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The Impact Of Stress On The Emotional And Psychological Well-Being Of University Students

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ABSTRACT

In today's globalized world, stress is a major issue affecting everyone regardless of age, gender, or education, particularly impacting college students' physical and mental health. This study was designed to investigate the impact of stress on the emotional and psychological well-being of students. This study utilized correlational and causal quantitative research design to gain a more in-depth understanding. This research used a random sampling technique with a sample of 115 first-year students from various faculties. The data collected directly with a questionnaire. The questionnaire, mainly composed of closed-ended and checklist-style items, was administered online through Google Forms. This research employed both descriptive and inferential statistics, revealing that stress accounted for about 32.3% of students' emotional well-being and 40.5% of their psychological well- being. Based on these findings, future researchers should explore other potential causes of stress. This could help uncover a broader range of factors contributing to stress and lead to more effective strategies for managing it.

KEYWORDS

Lorem, ipsum, dolor, sit etc.

Introduction

Stress is a significant issue that affects not only life but also physical and mental health, impacting individuals regardless of age, gender, or educational status. It is particularly prevalent among college students facing the challenges of transitioning from high school to university. Yikealo et al. (2018) postulated that this can be stressful, causing psychological, academic, and social shock. University students not only encounter a new environment and people, but they also face different teaching methods from those they experienced in high school. Additionally, stepping into adulthood - managing time, academics, finances, and relationships heightens stress, significantly impacting their emotional and psychological well-being.

In Thailand, reports show that there is an annual increase in accumulated stress levels among students in the university. This phenomenon is attributed to an intensive education system and heightened market competition. For instance, the study of Sangkaman and Surapolchai (2023) reported around 40% of students are experiencing high levels of stress, while 4.3% have been diagnosed with mental health conditions such as depression or bipolar disorder. Moreover, over 4% of students experience suicidal thoughts, 12% inflicted self-harm. This data indicates that stress among Thai university students is a societal issue requiring immediate attention, as it can have severe emotional and psychological consequences, potentially impacting their future life plans.

At the university level, stress is a critical factor affecting students' emotional and psychological well-being. In an international university setting, where English is often the primary language for communication and learning, students face additional stressors. They must adapt to a diverse environment with peers and instructors from various nationalities and cultures, necessitating language adaptation, cultural adjustment, and environmental changes. These factors, coupled with varied interpersonal relationships, differing teaching methods, and the pressure of time management, contribute to heightened stress levels that affect both the physical and mental health of students. In severe cases, accumulated stress can lead to significant mental health challenges, impairing students' ability to focus and think clearly. Given these challenges, it is evident that stress plays a pivotal role in shaping the emotional and psychological well-being of university students. The increased competition, academic pressure, and diverse learning environments, particularly with English as the medium of instruction, add to the emotional and psychological burden students must bear to succeed. Recognizing the urgency of addressing stress, this study investigates its impact on the emotional and psychological well-being of university students and explores strategies to mitigate its impact.

1. Objectives

This study sought to investigate the impact of stress on the emotional and psychological well- being of international university students. Specifically, the objectives of the research were:

1. To determine the level of stress of the participants
2. To evaluate the emotional well-being of the participants
3. To assess the psychological well-being of the participants
4. To examine the relationship between the level of stress and the emotional well-being of the participants
5. To explore the relationship between the level of stress and the psychological well- being of the participants
6. To determine which of the dimensions of the independent variables influenc the dependent variables

2. Hypotheses

H01 No significant relationship between the level of stress and emotional well-being.

H02 No significant relationship between the level of stress and psychological well- being.

H03 None of the dimensions of the independent variables significantly influence the dependent variables (emotional well-being and psychological well-being).

3. Theoretical Framework

This study is anchored on the Diathesis-Stress Model. This model suggests that varying levels of vulnerability interact with different types of stress, shaping emotional and psychological responses (Broerman, 2017). In other words, high levels of stress can cause unpleasant emotions such as anxiety, fear, sadness, and rage. Furthermore, prolonged exposure to stress can lead to emotional exhaustion and burnout. The model also highlights stress as an essential factor in increasing conditions like depression and anxiety in individuals who are already predisposed to mental health issues.

Another fundamental theory underpinning this study is the Transactional Model of Stress and Coping (Lazarus & Folkman, 1984). This theory emphasizes the dynamic interaction of individuals and the environment as a leading contributor to stress. It focuses on how individuals evaluate stressors (primary appraisal) and their ability to manage them (secondary appraisal), impacting both emotional and psychological well-being. By emphasizing stress as an ongoing process and the role of coping mechanisms, the model is highly relevant for understanding student well-being in stressful situations.

