









Reviewing Impacts of Academic Pressure on Mental Health Through Automatic Online Assessment

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Information of Article	ABSTRACT
<p><i>Article history:</i> Received: Feb 2024 Revised: Mar 2024 Accepted: April 2024 Available online: June 2024</p> <p><i>Keywords:</i> Mental Health Academic Pressure Online assessment Stress management Digital intervention</p>	<p>Emotional, psychological, and social well-being are all components of mental health, which affects how people feel, think, and behave. It impacts how people manage stress, interact with others, and make decisions in life, making it crucial for general health. The strain of academics can harm mental health, causing stress, anxiety, and burnout in students. This can frequently lead to insufficient sleep and an unbalanced lifestyle. This study looks at how daily activities are impacted by mental health and the effects of academic pressure on mental health. It investigates how academic pressures like the pressure to maintain high grades and the fear of failing affect mental well-being. The study looks at coping strategies for stress management, such as looking for social support and taking part in mental health development activities. It emphasizes the significance of offering efficient support services to address the worries and differences in students' confidence in their capacity to cope. It also emphasizes how crucial it is to incorporate digital interventions into conventional mental health treatment frameworks to meet the varied needs of individuals better. The study offers insightful information that helps educators, legislators, and mental health specialists create successful student assistance plans.</p>

1. Introduction

Emotional, psychological, and social aspects of mental health are all essential to total well-being. It affects how people feel, think, and behave in day-to-day situations, which has an impact on their capacity to manage stress, form connections, and make decisions. Mental well-being is essential for personal and professional growth, fostering resilience and adaptability in the face of challenges. Conversely, poor mental health can lead to issues such as anxiety, depression, and other mental disorders, significantly impacting the quality of life. How crucial mental health is has gained increasing recognition recently, highlighting the need for accessible and effective services. However, encouraging youth to have healthy mental health, whether they have mental disorders or not, has received little empirical research attention, and there is a lack of well-established efficient treatments. One reason for this is the challenge in defining and operationalizing good mental health. It can be defined as a state of well-being that makes it possible for people to manage typical life stresses and carry out productive tasks. Interventions that are both universal and specific are required to address this and advance mental health. (Fusar-Poli et al., 2020).

For students, academic life introduces unique pressures that can adversely affect their mental health, leading to stress, anxiety, and burnout. According to a comprehensive global survey including 14,000 students from 19 universities in eight different countries, 35% of them satisfied the diagnostic requirements for at least one prevalent mental health disorder. Higher rates of depression are reported by university students than by age-matched peers and the overall population, which is 12.9%. (Sheldon et al., 2021). These pressures often disrupt sleep patterns and contribute to an unbalanced lifestyle, further exacerbating mental health challenges (Merlo & Vela, 2022) Given the

pervasive impact of academic stress on student well-being, investigating the connection between academic pressures and mental health is crucial, to identify effective coping strategies, and develop supportive interventions.

While it is generally believed that mental health improves as individuals transition into adulthood, the rates of depression remain high among university students. Between high school and college, depression is common; thirty percent of students in high school experience depression. Many new university students are thus vulnerable to encountering depression (Deng et al., 2022). As students advance to higher levels of education, factors such as challenging syllabi, demanding assignments, unrealistic deadlines, and accommodation problems for those moving from other cities contribute to increased stress. The university experience itself can exacerbate depression symptoms, which vary throughout the academic years. Depressive disorders are strongly linked to both subjective and objective experiences, and students' varying experiences of depression are partly caused by the stress of university life. (Deng et al., 2022).

This study investigates the daily life impacts of mental health issues and examines how academic demands influence students' mental well-being. Additionally, it highlights the importance of incorporating digital interventions into traditional mental health frameworks to provide more comprehensive support tailored to individual needs.

2. Literature Review

The concept of mental health is complex and has a big impact on people's quality of life. According to (Tahara et al., 2021), mental health encompasses how individuals handle stress, and make life choices. The (World Health Organization, 2022) and (Bhagat et al., 2020) stated that mental well-being is a crucial component of total health because it enables people to reach their full potential, manage everyday stressors, work efficiently, and give back to their communities. Academic pressure is a prominent stressor among students, with numerous studies documenting its detrimental effects on mental health. (Zhang et al., 2022) found that academic stress is a leading cause of anxiety and depression in students. Stress levels were raised because of high expectations, fear of failing, and the constant pursuit of academic achievement, which led to burnout and mental tiredness. (Collin et al., 2020). This stress often leads to poor sleep quality and an unhealthy lifestyle, further affecting students' mental and physical well-being (Hanawi et al., 2020).

