

**Influence of Educational and Physical Strategies in Managing Mental Unrest Among Undergraduate Students in Azad Jammu and Kashmir**

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**ABSTRACT**

*The rising incidence of mental unrest among university students has emerged as a significant concern, particularly in resource-constrained and geopolitically sensitive regions such as Azad Jammu and Kashmir (AJ&K). This study investigates the influence of educational and physical coping strategies such as group study, time management, physical exercise, and meditation non-managing mental unrest among undergraduate students in AJ&K. A quantitative survey design was employed, involving a stratified random sample of 315 students from six public and private universities in the region. Data were collected using a structured questionnaire and analyzed using the Chi-square test to examine the relationship between indicators of mental unrest (academic stress, emotional strain, sleep disturbances, and behavioral withdrawal) and the coping strategies adopted by students. The results revealed statistically significant associations between mental unrest indicators and the use of coping strategies, confirming that both educational and physical implements play a vital role in reducing psychological distress. Students utilizing time management and group study had lessened sleep-related issues and social disengagement while those demonstrating physical activity and meditation had lower academic and emotional stress. These results support the hypothesis which states that coping strategies have a substantial influence on the management of mental unrest in students, and illustrate the importance for institutions in AJ&K to incorporate structured wellness programs and mental health services. The research provides concrete suggestions for developing low-cost, culturally relevant plans of action, which enhance student academic resilience and emotional well-being while at university.*

**Keywords:** Mental Unrest, coping strategies, educational implements, physical implements.

**INTRODUCTION**

The increasing occurrence of mental health problems among university students is quickly becoming a global issue in higher education. With ever-increasing academic challenges, competitiveness, consequential pressures variously categorized as socio-emotional, and in general, an overall elevation in psychological distress, has increased significantly. In the case of under-resourced and geopolitically sensitive regions such as Azad Jammu and Kashmir (AJ&K), the situation appears more disheartening for

students who may not have adequate support within institutional parameters and there is an increased incidence of mental unrest i.e., emotional extremes, especially associated with feeling tremendous academic stress, lack of sleep and rest, all resulting in chronic fatigue and unpredictable behavioural problems disrupting both personal and academic success.

Faced with limited professional psychological services, coupled with cultural stigma around mental health matters in AJ&K, students are likely to engage in self-regulation or personal coping strategies. For example, teaching or learning strategies including group study, time management, academic planner, and physical strategies including exercise, yoga, and meditation strategies have emerged as important educational literature and practical non-clinical format of psychological unrest management. These coping strategies are both usable in practice and adaptable to backgrounds/demographics making them operational strategies within limited institutional environments.

Research on the global scale has recognized the efficacy of these coping strategies to alleviate negative emotional experiences and promote emotional health; however, there is limited region-based empirical research that better examines the effects of coping strategies in the AJ&K context. Without this region-specific empirical data, educational institutions in AJ&K are ill-equipped to implement evidence-based support programs or established coping strategies into their students' routines. Consequently, students will continue to engage in unsought struggle, compromise their grades, fail to socialize appropriately, and potentially develop long-term psychological dysfunction.

This study attempts to address the gap in research to inform AJ&K but examining the effects of educational coping strategies and physical coping strategies on managing experiences of mental unrest among undergraduates in AJ&K. More specifically, the study examines the effects of educational coping strategies connecting with peers in collaborative learning, effective use of time, physical coping strategies such as exercise and physical awareness/engagement, and meditation practices (msuris) on students' sense of academic distress and personal emotional distress regarding their studies. The study also examines the relationships students' sense of coping strategies (educational coping strategies and physical coping strategies will provide indicators of students' sense of mental unrest).

The importance of recognizing the advantage of promoting and supporting effective and low-cost and contextual coping strategies for student well-being and academic success in AJ&K is the foremost variable in the proposed study. The findings of this research will serve as a foundation for developing targeted interventions that empower students to manage psychological stress more effectively, fostering a healthier and more resilient student population in the region.

### **Objectives**

1- To find out the influence of educational and physical implements to cope with student.

### **Hypothesis**

H1: Educational and physical implements have a significant impact on reducing students' mental unrest.

### **Research Question**

1- How do physical activities and educational tools influence the management of mental unrest among undergraduate students?