Figure 1 shows the representation of the proposition which this study intended to establish and or confirm or disconfirm.

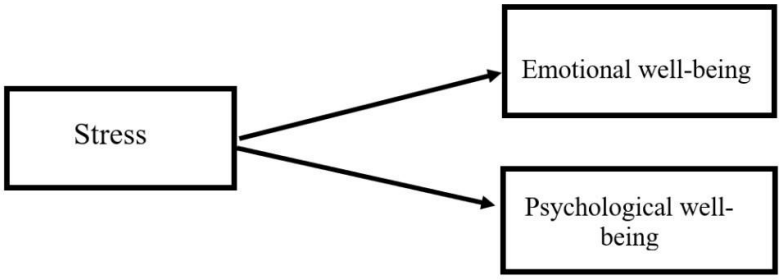

Figure 1. Schematic Diagram of the Study

4. Methods

4.1 Design

Pilot testing was conducted to ensure the validity and reliability of the adapted

This study utilized correlational and causal quantitative research design to gain a more in- depth understanding. A correlational-causal design is a type of quantitative research, that combines both elements of correlational and causal research methods, allowing researchers to explore the relationships between variables (correlational aspect) and make inferences about cause-and-effect relationships (causal aspect). While correlational studies identify associations between variables, causal studies seek to determine whether changes in one variable cause changes in another. Creswell and Creswell (2018) pointed out that correlation research design assesses the extent to which two or more variables are related. Additionally, Shadish et al. (2002) stated that causal study design determines a cause-and- effect link between variables.

4.2 Instrument

The study employed a tailored questionnaire to assess levels of stress, developed and modified by the researchers with insights from Azila et al. (2015). To measure emotional well-being, the study adapted established questionnaires from Lovibond and Lovibond (1995), Maslach and Jackson (1982), and Hirschfeld et al. (2000), providing a validated framework for capturing emotional responses. For psychological well- being, the study utilized questionnaires based on adaptations from Broadbent et al. (1982), Cohen et al. (1983), and DuBois et al. (1996), allowing for a nuanced evaluation of psychological states. This strategic use of both validated and modified instruments enhanced the study's reliability and relevance, ensuring each construct was measured with precision to meet the research objectives.

instruments. This process ensured that the modified items accurately measured the intended constructs. Feedback from the pilot testing led to further adjustments, enhancing the clarity and relevance of the questionnaires. The final instruments were then subjected to statistical tests (i.e. Cronbach's alpha for reliability: stress measurement scale=.89; emotional well-being measurement scale=.82; and psychological well-being measurement scale=.86) confirming their suitability for the current study.

A. Stress

Scale	Range	Description	Interpretation
5	4.21 – 5.00	Always	Very high stress
4	3.41 – 4.20	Often	High stress
3	2.61 – 3.40	Sometimes	Moderate stress
2	1.81 – 2.60	Rarely	Slightly stress
1	1.00 – 1.80	Never	Not stress at all

B. Emotional well-being

Scale	Range	Description	Interpretation
5	4.21 – 5.00	Always	Very low emotional well-being
4	3.41 – 4.20	Often	Low emotional well-being
3	2.61 – 3.40	Sometimes	Moderate emotional well-being
2	1.81 – 2.60	Rarely	Good emotional well-being
1	1.00 – 1.80	Never	Very good emotional well-being

C. Emotional well-being

Scale	Range	Description	Interpretation
5	4.21 – 5.00	Always	Very low psychological well being
4	3.41 – 4.20	Often	Low psychological well-being
3	2.61 – 3.40	Sometimes	Moderate psychological well being
2	1.81 – 2.60	Rarely	Good psychological well-being
1	1.00 – 1.80	Never	Very good psychological well-being

4.3 Respondents

The study comprised 115 university students selected using a purposive sampling method. This technique was implemented due to practical constraints, restricted access to the broader student population, and the urgency of data collection. Participants were approached directly on campus, where they received information regarding the study's aims and methodologies. To be eligible, students needed to be currently enrolled and engaged in roles

that required emotional labor, such as those involving interaction in campus services or support functions. Participation was voluntary, and no incentives were provided to ensure that the responses remained unbiased.