Incorporating digital interventions into mental health treatment has become more popular in the past few years. Digital mental health interventions, including mobile apps and online counseling, offer flexible and accessible options for students seeking help (Liverpool et al., 2020). These therapies can be used in addition to traditional in-person treatment, offering ongoing assistance and resources that are especially helpful for people who might have trouble obtaining traditional programs (Lehtimäki et al., 2021). The use of technology in mental health care also allows for personalized and scalable solutions that can address the diverse needs of the student population (Topooco et al., 2022). In higher education contexts, the mental health of students has been increasing concern, with evidence showing high prevalence rates of mental health issues. Ramón-Arbués et al. (2020) found that approximately one-fourth of college students report significant levels of anxiety and depression. Similarly, Cage et al. (2021) highlighted that the change to university life brings unique challenges that can exacerbate existing mental health issues or contribute to the development of new ones. This transition period often coincides with significant developmental changes, adding to the stress experienced by students (Cage et al., 2021).

Research by (Dekker et al., 2020; Gupta & Sharma, 2021) shows that mental health problems can negatively impact academic performance, leading to lower grades and higher dropout rates. In a comprehensive study, (Karyotaki et al., 2020) reported that In at least one of the six categories—financial status, health, relationships with family, relationships at work or school, issues faced by loved ones—up to 93.7% of college students reported feeling stressed out. The study also indicated that students are unwilling to seek help due to humiliation and a lack of awareness about available resources (Tan et al., 2020). The role of faculty and institutional support is crucial in addressing student mental health issues. A study by Zabek et al. (2023) emphasizes the importance of early identification and intervention, suggesting that universities should implement comprehensive mental health programs that include screening, counseling, and

crisis intervention services. Additionally, Watson et al. (2016) promote the inclusion of mental health education in the curriculum to provide students with coping mechanisms and lessen the stigma attached to mental health conditions.

It has been demonstrated that treatments and preventive strategies are beneficial in lowering the prevalence and seriousness of mental health issues among students. For instance, (Sullivan et al., 2023) discovered that resilience training courses can considerably lessen anxiety and depressive symptoms. Programs for mindfulness-based stress reduction (MBSR) have also been demonstrated to enhance students' mental health results. (Fisher et al., 2023). Similarly, group therapy and peer support programs provide valuable emotional support and practical advice, enhancing students' capacity to deal with stress (Lancaster et al., 2023; Simmons et al., 2023).

Moreover, lifestyle factors such as sleep, diet, and exercise play a significant role in maintaining good mental health. A study by Christodoulou et al. (2023) highlighted the adverse effects of poor sleep on academic performance and mental health, emphasizing the need for good sleep. Physical activity has been consistently linked to improved mental health outcomes, with regular exercise reducing signs of anxiety and sadness (Vella et al., 2023). Nutrition also plays a critical role, with research indicating that a balanced diet can improve mood and cognitive function (ElBarazi & Tikamdas, 2023). The importance of addressing mental health in educational settings is underscored by the long-term benefits of early intervention. Studies have shown that mental health problems during college years can have lasting effects on career success and overall life satisfaction (Allan et al., 2021). Therefore, establishing a nurturing atmosphere that promotes mental well-being is essential for the academic and personal success of students.

In conclusion, understanding the impact of academic pressure on mental health and identifying effective coping strategies are essential for developing supportive interventions for students. The integration of digital solutions into mental health care frameworks holds promise for enhancing the accessibility and efficacy of mental health support. This study aims to contribute to this body of knowledge by exploring the daily impacts of mental health issues on Bangladeshi students and the role of academic stress, ultimately informing the development of comprehensive student support programs.

3. Methodology

3.1 Research Questions

The intricate relationship between results and mental health will be examined in this study. The following major research questions will be its main focus:

- What are the specific factors contributing to the prevalence of mental health concerns among students, including difficulties with concentration, academic exhaustion, and social withdrawal?
- How do different academic stressors, such as pressure to maintain high grades, fear of failure, and comparison with peers, impact the overall well-being and academic performance of students?
- What are the most commonly utilized coping mechanisms among students to manage stress and overwhelm, and how effective are these strategies in promoting resilience and mental well-being?
- What are the barriers to accessing support systems for students experiencing mental health concerns, and how can these barriers be addressed to improve the availability and effectiveness of support services?
- How do individual characteristics, such as demographic factors and personality traits, influence students' experiences of academic stress and their utilization of coping mechanisms and support systems?
- What are the most effective strategies for integrating mental health support services into academic settings and promoting a supportive learning environment that fosters student well-being and academic success?

