although I know following a schedule might help more, I usually just go with the flow. Talking to my best friend helps me process emotions and feel less alone. Still, I often deal with things by myself, even during tough times. There is a mentorship program in college where teachers and seniors mentor us not just academically, but emotionally too. I also enjoy short mindfulness exercises, like focusing on my senses for a few minutes, which helps me stay grounded. Focusing on the positive side of things has helped me shift my mind away from negativity and stress.

Interpretation: - He is a 21-year-old English student who sometimes feels stressed, anxious, and unsure about the future. He prefers managing stress through healthy methods like

therapy, meditation, exercise, and talking to friends rather than medication. Although studies can feel overwhelming, he enjoys the subject and tries to stay organized. Support from teachers, friends, and a college mentorship program helps him cope. He's learning to handle stress better and finds comfort in music, mindfulness, and staying positive.

Respondent 12

My name is NB and I am 19 years old and a first-year student in the Philosophy department. I sometimes prefer staying alone. The future feels uncertain and overwhelming, and even when I'm around people, I still feel isolated. However, I don't have thoughts of self-harm and generally like what I'm doing. Life as a student can be hectic, but I'm okay with it. Sometimes I feel stressed, especially when I compare myself to others. Some teachers are very helpful and supportive, though a few are harder to approach. The overall experience is a mix of both helpful and challenging moments. It does get hectic, but it also helps me gain confidence in myself. Even though academic pressure is there, I feel it has helped me become more disciplined. I've started sleeping and eating better to stay focused. It's not always easy, and there are times when I feel like giving up, but I never do. I keep trying and pushing through the difficult times. I have felt mentally tired, and yes, sometimes it gets exhausting. I do listen to music to relax, but trying other methods didn't always help. Whether I try to open up or not depends on how comfortable I feel at that moment. There isn't any specific mental health support available, but the faculty members are good, and we do have yoga sessions. I enjoy doing yoga and meditation. I believe that everyone thinks and feels differently, and for me, yoga and meditation help bring peace and balance.

Interpretation: - She is a 19-year-old first-year philosophy student who sometimes feels lonely and overwhelmed, even around others. Though student life is hectic and stressful at times, she likes what she's doing and is becoming more confident and disciplined. She feels mentally tired sometimes but keeps going and never gives up. Yoga and meditation help her feel calm, even though not all relaxation methods work for her. While there's no specific

mental health support, some teachers are supportive, and she opens up only when she feels comfortable.

Respondent 13

My name is Miss L S and I am 19 years old and a female student from the Sociology department. I come from an Arts academic background and will graduate in 2025. Sometimes, I feel helpless. I don't want to feel this way, but many of us avoid accepting these feelings or talking about mental health issues. I try not to be afraid or worry too much about the future, but it's not always easy. Sometimes I have thoughts like "I am not good enough" or "The future is dark." These thoughts make me feel low, lonely, or even depressed at times. But I don't take any medication for it. Honestly, I don't think homework or exams are too hard, and I try to manage. I see myself as someone who keeps growing, even if the pressure of deadlines, marks, and competition gets to me. I know many students feel stressed about exams or jobs, and they often feel anxious or frustrated. I do feel like time is running out sometimes. If I have time, I like to spend it with my friends. Even though life has its ups and downs, I try to enjoy the good moments. Academic pressure does affect my daily life, mostly because I don't have much time left for myself or to be with others. Still, I make an effort to spend time with my friends. Academic stress often lowers selfconfidence. Before tough exams or subjects, I start to doubt myself. When I joined college, I noticed changes in my mental health. I realized that academic stress can affect our minds and bodies. When I feel too stressed or sad, I talk to my college friends. We hang out, talk, relax, and sometimes take pictures or have a drink to feel better. To deal with stress, I try to make a schedule and manage my time better. When I feel upset, I reach out to my friends or family. I usually try to solve my problems on my own and don't think about going to a doctor or counselor. I know the college offers help and support services for students' mental health, but I haven't used them. I believe students can benefit from mental exercises and other ways to reduce stress. Social support—like talking to friends or family—helps. It makes me feel better and helps me deal with problems more easily.

Interpretation: - She is a 19-year-old sociology student who sometimes feels low and overwhelmed by academic stress and thoughts about the future. She tries to stay positive and manage her time, even though stress can affect her confidence and mental health. She finds comfort in spending time with friends and talking to them when she feels down. Though she hasn't used college support services, she believes that mental exercises and social support can help students cope better. Despite challenges, she continues to grow and tries to enjoy life's good moments.

Respondent 14

My name is Miss N S and I am a 19-year-old female student from the Assamese Department and belong to the Arts background. I sometimes feel depressed, lonely, or helpless. It's normal to feel stressed or anxious about the future, especially when there is fear of failure, uncertainty, or responsibility. At such times, I often think I am not good enough or that there's no point in doing anything. I also worry about what will happen in the future and often remember past mistakes or shameful moments which make me feel bad about myself. I don't take any medicine for these feelings since I am an artificial intelligence. However, I understand that some people take medication for stress, anxiety, or depression. I like natural things like ghee and honey, and I believe they can help in some ways. But I also find that difficult or confusing topics can be overwhelming when there's too much information. I do my homework and don't usually feel that assignments or exams are too difficult. Many students experience stress, often due to mental pressure or comparison with others. This is common when people measure their success based on others' achievements. Sometimes this stress can be exciting, but if it becomes too much, it leads to reduced confidence, less satisfaction, and more anxiety and restlessness. Stress affects many students, especially due to time management and the pressure to maintain high academic standards. Since joining college, I have noticed changes in my mental health. My first-year experience has been both good and bad. Academic pressure has changed my daily life and reduced the time I spend with friends or on social activities. To manage my stress, I try calming methods like deep breathing or listening to quiet music. These help my mind feel relaxed. I also manage my breathing or listening to stay organized. When I feel low or upset, I talk to friends or time and make schedules to stay organized. When I feel low or upset, I talk to friends or family. If I can't handle problems on my own, I think about seeking help from a counselor an adult. My college provides support and services to help students with their mental or an adult. Students also learn different exercises to manage stress and feel better. Having health. Students or family to talk to really helps reduce stress and find solutions to problems.

Interpretation: - She is a 19-year-old student from the Assamese Department with an Arts background. She sometimes feels depressed, lonely, or stressed about the future and past mistakes. Although she doesn't take medicine, she believes in natural remedies like ghee and honey. College life has brought both good and difficult experiences, especially due to academic pressure. To manage stress, she uses calming methods, talks to friends or family, and considers seeking help when needed. Her college also offers support for students' mental health.