A sample size of 115 was chosen based on practical factors, including available resources and the need for a varied sample. Although no power analysis was performed, this number was considered adequate for investigating the connection between emotional labor and academic outcomes. The study, however, recognizes potential limitations of the sample size, particularly regarding generalizability and the statistical power to identify smaller effects.

4.4 Data Analytic Techniques

Participants provided responses to indicators measuring three key variables: stress, emotional well-being and psychological well- being. To analyze these variables, several statistical techniques were employed to align with the research objectives and ensure the results were robust and meaningful.

Descriptive statistics were used to summarize and describe the data. Mean scores and standard deviations were calculated for each variable, providing a clear overview of the data, highlighting general trends and patterns among participants.

To explore the relationship between the two variables, Pearson correlation coefficient was utilized. This method assessed the linear relationships, which is essential for understanding how stress relate to emotional and

psychological well-being.

Table 1. Respondents' Perceptions of Stress Level

Meanwhile, multiple regression analysis was also used to determine how variations in stress levels affect emotional and psychological well- being. This statistical test assesses the strength and direction of the relationship between stress (independent variable) and well-being outcomes (dependent variables), offering insights into whether higher stress levels are associated with decreases in emotional and psychological well-being.

5. Discussions

Table 1 depicts the level of stress of the respondents. The data reveals that indicator 5, *I am afraid to fail my exam*, received the highest mean (M = 4.15, SD = 1.10) with the interpretation high stress. This result implies that students experience high stress related to the possibility of failing exams, which may be due to various factors, such as exam pressure or subject difficulty. Peter and Tammy (2012) noted that students learning in a foreign language may experience additional stress, particularly during exams where translation tools are not allowed, exacerbating anxiety. On the other hand, indicator 8, some students treat me like I do not belong to the group, received the lowest mean (M = 1.78, SD = .925) with the interpretation not stress at all. This result implies that students generally feel a sense of belonging within their groups, with little to no stress related to social exclusion. These findings resonate with more recent research highlighting the importance of peer acceptance and a sense of community in mitigating stress among students (Watkins & Hill, 2018; Yusof et al., 2022).

Indicators	**Mean**	**SD**	**Description**	**Interpretation**
1. I am stressed when I have to study for tests and exams	3.852	.984	Often	High Stress
2. I have too many assignments to do	3.513	.911	Often	High Stress
3. I don't understand anything in class	2.826	.930	Sometimes	Moderate Stress
4. I have difficulty managing all my different responsibilities	2.556	.929	Rarely	Slightly Stress
5. I am afraid to fail my exams	4.148	1.094	Often	High Stress
6. I often feel overwhelmed when dealing with my personal issues alone	2.965	1.177	Sometimes	Moderate Stress
7. I have to handle my personal relationship	2.730	1.150	Sometimes	Moderate Stress
8. Some students treat me like I do not belong to the group	1.782	.925	Never	Not Stress at All
9. The teacher teaches me things that are not related to my major	2.383	1.112	Rarely	Slightly Stress
10. I have felt that there are not enough facilities, such as study spaces and recreational areas	3.609	1.137	Often	High stress
11. I have experienced frustration due to the lack of helpful administrative staff when trying to resolve issues	2.652	1.060	Sometimes	Moderate Stress
Overall Mean	**3.001**	**1.038**	**Sometimes**	**Moderate Stress**

***Note*:** 4.21-5.0 Always; 3.41-4.20 Often; 2.61-3.40 Sometimes; 1.81-2.60 Rarely; 1.00-1.80 Never

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Table 2 reveals the emotional well-being of the respondents. The data demonstrate that indicator 8, I feel tired when I get up in the morning and have to face another day at university, received the highest mean (M = 3.30, SD = 1.26) with the interpretation moderate emotional well-being. This result implies that students may experience stress, as it could be worries about exams, deadlines, or social pressure, which can lead to emotional exhaustion and make students not want to face another day at university. The finding is supported by Dharshini et al. (2022), stress can cause individuals to feel anxious or other negative emotions in response to a situation.

On the other hand, indicator 10, *I was so irritable that I shouted at people or started fights or arguments*, received the lowest mean (M = 1.81, SD = 1.11) with the interpretation very good emotional well-being. This result implies that students are likely to manage their emotions well by having a supportive environment, relationships, and coping strategies. This finding is supported by Vicary et al. (2024) and Wei (2022), which indicate that individuals tend to manage stress and irritability more effectively when they have positive relationships and live in supportive environments, leading to improved emotional well-being.

