ACADEMIA International Journal for Social Sciences
Volume 5, Issue 3(s9), 2026 ISSN-L (Online): 3006-6638

Academic Workload and Mental Well-Being: Exploring the Relationship among Undergraduate Students

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Received: 01-02-2026 **Revised:** 15-02-2026 **Accepted:** 01-03-2026 **Published:** 16-03-2026

ABSTRACT

This study examined the relationship between academic workload and mental well-being among undergraduate students in higher education. Mental well-being refers to an individual's ability to manage emotions effectively, cope with challenges, maintain positive relationships, and function productively in daily life. A quantitative correlational research design was employed to investigate the association between academic workload and mental well-being. The study was conducted in selected public and private universities in Lahore, Pakistan. Using a simple random sampling technique, data were collected from 300 undergraduate students, including both male and female participants. Two adapted instruments were used for data collection: the Academic Workload Scale (α = .908) and the Mental Well-Being Scale (α = .911), indicating high reliability. Data were analyzed using SPSS Version 23. Independent-samples t-tests and one-way ANOVA were applied to examine differences across demographic variables, while Pearson's correlation coefficient was used to assess the relationship between academic workload and mental well-being.The findings revealed a statistically significant relationship between academic workload and students' mental well-being, suggesting that variations in academic demands are associated with changes in students' psychological well-being. The study highlights the importance of maintaining a balanced academic environment that supports students' mental health while ensuring academic achievement. The findings have implications for university administrators, educators, and policymakers in designing strategies to promote student well-being and academic success.

Keywords: *Academic workload, mental well-being, undergraduate students, higher education, psychological well-being, academic stress.*

INTRODUCTION

The transition to university life represents a critical developmental stage characterized by increased academic demands, greater independence, and numerous social and personal adjustments. While higher education institutions are expected to foster intellectual growth and professional competence, they also bear responsibility for supporting students' psychological well-being. However, concerns regarding undergraduate students' mental well-being have grown substantially in recent years, with increasing evidence indicating high levels of stress, anxiety, and emotional exhaustion among university students (Stallman, 2010).Academic workload constitutes one of the most significant stressors experienced by undergraduate students. It encompasses the total volume of academic activities, including lectures, assignments, examinations, projects, and independent study requirements, that students are expected to complete within a given period. Although challenging academic tasks can enhance learning outcomes and academic achievement, excessive workload may place substantial psychological demands on students, adversely affecting their well-being (Bakker & Demerouti, 2007). According to Salanova et

al. (2010), managing heavy academic demands is among the most difficult challenges faced by university students, often leading to increased levels of stress and academic burnout.

Mental well-being extends beyond the absence of mental illness and encompasses positive psychological functioning, life satisfaction, emotional stability, resilience, and the ability to maintain healthy interpersonal relationships. The World Health Organization (WHO, 2022) defines mental well-being as a state in which individuals realize their abilities, cope effectively with normal life stresses, work productively, and contribute meaningfully to society. For undergraduate students, mental well-being is particularly important because it influences academic engagement, motivation, concentration, social adjustment, and overall academic success.Research has consistently demonstrated that poor mental well-being negatively affects students' academic performance and educational persistence. Students experiencing psychological distress often report difficulties in concentration, lower academic achievement, reduced motivation, and an increased likelihood of withdrawing from their studies (Keyes, 2002; Salanova et al., 2010). Furthermore, university students tend to experience higher levels of psychological distress than their non-student counterparts due to the cumulative pressures of academic responsibilities, financial concerns, and future career uncertainties (Stallman, 2010).

The growing prevalence of academic burnout among university students further highlights the relationship between academic demands and mental well-being. Academic burnout is commonly characterized by emotional exhaustion, cynicism toward studies, and reduced feelings of academic competence. Research indicates that burnout not only diminishes students' psychological well-being but also negatively influences academic performance and learning outcomes (Madigan & Curran, 2021). Excessive academic workload often contributes to burnout by limiting opportunities for rest, social interaction, and engagement in health-promoting activities, thereby increasing vulnerability to anxiety, depression, and chronic stress.Recent studies have provided empirical evidence regarding the influence of academic workload on student well-being. Smith (2019) reported that workload and time pressure significantly affect students' emotional states, academic performance, and cognitive development. Similarly, Koch (2018) found that both academic and extracurricular demands contribute to heightened stress levels and negatively influence students' physical and mental health. Thornby et al. (2023) further observed that excessive workload may alter students' approaches to learning, encouraging surface-level memorization rather than deeper understanding and critical thinking. Collectively, these findings suggest that sustained academic pressure can undermine both educational quality and student well-being.Within the Pakistani higher education context, the issue appears particularly significant. University students often encounter large class sizes, rigid curricula, frequent examinations, limited counseling services, and intense societal expectations regarding academic success and employment prospects. These challenges may intensify the negative effects of academic workload on students' mental well-being. Despite increasing awareness of mental health concerns, institutional efforts to address student well-being remain limited, with greater emphasis frequently placed on academic achievement and graduation rates than on psychological support services.