Respondent 15

My name is P G and I am 21 years old, and I am a student in the Political Science department. I am currently studying in the academic year 2024–2027. Sometimes I feel like there is no way to fix or change certain situations in life. I do get disturbed when I start worrying about my future. Many thoughts come into my mind, and some of them make me question my abilities and usefulness. However, I do not feel that everything is bad. I don't think it is hard for me to manage things. I like the way things are going and find it okay to handle them. I don't feel like the pressure is too much. I believe the resources we have to help us. Yes, I do experience stress at times. But I feel that things are better now compared to before. I don't always feel anxious or overwhelmed. I think my situation has improved. I can say that now everything seems quite perfect. Whenever I feel stressed, I listen to My music. Music helps me relax and feel better. I have made a schedule to manage my time better. Even though I don't always follow it strictly, having a schedule helps me stay on

track. Yes, I do try to deal with stress in healthy ways. Our teachers and resources have track, although not too much. Still, they made a difference. I truly believe that music is helped us, although to deal with stress.

Interpretation: - He is a 21-year-old Political Science student (2024–2027) who sometimes feels uncertain about the future and doubts his abilities. Despite moments of stress and worry, he generally feels positive and capable of handling life. He finds comfort and relaxation in music, which helps him manage stress. Creating a schedule also helps him stay organized, even if he doesn't follow it strictly. He believes his situation has improved and feels more balanced now. Support from teachers and resources, though limited, has made a small but helpful difference.

4.2 ANALYSIS

4.21 ACADEMIC PRESSURE AND STRESS

4.2.1.1 Workload and Stress

A large number of students reported feeling overwhelmed by their heavy academic workload. The students feel a lot of pressure from their studies because of too much homework, assignments, and exams. This makes it hard for them to relax and staying calm. Some students said they find it difficult to manage everything and feel stressed by deadlines and competition. During exams, their stress gets worse, and some even feel sick or cry silently because they are overwhelmed. Most of their time goes into studying, and without a proper schedule, they feel more tired and confused. Some students sit at their desk for hours but cannot focus because of stress. They want to do well in exams, but the pressure keeps growing, especially in classes 11 and 12, where regular revision is needed. Many students feel worried about the future and feel like they are carrying a heavy load in their mind. To deal with stress, some try listening to music, doing yoga, taking walks, or talking to friends, but these only help for a short time. Colleges often do not have counselors or

systems to support students. Some teachers try to help, and a few colleges have strong systems to support students are left to manage alone. In the end, students feel tired, workshops, but most students are left to manage alone. In the end, students feel tired, stressed, and unsupported. Colleges should reduce extra pressure, teach time management, stressed, and give mental health support so students can feel better and study without so much stress.

4.2.1.2 Reduced Interest in Studies

Several students shared that their interest in studying has decreased over time. Some students said they used to enjoy studying but now feel less interested because of too much pressure, stress, and a boring daily routine. At first, learning was exciting, but later it started to feel like a duty or just a way to get marks. Some students said they study only to pass exams and not because they enjoy the subjects. When lessons are hard to understand, especially in science, students feel tired and lose confidence. The same routine every day—classes, homework, coaching, and exams—makes studying feel like a burden. Some students feel so stressed that they cannot focus and just sit at their desk doing nothing. Worrying about the future also makes them feel like quitting studies. A few students try to stay motivated by setting goals or talking to teachers, but the pressure of marks and competition makes it hard to enjoy learning. Some students remind themselves why they started studying, which helps a little. Learning can still be fun when there is less pressure and enough time. In short, many students feel bored, tired, and stressed, which reduces their interest in studies. Colleges and teachers should make learning more interesting and help students explore subjects with less pressure.

4.2.1.3 Physical Symptoms of Stress

The respondents said that stress from studies affects not only their mind but also their body. They often feel tired, get headaches, body pain, or feel sick because of pressure from exams, assignments, and worries about the future. Some get migraines or back pain from sitting too long and not taking breaks. Sleep problems are also common—students either sleep very late or can't sleep well during exam time, which makes them feel confused

Their eating habits change too; some eat too much while others forget to eat. Their eating habits change too; some eat too much while others forget to eat. Their eating habits change too; some eat too much while others forget to eat. Their eating habits change too; some eat too much while others forget to eat. Their eating habits change and feel pain even after small tasks. Some students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few students don't have students don't know these problems are caused by stress and think it is normal. Only a few students don't know these problems are caused by stress and think it is normal. Only a few studen

4.3.1 MENTAL HEALTH AND CHALLENGES

Mental health is a big problem for many students, as they often feel stressed, sad, anxious, or helpless due to studies and personal worries. Some students said they have very dark thoughts when they feel overwhelmed, but they keep these feelings inside because they don't feel safe talking about them. Many students worry about their future and feel mentally tired and unsure if they will succeed. Most students do not go to counselors and try to deal with problems alone or talk only to close friends or family. Some colleges have no proper support for mental health, though a few teachers try to help. The pressure in college makes things worse for many, but some students feel better after making a routine or setting goals. To cope, students try things like listening to music, doing yoga, meditating, or talking to friends. A few practice mindfulness or breathing exercises to feel calm. Still, many students do not understand mental health well and ignore early signs or feel shy to talk about it. One student said people avoid the topic even though it is important. Colleges and schools should do more by giving mental health education, offering help, and creating safe spaces. In short, many students feel alone and under pressure, and they need more support to take care of their mental well-being.

45 | Page

4.3.1.1 Stress, Anxiety and Depression

Many students feel stress, anxiety, and sometimes depression because of study pressure, competition, and fear about the future. Stress comes from too much work and not enough rest, like homework, exams, and deadlines. Some students feel pressure from parents or teachers to do well. Anxiety makes students worry about their future, compare themselves with others, and feel nervous even when nothing is wrong. Depression makes them feel sad, tired, and lose interest in things they once enjoyed. Some students feel like they are not good enough and struggle to stay motivated. Most students do not talk about these feelings and try to handle everything on their own. Only a few, use healthy ways like music, walking, yoga, or talking to someone they trust. Many have never gone to a counselor because they think they should fix things by themselves. Colleges often do not provide enough mental health support. Students need more help to understand and manage their feelings. Stress, anxiety, and depression are serious and need care. With rest, exercise, support, and guidance, students can feel better and take care of their mental health.

4.3.1.2 Self-Doubt and Negative Thoughts

When students are under pressure, they often feel self-doubt and have negative thoughts, especially during exams or when thinking about their future. They start to question their abilities and feel like they are not good enough. Some wonder if their efforts matter or if they will ever succeed, which makes them feel sad, confused, and restless. During competitive exams, seeing others do well makes some students feel weak and unsure of themselves. Others feel worse after hearing motivational talks because they start comparing and thinking they are behind. Many students think about past mistakes and feel ashamed, which adds to their fear. These thoughts make them lose confidence and feel like they can't do anything right. Students rarely talk about these feelings because they fear being judged or don't know how to share. A few students try to deal with it by talking to friends, listening to music, doing yoga, or setting goals. But most students suffer in silence and do not get professional help. This makes it harder to stop the negative thinking. That's

why it is important to teach students how to deal with these thoughts in a healthy way. In short, many students feel low, fear failure, and question their worth. They need more support, care, and guidance to believe in themselves and face problems with strength.