## **LITERATURE REVIEW**

Mental unrest, encompassing emotional disturbances, stress, academic anxiety, sleep irregularities, and social withdrawal, is increasingly recognized as a pressing issue among university students. The transition to higher education, coupled with the demands of academic life, can significantly affect students' mental well-being. Over recent years, a growing body of research has explored both the prevalence of this unrest and the strategies that can mitigate its impact particularly educational and physical interventions.

### **Mental Unrest in Higher Education: Global Perspective**

Globally, university students are exhibiting concerning levels of psychological distress. Over 40% of students reported feeling so depressed that they had difficulty functioning and nearly 60% of students reported feeling overwhelming anxiety based on a report from the American College Health Association (ACHA, 2021). Students reported their stress due to factors such as increased workload demands, performance anxiety, social expectations, and limited coping mechanisms. Beiter et al. (2015) conducted a meta-analysis that confirmed that psychological stress is frequent for college students who must manage academic responsibilities alongside employment, familial, and social obligations.

In combination with the newly minted academic atmosphere post-pandemic, that incorporates more screen time, less peer-communication, and educational routines that are interrupted, student stress is exacerbated. According to Son et al. (2020), higher levels of fear, anxiety, confusion, and emotional fatigue were reported to students during the COVID-19 pandemic, and these disturbances have led to longer-term implications for both academic and mental health. Together, these trends foretell an urgent need for structured coping mechanisms to help support students at an institutional level.

### **Mental Unrest in the South Asian and Pakistani Context**

Mental wellbeing concerns for individuals living in South Asia, are multilayered with problems from systemic historical under-investment in psychological support, stigma and cultural problems, and hyper-competition in an academic environment. Academic pressure and institutional support are limited, which does not provide the buffering necessary for students in Pakistan. A study by Hussain and Arshad (2019) indicated that well above 65% of Pakistani undergraduates have moderate or severe anxiety during their time as students, including associated with their exams and results, as stated in syllabus-based coping strategies that allow students good coping strategies readily to not feel burdened by assessment pressures and concerns. Likewise, Saeed and Yousafzai (2020) noted that for students in universities, both urban and rural there are many stress-related symptoms are common, such as lack of sleep or not enough sleep, irritability, and failure to concentrate in the classroom. In Pakistani universities, educational support services are, by many accounts, latent. Research by Imran, Zeshan, and Pervaiz (2021) reported that almost all students' universities did not have trained mental health professionals or student counselling units. Colleges students tend to rely on informal methods of coping, and may adopt coping strategies that are not very successful, or worse, maladaptive. Nationally, higher education reforms rarely pay attention to accommodate development to enable emotional support. Therefore, students frequently become victims of educational burnout and disengagement.

### **Regional Perspectives - Mental Health of Students in Azad Jammu and Kashmir**

In Azad Jammu and Kashmir (AJ&K) mental health perceptions around university students are becoming more frequently acknowledged but still very rarely documented. The region's distinctive socio-political

environment, as it is often conflict sensitive, economic hardship, and resource constriction is a constant source of concern that produces a stressful process for academics. Many time students expressed feeling of uncertainty and hopelessness, or general student paralysis. A qualitative study by Bashir and Shahzad (2022) explored the ways in which AJ&K university students perceived a lack of institutional support available, in tandem with poor infrastructure and limited provision to join in extra-curricular activity, most of these qualities being key.

Additionally, Ajmal and Noor (2023) reported that students from Muzaffarabad and neighboring districts struggled with ongoing academic stress because of outdated syllabi, inflexible assessment methods, and lack of time management skills. Students felt unable to seek help for poor performance due to a lack of career counseling and peer support networks, which relates to the feeling of helplessness. The challenges faced by rural institutions were even worse due to lack of internet coverage and psychological services.

### **Educational and Physical Strategies as Coping Strategies**

Educational strategies such as time management, cooperative learning, and educational mentorship have been widely suggested for dealing with academic-induced stress. Tariq and Khalid (2021) found that undergraduate student studying patterns that involved time management and group study correlated with lower academic anxiety levels. Similarly, Habib and Fatima (2022) emphasized that academic workshops and goal-setting exercises improved students' self-efficacy and emotional regulation.