Although international literature has extensively documented the association between academic demands and student well-being, empirical evidence from Pakistan remains relatively limited. Existing studies have primarily focused on general academic stress and mental health challenges, while the specific contribution of academic workload to students' mental well-being has received comparatively little attention. This gap in the literature underscores the need for context-specific research examining how academic workload influences undergraduate students' psychological well-being within Pakistani universities.

Drawing upon the Job Demands–Resources (JD-R) framework, which posits that excessive demands coupled with insufficient resources can lead to stress and burnout (Bakker & Demerouti, 2007), the present study investigates the relationship between academic workload and mental well-being among undergraduate students. By examining this relationship, the study seeks to contribute to the growing body of literature on student well-being and provide evidence-based insights for higher education policymakers, administrators, and educators. Understanding how academic workload affects mental

well-being is essential for developing supportive academic environments that promote both student success and psychological health.

Research Questions

1. What is the relationship between academic workload and mental wellbeing of undergraduate students?

2. What is the relationship between academic workload and mental wellbeing among male and female undergraduate students?

3. What is the relationship between academic workload and mental well-being among undergraduate students studying in public and private universities?

LITERATURE REVIEW

Academic Workload in Higher Education

Academic workload has emerged as a significant concern in higher education due to its implications for students' academic success, psychological adjustment, and overall well-being. Academic workload refers to the quantity and complexity of academic tasks that students are required to complete within a specified period, including lectures, assignments, projects, examinations, laboratory work, and independent study activities (Yangdon et al., 2021). While an appropriate level of academic challenge can foster learning, motivation, and skill development, excessive workload may exceed students' coping capacities and become a source of considerable stress.

Theoretical perspectives such as Cognitive Load Theory (Sweller, 1988) suggest that students. When academic demands exceed these resources, learners experience cognitive overload, leading to reduced concentration, mental fatigue, and emotional exhaustion. Similarly, the Conservation of Resources (COR) Theory posits that individuals strive to preserve valuable resources such as time, energy, and emotional stability; excessive academic demands deplete these resources and increase vulnerability to stress and burnout (Hobfoll, 1989).

Empirical studies consistently identify academic workload as a major source of stress among university students. Yangdon et al. (2021) reported that heavy academic demands were associated with fatigue, lower academic satisfaction, and reduced classroom engagement. Likewise, Adeyemi (2018) found that students facing excessive coursework and stringent deadlines experienced elevated stress levels, emotional exhaustion, and diminished academic performance. Similar findings were reported by Pogacnik et al. (2018), who emphasized that workload encompasses not only formal instructional activities but also substantial independent learning demands that contribute to students' perceptions of academic pressure.

Research further indicates that academic overload often results in adverse psychological outcomes. Bedewy and Gabriel (2015) observed that excessive academic demands negatively affect students' emotional states, academic engagement, and motivation. Moreover, Misra and McKean (2000) found a significant negative relationship between perceived academic stress and academic achievement, suggesting that excessive workload may impair learning effectiveness and performance. These findings highlight the importance of balancing academic rigor with students' psychological capacities to sustain both achievement and well-being.

Mental Well-Being among Undergraduate Students

Mental well-being is a multidimensional construct encompassing emotional, psychological, and social functioning. It reflects an individual's capacity to realize personal potential, manage life stressors, maintain positive relationships, and function effectively in society (World Health Organization [WHO], 2022). Unlike traditional perspectives that focus solely on the absence of mental illness, contemporary approaches emphasize positive psychological functioning, life satisfaction, resilience, self-acceptance, and personal growth (Keyes, 2002).

For university students, mental well-being is particularly important because it influences academic engagement, learning outcomes, social relationships, and future career development. Students with higher levels of mental well-being demonstrate greater motivation, stronger academic persistence, better decision-making abilities, and more effective coping strategies (Ryff & Singer, 2008). Conversely, poor mental well-being is associated with anxiety, depression, emotional instability, low self-esteem, and reduced academic performance (Kaur, 2014).