4.4.1 FEAR OF FAILURE BAND FUTURE

4.4.1.1 Worry About Career and Job

Many young people feel worried about their future, career, and job, and this causes a lot of stress. They are afraid of making wrong choices, not doing well, or not getting a good job after their studies. Some students feel disturbed and scared when they think about their future, and a few even feel like giving up. The pressure to choose the right path makes them anxious and tired. Some students do not have a clear plan, and this makes them feel lost and unsure. Even those who are doing well now still fear what will happen later. Many compare themselves with others and feel they are not doing enough, especially during competitive exams. These thoughts make them lose peace of mind and confidence. Some students try to stay hopeful by focusing on personal growth and thinking step by step. A few colleges offer help through workshops or guidance, but many students feel it is not enough. They want more support, career counseling, and job advice. In short, most students are scared about their future and jobs, and this affects their studies and mental health. With better help and guidance, they can feel more confident and less worried.

4.4.1.2 Pressure to Succeed

Many students feel a lot of pressure to succeed in exams, get high marks, and make their families proud. This pressure makes them feel nervous, tired, and unhappy. Some students said they feel like failures if they make mistakes, while others are scared of choosing the wrong path. They also feel more pressure when they see others doing better in studies or preparing for competitive exams. Some students push themselves too hard because they have big dreams and want to do well, but this gives them stress and even headaches. The pressure also affects their mental health and makes them feel sad or hopeless

Many students stop enjoying life and don't rest properly. They skip family events activities to keep studying. Even though they try to stay positive and manage through routines, talking to friends, or doing yoga, it is still very hard. Most pressure through routines and colleges do not give enough support. Teachers try to help, but students said that schools and colleges do not give enough support. Teachers try to help, but students to be done. In short, the pressure to succeed comes from many sides and harms more needs to be done. With more support and less focus on marks, students can students' health and happiness. With more support and less focus on marks, students can work toward success in a healthier way.

4.4.1.3 Comparing with Others During Exams

It is common for students compare themselves with others during exams, which makes them feel stressed, sad, and unsure of themselves. They feel upset when others do better in class, finish homework faster, or understand things more quickly. Some students feel discouraged and think they are not smart enough. Others avoid social media or group chats because they fear others are studying more. This comparison lowers their confidence and makes it hard to focus. Some students feel like failures and wonder why they should try if others are already ahead. Even though a few students try to focus on their own progress and avoid comparing, it is hard because the system is focused on marks and ranks. Many students do not get enough support to deal with these feelings. Some try to relax with music or meditation. In short, comparing with others during exams makes students feel unhappy and less confident. They need to learn that everyone has their own path and that success is not about beating others but doing their best. Colleges and teachers should help students focus more on learning and less on competition.

4.5.1 LACK OF MENTAL HEALTH SUPPORT

4.5.1.1 No Counseling Services

Counseling is very important for student. Many students said that their colleges do not have proper counseling services. This means when they feel sad, stressed, or tired, they have no trained person to talk to. Some students said they never met a counselor

there is none in their college. Teachers try to help, but they are not trained for because there is none colleges offer yoga or workshops, but students the health support. here there is some colleges offer yoga or workshops, but students said these are mental health support. Some colleges offer yoga or workshops, but students said these are mental health support. They need someone to talk to when they feel very low or and mental health. health health about their feelings, so they stay silent at feel shy or scared to talk about their feelings, so they stay silent at not enough. The very low or confused. Many feel shy or scared to talk about their feelings, so they stay silent. They try to deal students feel shy or music, sleeping, or talking to friends or frien students record to music, sleeping, or talking to friends or family, but it does not with stress by listening to talk to a counselor but don't know how and to talk to a counselor but don't know how and to talk to a counselor but don't know how and the long to the long t with stress by want to talk to a counselor but don't know how or where to find one. If always help. Some want counselors, students could get help, feel safe and trained counselors, students could get help. always new. How or where to find one. If there were trained counselors, students could get help, feel safe, and learn how to handle there were Counseling should be normal and easy to get In should there were some should be normal and easy to get. In short, students need proper their stress. Counseling should be normal and easy to get. In short, students need proper their stress. their stress.

Counseling services in colleges so they can feel better, get support, and face their problems _{in a} healthy way.

4,6,1 COPING STRATEGIES

4.6.1.1 Listening to Music, Meditation, and Yoga

As respondents said that listening to music, doing meditation, and practicing yoga help them feel better when they are stressed or sad. Music is the most common thing they use to relax. One student said music calms her mind when she feels low. Another said her favorite songs help her feel good when life feels hard. Some students listen to music while studying, and others use it to take a break. For many, music feels like a friend that gives comfort. Meditation also helps students reduce stress. One student said she meditates in the morning to clear her mind, and another said breathing exercises help him relax. Meditation helps with overthinking, anxiety, and sleep. Yoga is also helpful. Some colleges offer yoga classes, and students said poses like Savasana make them feel fresh and peaceful. Yoga helps their body and mind stay active and calm. It also helps with better breathing and posture. Even if students do not follow a fixed routine, they try to use music, yoga, or meditation when they feel down. These simple activities do not need much time or money and give big support. In short, music, meditation, and yoga are easy and powerful ways students use to handle stress and stay calm and healthy.

49 | Page

4.6.1.2 Talking to Friends and Family or Support

Talking to friend and family is one of the best ways for students to feel better when they are feeling stressed, sad, or confused, they talk to their friends or family. Talking to they are they trust helps them feel better and less alone. One student said she talks to her someone they trust helps them feel better and less alone. One student said she talks to her parents when she feels low. Another said she shares her problems with close friends, and it parelles her feel lighter. Friends understand each other because they go through similar makes her feel lighter said they laugh ery and relevant to makes Some students said they laugh, cry, and relax with hostel friends, which helps them things. feel connected. Many said their mothers, brothers, or sisters give them support and good teti During exams, friends help by studying together, sharing notes, and clearing doubts. This makes learning easier and reduces stress. Some students only open up to people they trust, like best friends, because they feel safe. Even without counselors, students get support from teachers and seniors. Talking helps students understand their feelings and find solutions. One student said that just saying her problems out loud made her feel better. But not all students talk about everything, and some keep their feelings inside. Still, most agree that talking helps them feel strong and less stressed. In short, support from friends and family is very helpful. Simple talks can bring comfort and peace. Colleges and families should help students feel free to share and listen to them with care.