Table 2.Respondents' Perceptions on their Emotional Well-being

Indicators	**Mean**	**SD**	**Description**	**Interpretation**
1. I was aware of dryness of my mouth	2.382	1.152	Rarely	Good Emotional Well-being
2. I experienced breathing difficulty (e.g., excessively rapid breathing, breathlessness in the absence of physical exertion)	2.122	1.141	Rarely	Good Emotional Well-being
3. I experienced trembling (e.g., in the hands)	2.113	1.098	Rarely	Good Emotional Well-being
4. I felt down-hearted and blue	2.235	1.020	Rarely	Good Emotional Well-being
5. I was intolerant of anything that kept me from getting on with what I was doing	2.061	.967	Rarely	Good Emotional Well-being
6. I felt I was close to panic	2.000	1.076	Rarely	Good Emotional Well-being
7. I feel emotionally drained by my study	3.035	1.213	Sometimes	Moderate Emotional Well-being
8. I feel tired when I get up in the morning and have to face another day at university	3.296	1.263	Sometimes	Moderate Emotional Well-being
9. I felt so good or so hyper that the other people thought I was not my normal self	2.374	1.232	Rarely	Good Emotional Well-being
10. I was so irritable that I shouted at people or started fights or arguments	1.809	1.107	Never	Very Good Emotional Well-being
Overall Mean	**2.343**	**1.126**	**Rarely**	**Good Emotional Well-being**

***Note*:** 4.21-5.0 Always; 3.41-4.20 Often; 2.61-3.40 Sometimes; 1.81-2.60 Rarely; 1.00-1.80 Never

Table 3 depicts the level of psychological well- being of the respondents. The data reveals that indicator 1, *I read something and find I haven't been thinking about it and must read it again*, received the highest mean (M = 3.36, SD = .957) with the interpretation of moderate psychological well-being. This result implies that students occasionally experience cognitive difficulties, such as lapses in concentration and memory, likely due to academic stress. Balconi and Roveli (2024) and Lukasik et al. (2019) explained that stress can impair the functioning of the prefrontal cortex, which is crucial for regulating thought processes, attention, and memory, resulting in reduced cognitive

performance. On the other hand, indicator 6, *I use alcohol or drugs to distance myself from the issue*, received the lowest mean (M = 1.49, SD =

.912) with the interpretation of very good psychological well-being. This result suggests that students rarely resort to using substances like alcohol or drugs to cope with stress, reflecting good psychological well-being. Liu et al. (2022) and Setiawan et al. (2024) highlighted that individuals who have strong, supportive relationships and effective coping strategies are less likely to engage in harmful behaviors such as substance use to manage stress. Overall, the respondents demonstrate good psychological well-being (M = 2.432, SD = 0.997), as they rarely experience significant psychological distress or engage in unhealthy coping mechanisms, suggesting that they have relatively healthy mental states and coping strategies.

Table 3. Respondents' Perceptions on their Psychological Well-being

Indicators	**Mean**	**SD**	**Description**	**Interpretation**
1. I read something and find I haven't been thinking about it and must read it again	3.357	.957	Sometimes	Moderate Psychological Well-being
2. I often found that I could not cope with other things that I had to do	2.452	.910	Rarely	Good Psychological Well-being
3. I feel like I am not good enough at studying and I will get bad grades on my report	3.339	1.199	Sometimes	Moderate Psychological Well-being
4. I feel like I am not good at learning new subjects	2.957	1.165	Sometimes	Moderate Psychological Well-being
5. I am unable to develop a plan to solve the issue	2.104	.949	Rarely	Good Psychological Well-being
6. I use alcohol or drugs to distance myself from the issue	1.487	.912	Never	Very good Psychological Well- being
7. I don't want to communicate with other people	2.078	.975	Rarely	Good Psychological Well-being
8. I don't want to spend time with my friends	1.678	.854	Never	Very good Psychological Well- being
Overall Mean	**2.432**	**0.997**	**Rarely**	**Good Psychological Well-being**

***Note*:** 4.21-5.0 Always; 3.41-4.20 Often; 2.61-3.40 Sometimes; 1.81-2.60 Rarely; 1.00-1.80 Never

Table 4 presents a correlation analysis between stress and emotional well-being among students, showing moderate relationships between both academic ($r = 0.448$, $p < 0.001$) and environmental stress ($r = 0.553$, $p < 0.001$) with emotional well-being. These findings indicate that higher levels of stress in both academic and environmental contexts are associated with lower emotional well-being. Notably, environmental stress exerts a slightly stronger impact on emotional well-being compared to academic stress.