Several studies have documented the increasing prevalence of mental health challenges among university students worldwide. Stallman (2010) reported that university students experience significantly higher levels of psychological distress than non-student populations. Similarly, Barbayannis et al. (2022) found that academic stress was strongly associated with anxiety, emotional exhaustion, and reduced psychological well-being among college students. Deb et al. (2015) and Reddy (2018) further observed that academic pressures contribute substantially to psychological distress, particularly in educational settings characterized by intense competition and performance expectations.

According to Keyes (2005), mental well-being is not merely the absence of psychological problems but a state of flourishing characterized by positive emotions, purpose in life, social integration, and effective functioning. Research by Ryff and Singer (2015) supports this perspective, demonstrating that students with stronger psychological well-being exhibit greater resilience, lower stress levels, and superior academic outcomes. These findings underscore the central role of mental well-being in promoting both educational success and personal development.

Relationship between Academic Workload and Mental Well-Being

The relationship between academic workload and mental well-being has attracted increasing scholarly attention due to growing concerns about student mental health in higher education. Existing literature consistently suggests that excessive academic workload constitutes a significant risk factor for diminished mental well-being.

The Study Demands–Resources (SD-R) framework provides a useful explanation for this relationship. According to the model, excessive academic demands consume students' emotional and psychological resources, resulting in stress, exhaustion, and reduced well-being when adequate support mechanisms are absent. Academic demands such as frequent examinations, extensive assignments, and stringent deadlines may therefore undermine students' capacity to maintain psychological balance and emotional health.

Empirical evidence strongly supports this theoretical proposition. Yangdon et al. (2021) found a significant negative relationship between academic workload and students' psychological well-being, indicating that students who perceived their workload as excessive reported higher levels of stress, anxiety, and dissatisfaction with life. Similarly, Waqas et al. (2015) reported that academic pressure was associated with emotional distress, reduced life satisfaction, and poorer mental health among university students.

Research further demonstrates that academic workload influences several dimensions of mental well-being, including stress, anxiety, depression, sleep quality, and emotional exhaustion. Barbayannis et al.

(2022) observed that students exposed to high academic demands experienced elevated anxiety levels and reduced emotional well-being. Likewise, Bedewy and Gabriel (2015) identified a strong association between academic stress and depressive symptoms among university students. These findings suggest that excessive workload may initiate a cycle of psychological distress that further compromises academic performance and overall quality of life.

Longitudinal evidence also indicates that academic pressure tends to increase across academic semesters, often resulting in deteriorating mental health despite improvements in academic achievement. Students frequently sacrifice leisure activities, sleep, and social interactions to meet academic expectations, thereby increasing their susceptibility to burnout and psychological distress (Bewick et al., 2010). In contrast, moderate and manageable academic demands have been associated with increased motivation, enhanced productivity, and greater life satisfaction, suggesting that the effects of workload on well-being depend largely on students' ability to cope with academic demands and access appropriate support systems.

Overall, the literature indicates a consistent and substantial relationship between academic workload and mental well-being. While reasonable academic challenges can promote growth and achievement, excessive workload frequently contributes to stress, anxiety, depression, emotional exhaustion, and reduced psychological well-being. Despite growing international evidence, research examining this relationship within the Pakistani higher education context remains limited. Therefore, further investigation is needed to understand how academic workload affects the mental well-being of undergraduate students in Pakistan and to inform institutional strategies aimed at promoting student success and psychological health.

Research Design

The study's primary goal was to assess the relationship between higher education students' perceptions of their workload and their mental health. This study used a correlation research approach and was quantitative in nature. The main tool used to obtain the data was a structured questionnaire. The measure, which had 45 items split into two categories academic workload and mental well-being was modified from well-known instruments used in earlier workload–well-being investigations (Smith, 2019). A five-point Likert scale was used to capture the responses. To assess the study hypotheses, descriptive and correlational statistics (such as Pearson's correlation, regression, ANOVA, and T-test) were analyzed quantitatively using statistical software. In accordance with the principles of quantitative research, the design guaranteed objectivity and reproducibility

Sample

The 300 samples for this research were taken from four universities located in the district of Lahore, which include two universities of public sector and two of the private sectors, thus ensuring that there is a wide variety of perspective covered through different levels of universities.