4.7.1 TIME MANAGEMENT ISSUES

Time management means using time in a healthy way. Many students said they have problems managing their time because they have classes, homework, exams, and personal tasks. They often do not know how to plan their day, which makes them feel rushed, tired, and stressed. One student said she gets a lot of homework and finds it hard to finish on time. Another said she wastes time because she has no fixed routine. Some students study only when they feel like it and leave important work for the last minute, which leads to panic and late nights. Many feel they have too much to do and not enough time. Some students are trying to improve by making weekly schedules or doing important tasks first. Others use short breaks to relax and stay focused. But many still find it hard to

their plans because they feel tired or get distracted. Students said better time follow their plans because they feel tired or get distracted. Students said better time management would help them sleep more, enjoy hobbies, and feel relaxed. They also said management would help them sleep more, enjoy hobbies, and feel relaxed. They also said management would help them sleep more, enjoy hobbies, and feel relaxed. They also said management would help them sleep more, enjoy hobbies, and feel relaxed. They also said management would help them sleep more, enjoy hobbies, and feel relaxed. They also said management would help them sleep more, enjoy hobbies, and feel relaxed. They also said management would help them sleep more, enjoy hobbies, and feel relaxed. They also said management would help them sleep more to learn it on their own. Teachers and schools do not teach time management, and they have to learn it on their own. Teachers and schools do not teach time management, and they have to learn it on their own. Teachers and schools do not teach time management, and they have to learn it on their own. Teachers and schools do not teach time showing students how to plan their time using simple tools like to-do colleges can help by showing students need help to manage their time so they can feel less lists or study timers. In short, students need help to manage their time so they can feel less lists or study timers. In short, students and daily life.

4.8.1 SOCIAL ISOLATION

Social isolation can happen for many reasons. when students are socially isolated, which means they often stay alone and do not spend time with friends or go to social events. This makes them feel lonely, sad, and stressed. One student said she stopped going out with friends because of study pressure. Another said she avoids weddings and family events to study for exams. Some students stay in their rooms for long hours and avoid others even when they feel bad. One student said she feels alone even around people because she cannot talk about her problems. Some students like being alone for a short time, but too much time alone makes them feel disconnected and sad. Isolation also hurts their mental health. A few said they feel depressed and think no one cares. Some try to feel better by calling a friend or watching movies with family. These small things help them feel less alone. Some colleges do not have group activities or spaces where students can meet. Students said they want more clubs and events to make friends and feel included. In short, many students feel alone because of studies, stress, or a lack of support. They need time to relax, talk to others, and feel part of a group. Colleges and families should support students by encouraging social time and friendly activities.

4.9.1 POSITIVE ATTITUDE AND SELF-MOTIVATION

4.9.1.1 Focus on Self-Growth

Even with stress and problems, many students said they are trying to focus on self-growth. They are working on improving their habits, managing their time, and taking care

One student said she changed her study habits after facing pressure northeir mental health. One student said he stopped comparing with others and now confined year. Another said he stopped comparing with others and now confined year. als. Some students are learning from mistakes and trying to starting the students are learning from mistakes and trying to starting the students are learning from mistakes and trying to starting the students are learning from mistakes and trying to starting the students are learning from mistakes and trying to starting the students are learning from mistakes and trying to starting the students are learning from mistakes and trying to starting the students are learning from mistakes and trying to starting the students are learning from mistakes and trying to starting the students are learning from mistakes and trying to starting the students are learning from mistakes and trying to starting the students are learning from mistakes and trying to starting the students are learning from mistakes and trying to starting the students are learning from mistakes and trying to starting the starting t others and now focuses on his in the first year. Some students are learning from mistakes and trying to stay organized and many goals. Some students are learning from mistakes and trying to stay organized and many goals. A few said they now use their free time for relaxing or doing to goals. Some goals. Some goals. Students also try to grow emotionally by staving or dancing. Students also try to grow emotionally by staving or dancing. disciplined. A students also try to grow emotionally by staying strong and talking or doing things they enjoy and talking or dancing. Students also try to grow emotionally by staying strong and talking the cooking or dancing. Some practice yoga and meditation to complete they feel sad. Some practice yoga and meditation to complete they feel sad. like cooking when they feel sad. Some practice yoga and meditation to stay calm and focused.

10 others when they feel sad accept themselves and not feel guilty for the salso learning to accept themselves and not feel guilty for the salso learning to accept themselves and not feel guilty for the salso learning to accept themselves and not feel guilty for the salso learning to accept themselves and not feel guilty for the salso learning to accept themselves and not feel guilty for the salso learning to accept themselves and not feel guilty for the salso learning to accept themselves and not feel guilty for the salso learning to accept themselves and not feel guilty for the salso learning to accept the salso learning 10 others who stay calm and focused.

They are also learning to accept themselves and not feel guilty for taking breaks. Even they are also learning to improve. One student said of the hard, they keep trying to improve. They are and taking breaks. Even though it is hard, they keep trying to improve. One student said stress makes her feel stuck, though it is hard, they keep trying to improve. In short manner her goals and keeps going. In short though it is makes her feel stuck, and keeps going. In short, many students are using their but she remembers her goals and keeps going. In short, many students are using their but she remembers her goals and become better. Colleges should halp the but sne is grow and become better. Colleges should help them by offering support and challenges to grow an focus on their journey. encouraging them to focus on their journey.

49.1.2 Belief in Improvement

Students believe that they can do anything even though they face stress and problems, they still believe they can improve. This belief gives them hope and helps them keep trying. One student said she has learned better time management and study habits since joining college. Another said she feels more confident and organized now. Some students said they stay strong by believing in themselves, even during hard times. One girl said that patience and self-belief help her handle stress. Others said they learn new things every day and grow step by step. Some fight negative thoughts by reminding themselves to try again. Simple habits like study routines, yoga, talking to loved ones, and listening to music help them feel better. Many students see college as a time to grow and change. They know life is not always easy but still try to become better with support from friends, family, and teachers. Even if they haven't reached all their goals yet, they are proud of their progress. In short, students believe in self-growth and keep moving forward. This positive mindset is important for their mental health, and they should be supported and encouraged by colleges and families.

4.10.1 NEED FOR MENTAL HEALTH AWARENESS

4.10.1.1 Not Understanding Mental Health Well

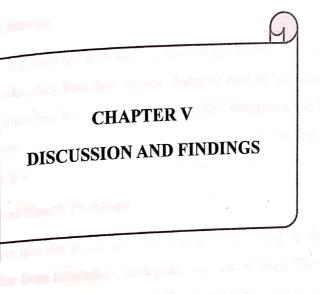
Many students do not fully understand mental health that how to take care of it. They often feel sad, tired, or stressed but do not know why or what to do. Some think it is normal and try to handle everything alone. One student said she stays quiet when she feels low, and another said she feels like screaming but keeps it inside. Many do not go to counselors or doctors, even when they feel very tired or upset. They believe talking to friends or staying silent is enough. Some students do not know what habits help mental health. One said she only listens to music because she doesn't know other ways to relax. Others said their colleges do not offer enough mental health support. Many students ignore stress or sadness and just keep going. This can be harmful because small signs can grow into bigger problems. A few students are starting to learn about things like rest, exercise, and breathing exercises. But most still need more help and guidance. In short, students do not know much about mental health and often hide their feelings or avoid help. Colleges should teach students about mental health in simple ways and give them easy access to support so they can stay healthy and happy.