3.2 Data Collection

We conducted online surveys and interviews with a wide range of people and stakeholders in Bangladesh to obtain primary data. This required interacting with the students of universities, and researchers.

5. Data Analysis, Results and Discussion

The data about respondent's conditions regarding changes in their sleeping patterns is displayed in table 1. The statistics showed that while 23% of people did not notice any changes, 55.2% of people said they had noticed changes in their sleeping patterns. Furthermore, 21.8% of respondents were unsure if their sleeping habits had changed in any way.

Table 1: Finds any changes in sleeping patterns

Changes in Sleep Patterns	Percentage (%)
Yes	55.2
No	23
Maybe	21.8

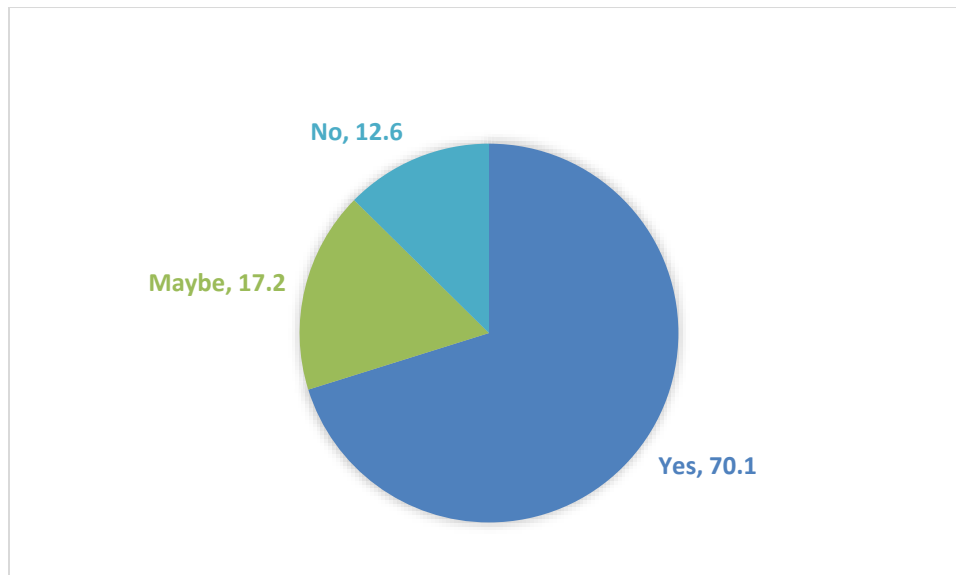
The information about respondent's conditions on changes in their eating habits is provided in table 2. The statistics showed that 58.6% of people said they noticed changes in their eating patterns. 32.2%, on the other hand, reported no changes in their eating patterns. Furthermore, 9.2% of respondents expressed uncertainty regarding any dietary modifications they may have made.

Table 2: Finds any changes in eating habits

Changes in Eating Habits	Percentage (%)
Yes	58.6
No	32.2
Maybe	9.2

The data about respondent's experiences focusing on their studies is displayed in figure 1. The statistics showed that 70.1% of people said it was hard for them to focus on their schoolwork. It was observed that 12.6% of respondents did not find it difficult to focus on their academics, while 17.2% of respondents were unsure.

Figure 1: Experiences with concentrating on studies



The table 3 displays information on people's levels of concern about their academic achievement expectations. With 64% of the respondents falling into the "Concerned" category, the greatest group exhibits a high degree of worry regarding their academic achievement. Just 16% of respondents identify as "Moderately concerned," indicating a