For the purpose of the study, a sample size of 300 students was selected, half of which included students of public university and the other half belonged to private universities. The sample of public university consisted of 150 students, out of which 75 belonged to public 1 (38 males and 37 females), while the rest were from the public 2 (37 males and 38 females). In contrast, the sample from the private university was also composed of 150 students, where 75 students came from the private 1 (38 males and 37 females), while the others belonged to the private (37 males and 38 females).

Research Instruments

The study investigated two major variables: academic workload and mental well-being. Data were collected through a structured survey questionnaire comprising adapted scales for both constructs. Prior

to administration, the instruments were reviewed and modified to suit the context of undergraduate students.

Academic Workload

Academic workload was measured using a 22-item questionnaire adapted from the workload assessment frameworks developed by Reid and Nygren (1988) and Smith (1988). The instrument was designed to assess students' perceptions of academic workload within the higher education context. The scale comprised four dimensions: coursework load, examination and assessment pressure, time management demands, and cognitive and task complexity.

Participants responded to each item using a five-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Higher scores indicated greater perceived academic workload.

Mental Well-Being

Mental well-being was assessed using a 23-item questionnaire adapted from the mental well-being frameworks proposed by Barkley and Major (2020) and Farrell and Brunton (2020). The instrument was designed to measure students' mental well-being within the educational setting and consisted of four dimensions: emotional well-being, psychological functioning, social well-being, and positive mental well-being.

Responses were recorded on a five-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Higher scores reflected higher levels of mental well-being among undergraduate student.

Validity and Reliability of the Instruments

Content Validity

To establish content validity, the questionnaire was reviewed by six experts in the field of education and educational research. The experts evaluated the relevance, clarity, comprehensiveness, and alignment of the items with the constructs under investigation, namely academic workload and mental well-being. Based on their recommendations, several items were revised to improve wording, clarity, and contextual appropriateness. These modifications ensured that the instrument adequately represented the domains of the study variables and was suitable for administration to undergraduate students.

Construct Validity

Construct validity was assessed through Exploratory Factor Analysis (EFA) to determine whether the questionnaire items loaded appropriately onto their intended factors. Prior to factor extraction, the suitability of the data for factor analysis was examined using the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity. Factor loadings and communalities were subsequently analyzed to evaluate the contribution of individual items to their respective constructs. The results confirmed that the items were adequately associated with the underlying dimensions of academic workload and mental well-being, supporting the construct validity of the instrument.

Reliability of the Instruments

A pilot study involving 45 undergraduate students was conducted to determine the reliability of the research instruments. Internal consistency reliability was assessed using Cronbach's alpha coefficient. The Academic Workload Scale, consisting of 22 items, yielded a Cronbach's alpha value of .878 during pilot testing, indicating good internal consistency. Similarly, the 23-item Mental Well-Being Scale produced a Cronbach's alpha value of .781, demonstrating acceptable reliability for research purposes.

Following the final administration of the instruments, reliability analyses were conducted for both scales and their respective subscales. The overall Academic Workload Scale demonstrated excellent reliability, with a Cronbach's alpha coefficient of .908. The reliability coefficients for its subscales were .752 for Coursework Load, .674 for Examination and Assessment Pressure, .838 for Time Management Demands, and .723 for Cognitive and Task Complexity. These values indicate acceptable to high levels of internal consistency across the dimensions of academic workload.

Similarly, the overall Mental Well-Being Scale exhibited excellent internal consistency, yielding a Cronbach's alpha coefficient of .911. The Emotional Well-Being subscale obtained a reliability coefficient of .849, indicating good reliability. The Psychological Functioning and Social Well-Being subscales demonstrated acceptable reliability coefficients of .767 and .765, respectively. The Positive Mental Well-Being subscale yielded a Cronbach's alpha value of .719, which is also considered acceptable for social science research.

Overall, the reliability coefficients obtained for both instruments and their subscales exceeded the minimum acceptable threshold recommended in the literature, confirming that the scales were sufficiently reliable for measuring academic workload and mental well-being among undergraduate student

RESULTS AND DISCUSSION

Research Question: What is the relationship between academic workload and mental wellbeing of undergraduate students?