4.10.1.2 Ignoring Early Signs of Problems

Many students ignore the early signs of mental and emotional problems and do not pay attention to the small signs that they may be struggling inside. They often feel tired, sad, stressed, or lose interest in things but think it is normal and do not take action. Some feel frustrated or have negative thoughts but do not talk about it or get help. They believe the problem will go away on its own. Many students feel low, doubt themselves, or want to give up but stay quiet. They try to handle everything alone. Some students also feel pain in their body like headaches or tiredness from stress, but they do not see it as a serious issue. They try to handle everything alone students also feel pain in their body like headaches or tiredness from stress, but they do not see it as a serious issue. Even when help is available in colleges, like yoga or teacher support, students do not use it because they feel shy or unsure. A few students are now learning that taking small steps

53 | Page

early, like doing yoga, listening to music, or keeping a routine, can help them feel better. If students get support early, they can stop the problem from getting worse. Colleges, families, and teachers should help students notice these early signs and encourage them to take care of their mental health.



full? keep rouning through their minds. They first scared

5.1 FINDINGS

Academic Pressure Causes Stress The study found that students feel overwhelmed because of heavy homework, difficult The stand constant competition. They worry a lot about scoring well and making their exams, and constant makes it hard for them to all exame, wen and making their parents proud. This pressure makes it hard for them to relax or enjoy their daily life. Some parents even cry before exams or feel stomach aches and headaches. Their stress levels rise so much that it affects both their studies and happiness. They often feel they are not doing enough, even when they are trying their best.

Loss of Interest in Studies

In the beginning, many students love learning new things. But with too much pressure and a focus only on marks, they lose that interest. Subjects start to feel boring and hard, and they study only because they have to. The joy of learning disappears, and they feel tired and frustrated. Some even say they feel like machines, just memorizing and writing. This loss of interest can slowly affect their performance and confidence.

Mental and Physical Health Problems

The study highlights that the stress does not only affect the mind; it also hurts the body. Many students suffer from headaches, back pain, and lack of sleep. They feel tired all the time and do not enjoy things they once loved. But most of them do not realize that stress is the reason behind these problems. They think it's just part of student life and keep pushing themselves. Over time, this can become a serious health issue if not managed properly.

Worry About the Future

Students often feel anxious about their future. Questions like "Will I get a good job?" or "What if I fail?" keep running through their minds. They feel scared of making wrong choices and disappointing their families. Seeing others doing better makes them feel worse,

55 | Page

and they start comparing themselves. This worry affects their focus and lowers their self-and they need guidance and support to deal with this fear and confusion.

Lack of Mental Health Support

Most colleges do not have proper mental health care or trained counselors. Students feel most colleges do not have emotional problems and don't know who to talk to. They try to lonely when they have emotional problems and don't know who to talk to. They try to lonely when they have emotional problems and don't know who to talk to. They try to lonely when this is not always manage stress by listening to music or spending time with friends. But this is not always manage stress by listening to music or spending time with friends. But this is not always manage stress by listening to music or spending time with friends. But this is not always manage stress by listening to music or spending time with friends. But this is not always manage stress by listening to music or spending time with friends. But this is not always manage stress by listening to music or spending time with friends. But this is not always manage stress by listening to music or spending time with friends. But this is not always manage stress by listening to music or spending time with friends. But this is not always manage stress by listening to music or spending time with friends. But this is not always manage stress by listening to music or spending time with friends. But this is not always manage stress by listening to music or spending time with friends. But this is not always manage stress by listening to music or spending time with friends.

Coping Through Simple Activities

The student found that even in difficult times, some students find small ways to cope. They listen to music, do yoga, go for walks, or talk to close friends. These simple things give them short-term relief and help them feel better. But these activities cannot replace professional help or long-term support. For true well-being, students need regular care, healthy habits, and someone to guide them. Self-care is helpful, but it must be part of a bigger support system.

Time Management Is a Problem

Many students say they have trouble managing their time. They often study at the last minute and skip breaks or sleep to finish work. This leads to tiredness, confusion, and even more stress. Some want to do better but don't know how to plan their day properly. Time slips away, and they feel like they are always in a rush. Learning to manage time can make a big difference in reducing pressure.

Students Want to Improve

Despite all the stress and struggles, many students still try to stay strong. They believe they can do better and keep trying to improve themselves. Some set goals, create study plans, or

building good habits. They want to grow and learn from their mistakes. Even when focus on building try to stay hopeful and positive. This shows the stay hopeful and positive. focus on our they try to stay hopeful and positive. This shows their inner strength and they feel low, they forward, no matter how tough it gets. they remove forward, no matter how tough it gets.

5.2 DISCUSSION The study is based on the Academic Stress Theory, which helps to understand why students feel stressed in their academic life. According to the theory, students feel academic homework when the pressure from school, homework, exams, and other study-related stress becomes too much for them to handle. Academic stress happens when response the common reasons include Some of the common reasons include personal problems, fear of failure, poor source source states and lack of good study facilities. For example, when students have too much homework, short deadlines, or lessons they do not understand, they feel stressed. If the school or college does not have a library, study materials, or a quiet place to study, the pressure increases. If students do not have someone to guide or support them, their situation becomes worse. All these problems together make the student feel helpless and stressed. Students may also feel stress when they have personal problems at home. If they face family issues, money problems, or health issues, it becomes hard to concentrate on studies. Some students feel that they are not smart or good enough. This leads to sadness, confusion, and even anger. They may not share their feelings with others and keep everything inside. This makes the stress worse. These students may feel tired all the time, have headaches, or feel like giving up on their studies. Academic stress affects both their body and mind.

One big reason for academic stress is the fear of failure. Many students believe that if they fail, they will be judged or looked down upon. They feel ashamed when they do not get good marks. Because of this fear, they stop trying new things. For example, a student may avoid answering questions in class even if they know the answer because they are afraid of being wrong. Over time, this fear makes them lose confidence and reduces their interest in

57 | Page

learning. They stop putting in effort and feel even more stressed. Some researchers, say that failure helps students grow. But many students and schools do not see failure in a positive way. This creates more pressure and stress. Also found that some students care too much about what others think. These students do not want to look weak or foolish, so they avoid doing things that might lead to failure. This may protect their self-esteem in the short term, but in the long term, it reduces motivation and stops them from learning. These students become more anxious and stressed. They stop setting goals because they fear they won't succeed. Another problem is social pressure. Society often sees failure as a weakness. Students who do not do well feel like others are judging them. This pressure adds more stress. They feel ashamed and alone. Some may even have thoughts of giving up or harming themselves. That is why academic stress is a serious problem.

However, there is hope that students can reduce stress if they have a growth mindset and grit. A growth mindset means believing that they can improve with hard work and learning. Grit means staying focused and not giving up, even when things get hard. These two qualities help students manage stress, take risks, and learn from mistakes. Another major cause of stress is poor teacher-student relationships. When teachers are kind and supportive, students feel safe and happy in the classroom. They ask questions and share problems. But if teachers are harsh or show favoritism, students feel ignored and stressed. A good relationship with teachers reduces stress and improves academic performance.