The results suggest that students experiencing academic stress - stemming from study pressure, exams, or performance anxiety are more likely to experience emotional issues such as anxiety or mood swings. Similarly, environmental stress, which includes factors such as inadequate facilities or lack of social support, significantly affects students' emotional health. These findings are consistent with the study by Clabaugh et al. (2021) which

postulated the effects of academic stress on the emotional well-being of university students, showing that both academic and environmental stressors contribute to emotional difficulties in students.

Additionally, Barbayannis et al. (2022) highlighted the effect of academic and environmental stress on the emotional well- being of students, showing that students under high academic pressure report increased anxiety and mood disturbances.

The statistical significance of the p-values ($p < 0.001$ for both types of stress) supports rejecting the null hypothesis (H_{01}), indicating that there is a meaningful relationship between stress and emotional well-being. This reinforces the idea that stress is a key factor influencing emotional health, leading to emotional exhaustion or feelings of distress.

Table 4. Correlation Matrix Between Stress and Emotional Well-being

Variables			r	p-value	Interpretation	Decision
Stress (Academic)	vs.	Emotional Well-being	0.448	.000	Moderate Correlation	Reject H_{01}
Stress (Environment)	vs.	Emotional Well-being	0.553	.000	Moderate Correlation	Reject H_{01}

***Note*:** 0 - .10 Negligible Correction; 0.10 – 0.39 Weak Correlation; 0.40 – 0.69 Moderate Correlation; 0.70 – 0.89 Strong Correlation;
0.90 – 1.00 Very Strong Correlation (Schcher et al., 2018).

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Table 5. Correlation Matrix Between Stress and Psychological Well-being

Variables			r	p-value	Interpretation	Decision
Stress (Academic)	vs.	Psychological Well-being	0.513	.000	Moderate Correlation	Reject H_{02}
Stress (Environment)	vs.	Psychological Well-being	0.615	.000	Moderate Correlation	Reject H_{02}

***Note*:** 0 - .10 Negligible Correction; 0.10 – 0.39 Weak Correlation; 0.40 – 0.69 Moderate Correlation; 0.70 – 0.89 Strong Correlation;
0.90 – 1.00 Very Strong Correlation (Schcher et al., 2018).

Table 5 presents the correlation analysis between stress and psychological well-being among students, showing moderate relationships between both academic ($r = 0.513$, $p < 0.001$) and environmental stress ($r = 0.615$, $p < 0.001$) with psychological well-being. These results indicate that as stress increases in both academic and environmental contexts, psychological well-being declines. Environmental stress shows a slightly stronger

association with psychological well-being compared to academic stress.

The data suggest that students experiencing higher academic stress, such as pressure from studying or exams, and environmental stress, such as lack of support or inadequate facilities, are more likely to experience reduced psychological well-being. This can manifest as difficulties in cognitive functioning, impaired concentration, and decreased problem-solving abilities. Harding et al. (2019) found that students in higher education face various challenges that can negatively affect their psychological well-being. Similarly, Barbayannis et al. (2022) and Kashif et al. (2024) highlighted the significant role of stress affecting students' psychological well-being leading to poor mental health and academic performance.

The statistically significant p-values ($p < 0.001$ for both types of stress) support rejecting the null hypothesis (H_{02}), confirming that stress has a notable impact on psychological well-being. The evidence underscores the importance of managing stress to maintain cognitive health and psychological resilience among students.

Table 6. Multiple Regression Analysis Between Stress and Emotional Well-being

Variable that influences Emotional Well-being	Beta	T	Sig.
Stress (Academic)	0.167	1.670	0.098
Stress (Environment)	0.449	4.497	0.000

Model Summary

R = 0.568 R^2 = 0.323 Adjusted R^2 = 0.311 F = 26.68 Sig. = 0.000

Table 6 presents the results of a multiple regression analysis between stress and emotional well-being. The data show that environmental stress significantly impacts emotional well-being (Beta = 0.449, t = 4.497, $p < 0.001$), suggesting that as environmental stress increases, emotional well-being decreases. In contrast, academic stress does not have a statistically significant effect (Beta = 0.167, t = 1.670, p = 0.098). The model as a whole is significant (F = 26.68, $p < 0.001$) and explains approximately 32.3% of the variance in emotional well-being (R^2 = 0.323). These findings suggest that while academic stress may not play a substantial role, environmental stress considerably affects students' emotional well-being. Larsen et al. (2017) supported the idea that stress, when framed positively, can boost emotional well-being by fostering excitement and motivation. Moreover, Kristensen et al. (2023) highlighted the importance of constructive stress framing can enhance coping abilities and resilience, ultimately promoting a positive impact on emotional well-being of the students.