Table 1: Correlation between variables

Variable	N	Pearson correlation	Sig. (2-tailed)
Academic workload	300	1	
Mental-Wellbeing	300	.352	.000

The relationship between academic workload and mental well-being among undergraduate students was examined using Pearson's Product-Moment Correlation. The results presented in Table 1 indicate a statistically significant positive correlation between academic workload and mental well-being ($r = .352$, $p < .001$, $N = 300$).The obtained correlation coefficient of .352 suggests a moderate positive relationship between the two variables. This finding indicates that academic workload and mental well-being are significantly associated among undergraduate students. Since the relationship is statistically significant at the 0.01 level ($p = .000$), the null hypothesis of no relationship between academic workload and mental well-being is rejected.

The magnitude of the correlation suggests that academic workload accounts for a meaningful, although not strong, association with students' mental well-being. This implies that variations in academic workload are related to corresponding variations in mental well-being among undergraduate students. The positive direction of the relationship indicates that students who reported higher levels of academic workload also tended to report higher levels of mental well-being. This finding may suggest that a manageable and appropriately challenging academic workload can contribute to students' sense of achievement, engagement, competence, and personal growth, which are important components of mental well-being. However, the moderate strength of the correlation also indicates that mental well-being is influenced by various other factors beyond academic workload, such as social support, coping strategies, family environment, financial circumstances, and individual psychological characteristics. Therefore, while academic workload is an important factor associated with mental well-being, it should be considered alongside other personal and environmental determinants. The findings reveal a significant positive relationship between academic workload and mental well-being among undergraduate students, suggesting that academic experiences play an important role in shaping

students' psychological functioning and overall well-being. Further research may explore additional factors that mediate or moderate this relationship in higher education settings

Research Question: What is the relationship between academic workload and mental well-being among male and female undergraduate students?

Table 2: Correlation between variables and Gender

	N	Academic Workload	Mental-Wellbeing
Academic Workload	300	1.000	.352
Mental Well-Being	300	.352	1.000
Significance (2-tailed)		.000	

In table 2 Pearson's Product-Moment Correlation was employed to examine the relationship between academic workload and mental well-being among undergraduate students. The results presented in Table 2 indicate a statistically significant positive relationship between academic workload and mental well-being ($r = .352$, $p < .001$, $N = 300$).

The correlation coefficient ($r = .352$) suggests a moderate positive association between the two variables. This finding indicates that academic workload is significantly related to the mental well-being of undergraduate students. The significance value ($p = .000$) is less than the established alpha level of .05, confirming that the observed relationship is statistically significant and not due to random variation.

The positive direction of the correlation implies that students who reported higher levels of academic workload also tended to report higher levels of mental well-being. This may suggest that a manageable and academically engaging workload contributes to students' sense of achievement, competence, and academic involvement, which are important components of mental well-being. However, the moderate strength of the relationship indicates that mental well-being is influenced by multiple factors beyond academic workload, including personal, social, and environmental influences.

Since the sample comprised both male and female undergraduate students, the findings represent the combined relationship between academic workload and mental well-being across genders. However, separate correlation analyses for male and female students were not conducted; therefore, gender-specific differences in the relationship cannot be determined from the available data. The findings reveal a significant positive relationship between academic workload and mental well-being among undergraduate students, suggesting that academic experiences play an important role in shaping students' psychological and emotional functioning.

Research Question: What is the relationship between academic workload and mental well-being among undergraduate students studying in public and private universities?

Table 3: Correlation between variables and University sector

Variables	Academic Workload	Mental Well-Being
Academic Workload	1.000	.350**
Mental Well-Being	.350**	1.000
Sig. (2-tailed)		.000

In table 3 Pearson's Product-Moment Correlation was used to examine the relationship between academic workload and mental well-being among undergraduate students enrolled in public and private universities. The results presented in Table 3 indicate a statistically significant positive relationship between academic workload and mental well-being ($r = .350$, $p < .001$, $N = 300$).

The correlation coefficient of .350 demonstrates a moderate positive association between the two variables. This finding suggests that academic workload is significantly related to the mental well-being of undergraduate students. The significance value ($p = .000$) is lower than the criterion level of .05, indicating that the relationship is statistically significant and unlikely to have occurred by chance.

The positive nature of the correlation implies that students who reported higher levels of academic workload also tended to report higher levels of mental well-being. This finding may indicate that an appropriate and manageable level of academic challenge can enhance students' engagement, motivation, sense of accomplishment, and psychological functioning. Academic activities that stimulate learning and achievement may contribute positively to students' overall well-being when they are perceived as manageable and meaningful.