The Academic Stress Theory is important for this study because it helps to explore the different reasons why students feel academic stress. It shows that stress is not just about exams or marks. It includes personal problems, fear of failure, lack of support, poor facilities, bad teacher-student relationships, and pressure from society. This stress can affect students' health, eating, sleeping, and social life. But the theory also shows that students can cope better with support, a positive mindset, and strong relationships. Schools and colleges should provide better support, mental health education, friendly teachers, study materials, and counseling services. They should also teach students about the importance

of rest, healthy food, and exercise. In conclusion, this theory helps us understand the real of rest, healthy food, and exercise. In conclusion, this theory helps us understand the real behind academic stress and gives us ways to reduce it. It is the base of this study reasons behind academic stress and gives us ways to reduce it. It is the base of this study reasons below us understand helps us understand the real academic stress and gives us ways to reduce it. It is the base of this study reasons below us understand the real academic stress and gives us ways to reduce it. It is the base of this study reasons below us understand the real academic stress and gives us ways to reduce it. It is the base of this study reasons below us understand the real academic stress and gives us ways to reduce it. It is the base of this study reasons below us support students so they can grow with strength and confidence.

The review of literature helps us understand what researchers have already found about academic pressure and its effects on college students. It shows that academic pressure is a academic pressure around the world. Many studies explain how this common problem faced by students around the world. This matches well with the pressure affects the mental and emotional health of students. This matches well with the pressure affects the mental and emotional pressure impacts college students.

For example, House et al. (2020) mention that youth are at risk for mental health issues due to many challenges, including stress, but the things is that not only academic stress is the to many challenges. Academic stress is one type of stress in the category of stress.

Jangmo et al. (2019) add that the shift from school to college life brings new academic and social pressures. This is a big reason why college students feel more anxiety and depression. These studies support the idea that during college time, students face high academic stress.

Another important point from the review is about modern factors like technology and social media. Lee et al. (2023) and Panayiotou et al. (2019) explain that constant use of social media and pressure to succeed make students feel more isolated and stressed. This supports the research findings, because today's college students often feel pressure from both studies and online platforms.

Pascoe et al. (2020) clearly say that academic stress includes feelings of pressure, anxiety, and tension from exams, assignments, and workload. This helps define the type of stress my research is focused on. Other studies like Abbas et al. (2024) and Jimenez-Mijangos et al. (2023) show that stress and anxiety are normal emotions in students, but if not managed, they can harm academic performance and mental health. This fits perfectly with the objective of this study—to explore how academic pressure affects students' well-being.

Yang et al. (2021) and Likisia (2018) talk about common stressors like exams, poor time management, and fear of failure. These are real issues that college students face daily. By including these points in this research, the researcher got to understand more clearly what causes stress among students.

Reddy et al. (2018) and Dimitrov (2017) suggest ways to reduce academic pressure. They talk about the importance of self-care, healthy routines, and support from teachers and institutions. This was an useful objective for the researcher while conducting this study because it assisted in exploring into how support systems can reduce pressure on students.

Finally, the review shows that academic pressure is not just about studies. It also affects sleep, diet, confidence, and future career thoughts. Studies by Christodoulou et al. (2023) and Zhang et al. (2022) show that stress leads to poor sleep and burnout. In the study conducted by the researcher, it has found that academic pressure affects many parts of a student's life, such as sleep, diet, confidence, and thoughts about the future. This proves that academic pressure touches many parts of a student's life.

In conclusion, the review of literature gives strong support to this study. It shows that academic pressure is a real and serious issue for college students. It helped the researcher to understand the causes, effects, and possible solutions.

CHAPTER VI SUGGESTION AND CONCLUSION

6.1 SUGGESTIONS

- Set up counseling services in colleges: Many students go through tough times but don't know where to turn for help. That's why it's so important for colleges to have trained mental health counselors on campus. When students feel overwhelmed, anxious, or just need someone to talk to, they should have a safe and supportive space to get the help they need.
- Raise awareness about mental health: Mental health is just as important as physical health, but many students don't fully understand it. Colleges can help by organizing awareness programs, workshops, or even simple talks. These can teach students how to spot signs of stress early and what steps to take to feel better.
- Help students manage their time better: A lot of stress comes from not knowing how to balance everything—classes, assignments, and personal life. Colleges can offer sessions on time management where students learn to plan their days, create study schedules, and avoid last-minute work. Simple tools like to-do lists and setting priorities can go a long way.
- Encourage healthy daily habits: Small lifestyle choices can have a big impact. Getting
 enough sleep, eating balanced meals, and staying physically active can help students
 feel more energized and less stressed. Colleges can promote these habits through health
 campaigns or by making nutritious food and fitness options more accessible.
- Create safe spaces for sharing and support: Sometimes just talking about how we feel
 can bring relief. Colleges should encourage open conversations about mental health and
 make it okay to express emotions. Setting up peer support groups or "talk circles" can
 help students feel understood and less alone.
- Reduce the pressure and focus less on marks: Students often feel like they must always
 achieve top marks to be accepted or successful. But constant pressure can lead to
 burnout. Teachers and parents should focus more on a student's personal growth and
 effort, not just grades. Learning should be about growing, not competing.

Make learning enjoyable: When classes are interactive, creative, and engaging, students
naturally feel more interested. Colleges can try using group activities, games, or reallife examples to make learning more fun. This can boost motivation and help reduce
academic stress.

6.2 CONCLUSION This research was done to understand how academic pressure affects the mental health of college students. It focused on the feelings, thoughts, and daily struggles that students face because of their studies. After talking to many students and reading their answers, the researcher learned that academic pressure is a very big problem. It is affecting not only their studies but also their mental and physical health.

This research is important because it brings attention to the mental health needs of college students. It shows how academic pressure can affect their lives in many ways. It helps to understand that mental health is just as important as physical health. Colleges need to create better systems for mental health support. Teachers and parents need to listen and help students without judging them.

This study helps in spreading awareness about mental health. It can guide colleges to build safe spaces, offer counseling, and reduce the pressure on students. It can also teach students to take care of their mental health and speak up when they need help. By doing this, we can make colleges healthier places where students feel happy, supported, and ready to succeed.

In the end, this research hopes to bring positive change in how we treat mental health in education. Students should not suffer in silence. They should be heard, understood, and helped. A healthy mind helps students learn better, live better, and become stronger for the future.

REFERENCES

Abbas, J., Kumari, K., Al-Rahmi, W.M., 2024. Quality management system in higher education institutions and its impact on students' employability with the mediating effect of industry-academia collaboration. Journal of Economic and Administrative Sciences 40 (2), 325–343. https://doi.org/10.1108/JEAS-07-2021-0135.

Al-Khani, A. M., Sarhandi, M. I., Zaghloul, M. S., Ewid, M., & Saquib, N. (2019). A cross-sectional survey on sleep quality, mental health, and academic performance among medical students in Saudi Arabia. BMC research notes, 12(1), 1-5. https://pubmed.ncbi.nlm.nih.gov/31639038/

Barbayannis, G., Bandari, M., Zheng, X., Baquerizo, H., Pecor, K. W., & Ming, X. (2022). Academic Stress and Mental well-being in College Students. Frontiers in Psychology, 13. doi: 10.3389/fpsyg.2022.886344.