Table 7. Multiple Regression Analysis Between Stress and Psychological Well-being

Variable that influences Psychological Well-being	Beta	T	Sig.
Stress (Academic)	0.211	2.254	0.026
Stress (Environment)	0.483	5.161	0.000

Model Summary

R = 0.636 R^2 = 0.405 Adjusted R^2 = 0.394 F = 38.09 Sig. = 0.000

Table 7 reveals the multiple regression analysis between stress and psychological well-being. Both academic stress (Beta = 0.211, t = 2.254, $p = 0.026$) and environmental stress (Beta = 0.483, t = 5.161, $p < 0.001$) have significant positive relationships with psychological well-being, though environmental stress has a stronger effect. The model explains 40.5% of the variance in psychological well-being (R^2 = 0.405), and the overall fit is statistically significant (F = 38.09, $p < 0.001$). The results indicate that students' psychological well-being is influenced by stress from both academic and environmental sources, with environmental stress playing a more substantial role. Li et al. (2023) observed that rising levels of academic stress correlate with declines in student well- being, a link that becomes more pronounced when combined with external stressors, such as social expectations and adjustments to academic life. Furthermore, Barbayannis et al. (2022) demonstrated that psychological well- being among undergraduates is significantly affected by both academic

and environmental stressors, indicating that positive coping strategies may mitigate some negative impacts. Sood and Sharma (2020) also found that while academic stress often negatively impacts psychological well-being, positive psychological capital—such as resilience, optimism, and self-efficacy—can mitigate these effects by strengthening students' capacity to manage stress. This protective role of psychological capital supports student resilience in academic environments, allowing them to better cope with challenges and sustain their psychological well-being despite stressors.

6. Conclusions

The findings of this study revealed that students frequently experience moderate stress, primarily driven by academic pressures and environmental factors such as inadequate facilities, which collectively contribute to their emotional and psychological well-being. While emotional distress is generally rare, academic challenges, particularly anxiety, can negatively impact emotional health. Despite maintaining good psychological well-being overall, specific indicators like feelings of tiredness and cognitive difficulties highlight areas of concern linked to academic stress.

Statistical analyses confirmed a moderate, statistically significant relationship between stress and both emotional and psychological well-being, with environmental stress exerting a slightly greater influence than academic stress. These results underscore the significant impact of stress on students' emotional and psychological states, illustrating a reliable connection between these factors. The study emphasizes the need for effective stress management strategies within educational settings to address these challenges and improve overall student well-being.

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7. Recommendations

To support students' mental health and help them manage stress, educational institutions should encourage practices that promote self- awareness and emotional expression. Students benefit from learning to recognize their stress early on, using outlets like journaling to articulate their thoughts and feelings. This process, combined with self-compassion exercises such as affirmations, can build confidence and foster a healthier outlook, equipping students with tools for coping. Creating safe spaces for students to share their experiences, whether with friends, mentors, or support staff, helps reduce feelings of isolation and can mitigate anxiety and depression, enhancing their overall emotional well-being. Institutions can further support students by strengthening counseling and mental health services and offering programs that directly address stress including counseling sessions, workshops on mindfulness and time management, or courses led by mental health professionals. By organizing social and recreational activities that let students unwind and connect with their peers, universities can provide a balanced environment where students feel challenged and supported. Initiatives like peer support groups and awareness campaigns around mental health encourage a sense of belonging, normalize seeking help, and ensure students know what resources are available for sustained emotional support.

8. Research gaps

Future studies could explore other sources of students' stress, such as financial pressures, interpersonal relationships, family dynamics, and social media usage. This allows readers to gain a deeper insight into factors affecting students' well-being. Furthermore, exploring the influence of resilience and coping strategies on the correlation between stress and overall well-being could reveal factors that help mitigate the effects of stress. Moreover, it would be beneficial to conduct studies that compare students from different backgrounds in order to gain deeper insights into how stress impacts individuals in different contexts and scenarios within educational environments.

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