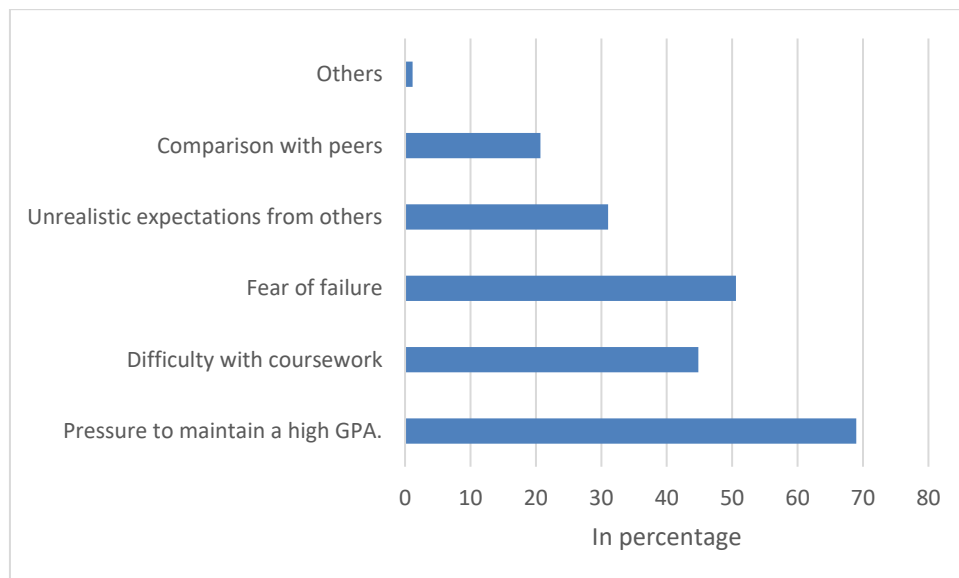
moderate level of anxiety. Lastly, 7% of respondents said they are "Not Concerned" about their academic performance, demonstrating a lack of anxiety around reaching their academic goals. According to this distribution, a sizable portion of people are concerned about their academic achievement, with very few people expressing no anxiety at all.

Table 3: Concerns About Performance in Academic Expectations

Concerns	Percentage (%)
Concerned	73.56
Moderately concerned	18.39
Not Concerned	8.05

Figure 2 highlights several academic pressures along with the proportion of people who are impacted by them. "Pressure to maintain a high GPA" is the most common stressor, affecting 68.97% of the respondents. The "Fear of failure," which impacts 50.57% of respondents, comes next. Another major source of stress, as mentioned by 44.83% of the respondents, is "difficulty with coursework". Concerns about "unrealistic expectations from others" impact 31.03% of respondents, whilst 20.69% are impacted by "comparison with peers". Just 1.15 percent of respondents mentioned "Other" pressures that are not described in the figure. This data shows that most respondents' main sources of academic stress are keeping a high GPA and their fear of failing.

Figure 2: Possible academic stressors



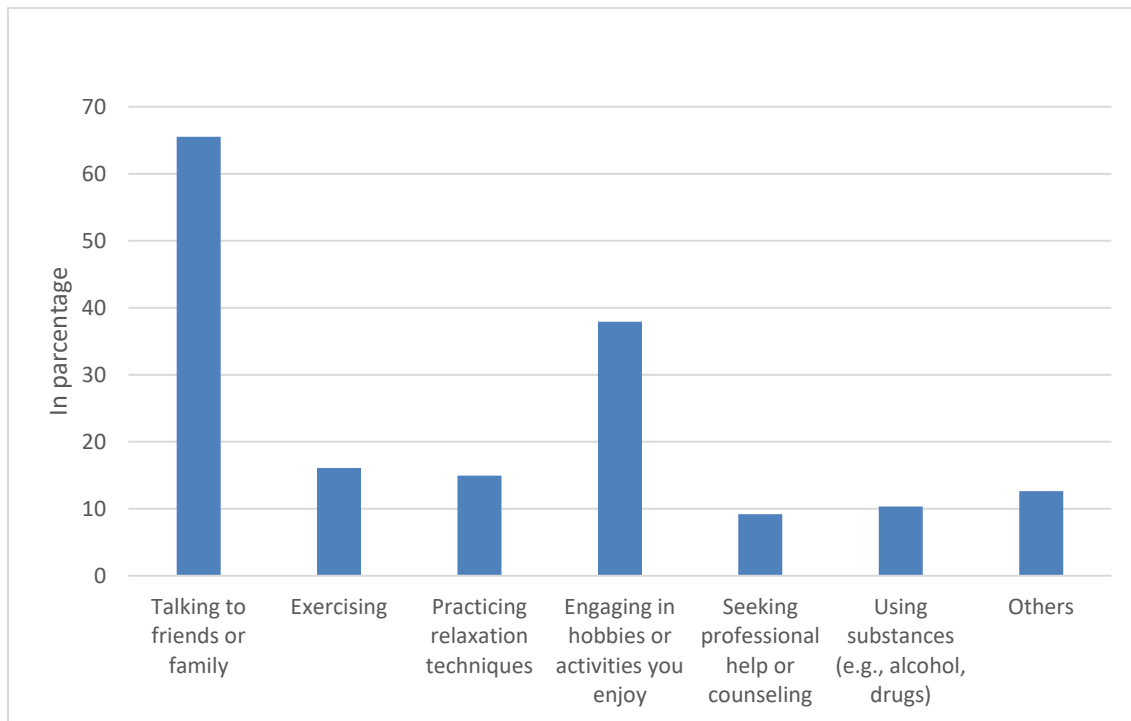
The percentages of people divided into groups according to how confident they are in their ability to overcome obstacles are shown in Table 4 labeled "Ability to Cope with Challenges". Based on the findings, 43.6% of participants said they were "Very confident" in their capacity to overcome obstacles. 34.5%, a sizable portion, describe themselves as "Moderately confident." Nonetheless, "Not at all confident" in their ability to cope, 21.8% of the respondents feel. According to this distribution, the majority of people (56.3%) are at least somewhat not confident in their capacity to face challenges, while a lesser percentage (43.6%) are confident.