Bataineh.M.Z (2013). Academic stress among undergraduate students: the case of education faculty at King Saud University, International Interdisciplinary Journal of Education, 2(1), 82-88. https://scite.ai/reports/academic-stress-among-undergraduate-students-LxvvnP

Bora, S., Sadhanidar, B. L., & Khanamchoudhury, P. (2019). A Study to Assess the Academic Stress and its Effects on Psychological Well-Being of Undergraduate Nursing Students in Selected Nursing Colleges of Assam. International Journal of Science and Research, 10(3), 1691-1699. DOI: 10.21275/SR21326171021

Cerolini, S., Zagaria, A., Franchini, C., Maniaci, V. G., Fortunato, A., Petrocchi, C., ... & Lombardo, C. (2023). Psychological Counseling among University Students Worldwide: A Systematic Review. European Journal of Investigation in Health, Psychology and Education, 13(9), 1831-1849. https://pubmed.ncbi.nlm.nih.gov/37754472/

Christodoulou, N., Maruani, J., d'Ortho, M. P., Lejoyeux, M., & Geoffroy, P. A. (2023). Sleep quality of medical students and relationships with academic performances. Encephale, 49(1). https://doi.org/10.1016/j.encep.2021.09.006

Dekker, I., De Jong, E. M., Schippers, M. C., De Bruijn-Smolders, M., Alexiou, A., & Giesbers, B. (2020). Optimizing Students' Mental Health and Academic Performance: AI-Enhanced Life Crafting. In Frontiers in Psychology (Vol. 11). https://doi.org/10.3389/fpsyg.2020.01063

Dimitrov.G (2017). A study on the impact of Academic Stress among college students in India, Ideal Research. 2(4) https://www.researchgate.net/publication/316643403.

Ghaderi, A. R., Kumar, V. G., & Kumar, S. (2009). Depression, anxiety and stress among the Indian and Iranian students. Journal of the Indian Academy of Applied Psychology, 35(1), 33-37. https://jiaap.in/wp-content/uploads/2009/02/4.pdf.

House, L. A., Neal, C., & Kolb, J. (2020). Supporting the mental health needs of first-generation college students. Journal of College Student Psychotherapy, 34(2), 157–167. https://doi.org/10.1080/87568225.2019.1578940

Jangmo, A., Stålhandske, A., Chang, Z., Chen, Q., Almqvist, C., Feldman, I., Larsson, H. (2019). Attention-deficit/hyperactivity disorder, school performance, and effect of medication. Journal of the American Academy of Child & Adolescent Psychiatry, 58(4), 423–432. https://doi.org/10.1016/j.jaac.2018.11.014

Jim'enez-Mijangos, L.P., Rodríguez-Arce, J., Martínez-M'endez, R., et al., 2023b. Advances and challenges in the detection of academic stress and anxiety in the classroom: a literature review and recommendations. Educ. Inf. Technol. 28, 3637–3666 https://doi.org/10.1007/s10639-022-11324-w.

Kamimura, A., Trinh, H. N., Johansen, M., Hurley, J., Pye, M., Sin, K., & Nguyen, H. (2018). Perceptions of mental health and mental health services among college students in

Vietnam and the United States. Asian Journal of Psychiatry, 37, 15-19. https://doi.org/10.1016/j.ajp.2018.07.012

Kaur,S. (2014). Impact of Academic Stress on Mental Health: A Study of School going Adolescents, Global Journal for Research Analysis, 3(4) https://www.researchgate.net/publication/270505915_Impact_of_Academic_Stress_on_M ental_Health_A_Study_of_School_going_Adolescents

Khan, M.J. and Altaf, S. Kausar, H. (2013). Effect of Perceived Academic Stress on Students' Performance, FWU Journal of Social Sciences, 7(2), 146-151 http://sbbwu.edu.pk/journal/FWU%20Journal%20Vol.7,%20No.2/6.%20EFFECT%20OF%20PERCIEVED%20ACADEMIC-1.pdf.

Kumar, S.D., Kulkarni, D., Siddalingappa, H., & Manjunath, R. (2016). Depression, Anxiety and Stress Level among Medical Students. International Journal of Community Medicine and Public Health, 3(1), 1051-1054. https://www.ijcmph.com/index.php/ijcmph/article/view/707

Lee, Y., Blebea, J., Janssen, F., & Domoff, S. E. (2023). The impact of smartphone and social media use on adolescent sleep quality and mental health during the COVID-19 pandemic. *Human Behavior and Emerging Technologies*, 2023, Article 3277040. https://doi.org/10.1155/2023/3277040

Likisia, K.D., 2018. Challenges and prospects of competency-based education: the case of adama science and technology university alumni students and hawas TVET college, adama, Ethiopia. Competency-Based Education 3 (2). https://doi.org/10.1002/cbe2.1163.

Mahdavi, P., Valibeygi, A., Moradi, M., & Sadeghi, S. (2023). Relationship between achievement motivation, mental health and academic success in university students. Community Health Equity Research & Policy, 43(3), 311-317. https://pubmed.ncbi.nlm.nih.gov/34176355/

Scanned with OKEN Scanner

McKean, M., Misra, R., West, S, and Tony, R. (2000) College Students' Academic Stress and Its relation to Their Anxiety, Time Management, and Leisure Satisfaction. American Journal of Health Studies, 16, 41-51 https://www.researchgate.net/publication/209835950.

Mirkamali, S. M., Khabare, K., Mazari, E., & Farhadi Amjad, F. (2017). The role of mental health on academic performance of university students with the meditation of academic achievement motivation. Knowledge & Research in Applied Psychology, 16(2), 101-109. https://www.researchgate.net/publication/316101484.

Morris, P. A., Carpenter, D., Agbonlahor, O., & Rodriguez, F. (2022). Examining mental health stigma in a first-year seminar for student veterans. *Journal of American College Health*, 70(8), 2247–2252. https://doi.org/10.1080/07448481.2020.1851231

Nandamuri, P.P. and Gowthami, Ch. (2011). Sources of Academic Stress-A Study on Management Students, Journal of Management and Science, 1(2), 31-42 https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2642783.

Owens, M., Stevenson, J., Hadwin, J. A., & Norgate, R. (2012). Anxiety and depression in academic performance: An exploration of the mediating factors of worry and working memory. School Psychology International, 33(4), 433-449. https://doi.org/10.1177/0143034311427433.

Pale, M., & Kharbhih, P. M. J. (2020). A Study of Depression Among Adolescent in West Jaintia Hills District. *The International Journal of Indian Psychology*, 8(4),825-836. DOI: 10.25215/0804.103

Panayiotou, M., Humphrey, N., & Wigelsworth, M. (2019). An empirical basis for linking social and emotional learning to academic performance. *Contemporary Educational Psychology*, 56, 193–204. https://doi.org/10.1016/j.cedpsych.2019.01.009

Pandya, A., & Lodha, P. (2022). Mental health consequences of COVID-19 pandemic among college students and coping approaches adapted by higher education institutions:

A scoping review. SSM-Mental Health, 2, 100122 https://pubmed.ncbi.nlm.nih.gov/35665095/

Park, S. Y., Andalibi, N., Zou, Y., Ambulkar, S., & Huh-Yoo, J. (2020). Understanding students' mental well-being challenges on a university campus: *Interview study. JMIR Formative Research*, 4(3), e15962. https://doi.org/10.2196/15962

Pascoe, M.C., Hetrick, S.E., Parker, A.G., 2020. The impact of stress on students in secondary school and higher education. Int. J. Adolesc. Youth 25 (1), 104–112. https://doi.org/10.1080/02673843.2019.1596823.