However, the moderate magnitude of the relationship suggests that mental well-being is influenced by several factors beyond academic workload, including social support, personal resilience, family environment, financial conditions, and institutional resources. Therefore, academic workload should be viewed as one of several factors associated with students' mental well-being.

Since the sample included students from both public and private universities, the findings reflect the combined relationship between academic workload and mental well-being across university sectors. Nevertheless, separate correlation analyses for public and private university students were not conducted. Consequently, no conclusions can be drawn regarding whether the strength or direction of the relationship differs between public and private universities. The findings reveal a significant positive relationship between academic workload and mental well-being among undergraduate students studying in public and private universities, highlighting the important role of academic experiences in students' psychological and emotional well-being

DISCUSSION

The findings of the present study revealed a statistically significant positive relationship between academic workload and mental well-being among undergraduate students ($r = .350$, $p < .001$). This result suggests that academic workload, when perceived as manageable and meaningful, may contribute positively to students' psychological functioning, engagement, and sense of accomplishment. Contrary to the common assumption that academic workload always leads to psychological distress, the findings indicate that an appropriate level of academic challenge can foster motivation, competence, and academic involvement, which are important components of mental well-being. These findings are consistent with the Study Demands–Resources (SD-R) Theory, which posits that academic demands can promote personal growth and achievement when adequate resources and coping mechanisms are available. The results also support the views of Seligman's (2011) PERMA model, which emphasizes achievement, engagement, and positive emotions as essential dimensions of well-being. Similar findings have been reported by previous researchers who found that students who effectively manage academic responsibilities often demonstrate higher levels of resilience, self-efficacy, and psychological well-being. However, the moderate magnitude of the relationship suggests that mental well-being is influenced by multiple factors beyond academic workload, including social support, coping strategies, personal characteristics, and institutional resources. Therefore, universities should strive to maintain a balanced academic environment that challenges students intellectually while simultaneously providing adequate academic and psychological support to promote their overall well-being

CONCLUSION

The present study investigated the relationship between academic workload and mental well-being among undergraduate students in public and private universities. The findings revealed a statistically significant positive relationship between academic workload and mental well-being, indicating that academic demands are closely associated with students' psychological functioning and overall well-being. The results suggest that when academic workload is perceived as manageable and appropriately

challenging, it may enhance students' engagement, motivation, sense of achievement, and personal development. These positive academic experiences can contribute to higher levels of emotional, psychological, and social well-being. However, the moderate strength of the relationship also indicates that mental well-being is influenced by several other factors, including social support, coping strategies, personal resilience, and environmental conditions. Overall, the study highlights the importance of maintaining a balanced academic environment that promotes both academic excellence and student well-being. Educational institutions should therefore design academic programs that provide meaningful learning opportunities while ensuring adequate support systems to help students effectively manage academic demands and maintain positive mental health.

RECOMMENDATIONS

Following recommendations are proposed

1. Universities should maintain a balanced academic workload by ensuring that assignments, examinations, projects, and coursework are distributed reasonably throughout the semester to prevent unnecessary academic pressure on students.

2. Higher education institutions should establish and strengthen student counseling and psychological support services to help students effectively manage academic demands and maintain positive mental well-being.

3. Faculty members should adopt student-centered teaching approaches that encourage meaningful learning while considering students' academic capacities and mental health needs. Flexible deadlines and continuous assessment strategies may help reduce excessive stress.

4. Time management and study skills workshops should be organized regularly to equip students with effective strategies for managing academic responsibilities, reducing stress, and enhancing academic performance.

5. Universities should promote a supportive learning environment by encouraging positive teacher-student relationships, peer support networks, and extracurricular activities that contribute to students' emotional and social well-being.

6. Mental health awareness programs should be integrated into university activities to increase students' understanding of mental well-being, coping mechanisms, resilience, and stress-management techniques.

7. University administrators should regularly monitor students' academic workload and well-being through feedback surveys and needs assessments to identify potential challenges and implement timely interventions.

8. Parents and guardians should be encouraged to provide emotional and motivational support to students, helping them maintain a healthy balance between academic responsibilities and personal life.

9. Future researchers should examine additional factors affecting students' mental well-being, such as social support, academic stress, resilience, self-efficacy, coping strategies, and family environment, to develop a more comprehensive understanding of student well-being.

10. Future studies should employ longitudinal and mixed-method research designs and include students from different regions and academic disciplines to enhance the generalizability and depth of findings regarding academic workload and mental well-being.

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