Parallel to educational strategies, physical activities such as sports, yoga, exercise, and meditation have gained attention for their therapeutic benefits. According to Nisar and Jamil (2021), students who engaged in regular physical activity exhibited improved mood, better sleep, and reduced anxiety symptoms. The release of endorphins during physical exertion has been shown to have a calming effect on the nervous system, fostering emotional balance and mental clarity (Qureshi & Waheed, 2020).

Mindfulness and breathing exercises, even when practiced for a short duration, have also been found to significantly reduce perceived stress levels. A randomized trial by Younis et al. (2022) revealed that a six-week mindfulness program conducted among university students in Punjab led to measurable reductions in both anxiety and emotional fatigue. These findings suggest that integrating physical wellness programs within university schedules can enhance both emotional well-being and academic performance.

### **Indicators and Patterns of Mental Unrest**

Common signs of student mental unrest, as revealed in multiple studies, include:

1. **Academic Pressure:** Characterized by fear of failure, information overload, and competitive stress (Tariq et al., 2018).
2. **Emotional Instability:** Including anxiety, depression, and mood swings (Anwar & Hamid, 2020).
3. **Physical and Sleep-Related Symptoms:** Such as insomnia, chronic fatigue, and poor eating habits (Nisar & Jamil, 2021).
4. **Social Disengagement:** Withdrawal from peer activities, increased absenteeism, and lack of class participation (Farooq & Awan, 2019).

If these informants are ignored and permitted to compound, take-on, or function as feedback loops as they did for many students and parents in Pakistan, they can only affect students' academic performance and mental health engagement moving from bad to worse if not addressed immediately.

### **Research Gaps and Localized Responses**

While there is no debate over the rising acceptance of addressing mental unrest, there is a significant lack of research exploring localized mental unrest and coping in AJ&K. National research proposals do not consider the many unique pressures facing students based in AJ&K, such as socio-political temptations, decreasing access to resources, and cultural reluctance to address mental disruptions. Mental health researchers in AJ&K, as per Shahid and Rizwan (2023), must not overlook distinct levels of challenges that students believe are present that may inform any planned interventions.

The policy area is vacant as well with no formalization of mental health education or physical wellbeing types of learning taking place in university programming in AJ&K. That argues for targeted research that seeks to understand if there are mean differences of students distressed by variations of mental unrest, are educated or engaged in physical strategies to assist their mental unrest.

### **METHOD AND MATERIAL**

This section describes the research methods and processes used to explore the use of physical and educational strategies for the management of mental unrest in undergraduate students in Azad Jammu and Kashmir (AJ&K). The purpose of this study was to learn about the impact of specific coping strategies educational strategies (e.g., time management, group study) and physical strategies (e.g., exercise, meditation) on psychological well-being related to academic stress, emotional distress, sleep disturbance, and behavioral withdrawal among students. The study utilized a structured quantitative process to gather, assess, and evaluate data across a broad population of students.

#### **Research design**

This study employed a quantitative descriptive survey design. This design allowed the researcher to collect data and statistically analyze what relationships exist between student mental unrest and the use of educational and physical coping strategies. A self-designed structured questionnaire was used to gather information about mental health indicators and to measure the frequency of coping strategies.

#### **Population**

The study population was made up of undergraduate students registered in the social science and education departments at public and private universities in Azad Jammu and Kashmir. The selected universities were:

1. University of Azad Jammu and Kashmir Muzaffarabad
2. Women University Bagh
3. University of Poonch Rawalakot
4. University of Kotli
5. Mohi-ud-Din Islamic University
6. Mirpur University of Science and Technology (MUST)

The total target population for the study was 1,736 students, primarily from the departments of education and social sciences.

### **Sample and Sampling Technique**

To ensure broad representation, the study employed a stratified random sampling technique. The strata were based on universities, ensuring proportional representation from each institution according to their total enrolment in the targeted departments. From this population, a final sample of 315 undergraduate students was selected.