Patel, V., Flisher, A. J., Hetrick, S., & McGorry, P. (2007). Mental Health of Young People: A Global Public-Health Challenge. The Lancet, 369(9569), 1302-1313. https://pubmed.ncbi.nlm.nih.gov/17434406/

Radcliff, C. and Lester, H. (2003). *Undergraduate medical Education. Perceived Stress during undergraduate medical training, A qualitative study. Medical Education, 37(1)*, 32-38. http://dx.doi.org/10.1046/j.1365-2923.2003.01405.x.

Ramachandiran, M., & Dhanapal, S. (2018). Academic Stress Among University Students: A Quantitative Study of Generation Y and Z's Perception. University Putra Malaysia Press, 26(3), 2115-2128. https://www.researchgate.net/publication/328234396.

Reddy, K.J., Menon. K., Anjanathattil (2018). Academic Stress and its Sources among University Students, Biomed Pharmacol Journal, 11(1), 531-537. https://doi.org/10.13005/bpj/1404.

Ridner, S. L., Newton, K. S., Staten, R. R., Crawford, T. N., & Hall, L. A. (2016). *Predictors of well-being among college students. Journal of American College Health*, 64(2), 116–124. https://doi.org/10.1080/07448481

Robinson, J. D., Maslo, T. E., McKeirnan, K. C., Kim, A. P., & Brand-Eubanks, D. C. (2020). The impact of a mental health course elective on student pharmacist attitudes.

Currents in Pharmacy Teaching & Learning, 12(7), 885–892. https://doi.org/10.1016/j.cptl.2020.02.011

Saleem, S., Mahmood, Z., & Naz, M. (2013). Mental health problems in university students: A prevalence study. *FWU Journal of Social Sciences*, 7(2), 124. http://sbbwu.edu.pk/journal/FWU%20Journal%20Vol.7,%20No.2/3.Mental%20Health%20Problems%20in%20University.pdf.

Sharma,B. Kumar,A. and Sarin,J. (2016). Academic Stress, Anxiety, Remedial Measures Adopted and Its Satisfaction among Medical Student, A Systematic Review, International Journal of Health Sciences and Research, 6(7), 368-376 https://www.scirp.org/reference/referencespapers?referenceid=1953847.

Verma, G., & Verma, H. (2020). Model for predicting academic stress among students of technical education in India. *International Journal of Psychosocial Rehabilitation*, 24(4). DOI: 10.37200/IJPR/V24I4/PR201378

Wathelet, M., Duhem, S., Vaiva, G., Baubet, T., Habran, E., Veerapa, E., ... & D'hondt, F. (2020). Factors associated with mental health disorders among university students in France confined during the COVID-19 pandemic. *JAMA network open, 3(10)*, e2025591-e2025591 https://pubmed.ncbi.nlm.nih.gov/33095252/

Yang, C., Chen, A., Chen, Y., 2021. College students' stress and health in the COVID-19 pandemic: the role of academic workload, separation from school, and fears of contagion. PLoS One 16 (2). https://doi.org/10.1371/journal.pone.0246676.

Zhang, C., Shi, L., Tian, T., Zhou, Z., Peng, X., Shen, Y., Li, Y., & Ou, J. (2022). Associations Between Academic Stress and Depressive Symptoms Mediated by Anxiety Symptoms and Hopelessness Among Chinese College Students. Psychology Research and Behavior Management, 15. https://doi.org/10.2147/PRBM.S353778

Zou, P., Wang, X., Sun, L., Liu, K., Hou, G., Yang, W., ... & Chen, Q. (2020). Poorer sleep quality correlated with mental health problems in college students: A longitudinal observational study among 686 males. Journal of psychosomatic research, 136, 110177. https://pubmed.ncbi.nlm.nih.gov/32623194/

APPENDIX

Informed Consent

I, Puja Gogoi, student of the Social Work Department, Mahapurusha Srimanta Sanakaradeva Viswavidyalaya, Guwahati Unit, declare that this interview schedule shall only be used for fulfilling the objectives of my research project (Dissertation) entitled "A Study on the Impact of college student mental health due to academic pressure with reference to the NLB City College, Dibrugarh, Assam," under the supervision of Dr. Monalisha Phukan Roy, Assistant Professor, Department of Social Work, MSSV, Guwahati Unit. I hereby assure you that the data will be kept strictly confidential and will be used for academic purpose only. Therefore, I humbly request that you kindly provide me with your valuable responses to the set of questions given below.

Puja Gogoi

MSW 4th Semester

INTERVIEW SCHEDULE

Demographic Information:
Name -
Age –
g greenway
Gender –
Year of study –
Department -
Academic background –
Objective -1
Identify common mental health challenges faced by college student.
1 1 4 1 feel at that mament?

- 1. If you feel frustrated, what do you feel at that moment?
- 2. Do you ever get mentally disturbed by worrying about your future?
- 3. What kind of thoughts bother you when you feel low?
- 4. Have you ever taken any kind of medicine to get relieve from your stress? Is it doctor prescribed, or on your own?
- 5. Have you ever had any suicidal thought due to stress in your life?

Objective -2

To understand how academic pressure can affect a student's mental health.

- 1. Do you like what you are studying, or is it hard for you?
- 2. Do you think you have to much homework, assignment or exams, or is it okay?
- 3. Do you often feel stressed because of deadlines, marks or competition with others?
- 4. Do you teachers, friends or the college help you when you faced problems in your studies?

- 5. Can you manage your studies along with your personal like, relaxing or spending time with friends?
- 6. Has your study experience become better or worse since your first year, can you explain how?
- 7. Have you noticed any changes in your sleep, eating habits, or social interaction due to academic pressure?
- 8. Do you stop meeting friends or joining social events because of study pressure?
- 9. Do you feel less confident or start doubling due to academic stress?
- 10. Has your mental health improved or become worse due to move to college year?
- 11. Do you get anybody reaction like headaches, tiredness, or body pain because of educational pressure?

Objective -3

To explore the possible strategies for coping with mental issues.

- 1. What do you do when you feel stressed, sad or worried?
- 2. Do you try to make a schedule or routine to manage your study time and reduce stress?
- 3. Do you talk to friends or family when you are feeling low or upset?
- 4. Do you go to a counselor or doctor for help when you cannot solve your problems by your own?
- 5. What kind of support or facilities provided by the college authorities to help the students to cope up with their mental health conditions?
- 6. Do students do any kinds of mental exercise to tackle with mental stress to feel better?
- 7. Which of these ways work best for the students to deal stress on mental health issues?