Table 4: Ability to Cope with Challenges

Confident	Percentage (%)
Very confident	43.6
Moderately confident	34.5
Not at all confident	21.8

Figure 3 illustrates the many coping mechanisms respondents use to deal with stress and the proportion of people who use each one. Talking to friends or family is the most often employed coping method, as reported by 65.52% of the respondents. With 37.93% of respondents, "engaging in hobbies or activities you enjoy" is the second most preferred tactic. "Exercising" (16.09%) and "Practicing relaxation techniques" (14.94%) are two more noteworthy approaches. Fewer respondents, 12.64%, choose "Others" as a coping strategy, whereas 10.34% choose "Using substances (e.g., alcohol, drugs)." Finally, 9.2% of the respondents use the statement "Seeking professional help or counseling". According to the study, social and recreational activities are preferred as the main ways that people deal with stress.

Figure 3: Coping Mechanisms Used When Feel Stressed or Overwhelmed



According to the above data analysis, it is found that around 61.3% of respondents face mental health-related issues. In this study, around 91.95% of respondents are feeling pressure due to academic expectations whereas around 70% of respondents feel it due to maintaining a high GPA. Whereas only 43.6% of respondents can manage this stress by themselves by using the options "Talking to friends or family" and "Engaging in hobbies or activities they enjoy". 56.3% of respondents cannot manage their stress which will lead them to stress, anxiety, and burnout according to previous studies. As the stress-manageable respondents the most used way to manage stress is talking to someone, we need a way to provide the non-stress-manageable respondents with whom they can share their words to someone. For this reason, we suggested an online consultation after assessing the student's mental health automatically through some steps. Firstly, as most of the students feel stress due to maintaining their GPA, we will collect their regular results through their institute's student management system. And a mandatory general survey will be done every week for the students. Based on these the results analysis will be done, and an evaluation grading will be done for every student based on 0 to 10. Those who will get lower than 5 in the evaluation, their details will be shared with a mental health expert so that he can take necessary steps to reduce these students' stress and feel and make them better persons.

7. Conclusion

In conclusion, the study underscores the significant impact of academic pressure on the mental health of students, revealing how stress, anxiety, and burnout are prevalent among them. The data indicates that changes in daily activities, such as sleep and eating patterns, are common among students facing academic stress. Specifically, 55.2% of respondents noticed changes in their sleeping patterns, and 58.6% observed changes in their eating habits. Additionally, a substantial 70.1% of students reported difficulty concentrating on their studies. These findings highlight the pervasive

influence of academic stress on students' lives. The study also shows that a considerable portion of students, about 91.95%, feel pressure from academic expectations, with the pressure to maintain a high GPA affecting around 70%. This pressure is a major source of stress, as indicated by the high percentages of students concerned about their academic performance. Only 43.6% of students feel confident in their ability to cope with these challenges, leaving a significant 56.3% struggling to manage their stress.

Coping strategies vary, with talking to friends or family and engaging in hobbies being the most common methods used by students. However, these strategies are not sufficient for everyone, as many students still experience high levels of stress. To address this, the study suggests the implementation of digital interventions, such as online consultations with mental health experts. By integrating these services into the students' daily routines, particularly through regular assessments and automated evaluations, it is possible to identify and support students who are struggling with stress. This study provides valuable insights for educators, policymakers, and mental health professionals, emphasizing the need for effective support systems and digital interventions to enhance the mental well-being of students and help them manage academic pressures more effectively.

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