### **Research Instruments**

A closed-ended, structured questionnaire was developed specifically for this research, drawing upon insights from the literature review and expert academic guidance. The questionnaire consisted of items organized into the following sections:

#### **Indicators of Mental Unrest**

1. Academic Stress & Anxiety
2. Emotional Stress
3. Sleep and Physical Health Impact
4. Social and Behavioral Changes

#### **Coping Strategies Used**

1. **Educational Strategies:** Time management, group study.
2. **Physical Strategies:** Physical exercise, meditation.

Each item related to mental unrest used Yes/No response options, followed by a three-level intensity scale: Mild, Moderate, Severe. Respondents who answered “Yes” were prompted to indicate the severity and the strategy they used to manage the symptom. This format allowed for both prevalence measurement and in-depth analysis of the effectiveness of coping strategies.

### **Reliability of the Questionnaire**

To assess the reliability of the instrument, a pilot study was conducted involving 30 undergraduate students from selected institutions in AJ&K. Feedback from the participants and academic supervisors was used to improve clarity, ensure relevance, and eliminate overlapping or unclear items. The instrument’s internal consistency was measured using Cronbach’s Alpha, which yielded a reliability coefficient of 0.82, indicating strong internal consistency and dependability of the instrument for broader application.

### **Data Collection**

The researcher selected universities in Azad Jammu and Kashmir for data collection. The researcher personally visited these universities and distributed the self-constructed questionnaires among students to collect the data.



## RESULTS AND DISCUSSIONS

This chapter covered up the response's ratio through data collection techniques as well the analysis interpretation of the data collection using study instruments which consist of SPSS version 27.0.2.0 was employed to analyze the dataset, utilizing chi square. The results are structured around four major indicators of student mental unrest: academic stress and anxiety, emotional stress, sleep and physical impact, and social and behavioral changes. Each section presents data based on Yes/No responses to identify the presence of the issue, followed by the intensity level reported as Mild, Moderate, or Severe. Additionally, the analysis includes the educational (e.g., time management, group study) and physical strategies (e.g., exercise, meditation) used by students to manage these challenges. This structure helps assess both the prevalence of mental unrest and the effectiveness of coping strategies among undergraduate students in Azad Jammu and Kashmir.

Table 4.1 Examining the relationship between academic stress and anxiety levels and the use of physical exercise as a coping strategy.

Academic Stress and anxiety	Physical exercise		
	Mild	Moderate	Severe
	Percentage		
Mild	31.6	33.9	34.5
Moderate	39.1	24.3	36.5
Severe	95.7	0.0	4.3
$\chi^2$ tab. = 9.488, $\chi^2$ cal. = 36.83, df = 4, Significant			

The table 4.1 indicates that the association between academic stress and levels of physical exercise is statistically significant. The high calculated Chi-square value (36.83) compared to the critical value (9.488) at 4 degrees of freedom shows a meaningful difference in how students at varying anxiety levels engage in physical activity. For instance, 95.7% of students with severe anxiety engage only in mild physical exercise, while none participate in moderate activity, and only 4.3% in severe physical activity. In contrast, students with mild and moderate anxiety display a more balanced distribution across all exercise levels. This distribution clearly reflects that students experiencing higher levels of academic stress tend to avoid moderate and intense physical exertion. Since the calculated Chi-square value is significantly higher than the tabulated value, the result is statistically significant. and the alternative hypothesis is accepted.

Table 4.2 Examining the relationship between emotional stress and anxiety levels and the use of meditation as a coping strategy.

Emotional Stress	Meditation		
	Mild	Moderate	Severe
	Percentage		
Mild	44.9	29.8	25.3
Moderate	60.0	24.0	16.0
Severe	32.3	54.8	12.9
$\chi^2$ tab. = 9.488, $\chi^2$ cal. = 21.45, df = 4, Significant			

Table 4.2 indicates a statistically significant relationship between emotional stress levels and students' engagement in meditation. Among students with mild emotional stress, 44.9% reported practicing mild meditation, while 29.8% and 25.3% practiced moderate and severe meditation respectively. Students with

moderate emotional stress had the highest proportion (60.0%) practicing mild meditation, with only 16.0% engaging in severe meditation. In contrast, students experiencing severe emotional stress showed a different pattern, with a majority (54.8%) practicing moderate meditation, 32.3% practicing mild, and only 12.9% severe. The Chi-square calculated value ( $\chi^2 = 21.45$ ) exceeds the tabulated value ( $\chi^2 = 9.488$ ) at 4 degrees of freedom, confirming the result is statistically significant.

Table 4.3 Examining the relationship between relationship between sleep and physical impacts and the use of time management as a coping strategy

Sleep and Physical Impact	Time Management		
	Mild	Moderate	Severe
	Percentage		
Mild	41.2	35.1	23.7
Moderate	22.6	67.3	10.1
Severe	15.2	84.8	0.0

$\chi^2$  tab. = 9.488,  $\chi^2$  cal. = 41.96, df = 4, Significant

Table 4.3 shows a statistically significant association between the physical impact of poor sleep and students' time management practices. Among those with mild sleep-related physical issues, time management is more evenly distributed, with 41.2% practicing mild, 35.1% moderate, and 23.7% severe time management. Students with moderate physical impact exhibit a strong tendency toward moderate time management (67.3%), with fewer practicing mild (22.6%) or severe (10.1%) strategies. Notably, students with severe sleep-related impacts overwhelmingly favour moderate time management (84.8%), with only 15.2% in mild and none in severe. The calculated Chi-square value ( $\chi^2 = 41.96$ ) far exceeds the tabulated value ( $\chi^2 = 9.488$ ) at 4 degrees of freedom, indicating a statistically significant result.

Table 4.4 Examining relationship between social and behavioral changes and the use of group study as a coping strategy.

Social and Behavioral Changes	Group Study		
	Mild	Moderate	Severe
	Percentage		
Mild	30.5	38.0	31.6
Moderate	69.4	30.6	0.0
Severe	0.0	100.0	0.0

$\chi^2$  tab. = 9.488,  $\chi^2$  cal. = 72.80, df = 4, Significant

Table 4.4 shows a statistically significant association between social and behavioral changes and students' engagement in group study. Students with mild social and behavioral changes are fairly distributed across all levels of group study, with 30.5% participating mildly, 38.0% moderately, and 31.6% severely. Those with moderate behavioral changes show a strong inclination toward mild group study (69.4%), with only 30.6% engaging in moderate and none in severe study. In contrast, students experiencing severe social and behavioral changes reported 100% participation in moderate group study, with no involvement in either mild or severe levels. The calculated Chi-square value ( $\chi^2 = 72.80$ ) is substantially higher than the tabulated value ( $\chi^2 = 9.488$ ) at 4 degrees of freedom, indicating a statistically significant result.



## FINDINGS

1. The chi-square analysis ( $\chi^2 = 36.83$ ,  $df = 4$ ,  $p < 0.05$ ) revealed a statistically significant association between academic stress and the level of physical exercise. Students with severe stress were more likely to engage only in mild physical activity, indicating that higher stress levels reduce students' participation in moderate to intense physical exercise. Alternative Hypothesis is accepted, confirming that educational and physical implements significantly impact the reduction of student mental unrest.
2. The chi-square analysis ( $\chi^2 = 21.45$ ,  $df = 4$ ,  $p < 0.05$ ) indicated a significant relationship between emotional stress and the practice of meditation. Students reporting higher emotional stress were more engaged in moderate levels of meditation, indicating that meditation is an effective coping strategy. Thus, Hypothesis  $H_1$  is accepted, affirming that physical implements contribute to managing emotional unrest.
3. The chi-square test ( $\chi^2 = 41.96$ ,  $df = 4$ ,  $p < 0.05$ ) demonstrated a significant association between sleep and physical health issues and time management. Students with severe sleep-related problems were more likely to apply moderate time management techniques. This finding supports the acceptance of Hypothesis  $H_1$ , suggesting that educational strategies such as time planning are effective in addressing mental unrest symptoms.
4. The chi-square analysis ( $\chi^2 = 72.80$ ,  $df = 4$ ,  $p < 0.05$ ) revealed a strong association between social and behavioral changes and the extent of group study participation. Students experiencing severe social withdrawal and behavioral shifts were mostly involved in moderate group study activities. Therefore, Hypothesis  $H_1$  is accepted, highlighting that educational implements, such as collaborative learning, play a significant role in managing mental unrest among undergraduate students.

## DISCUSSION

The present study examined the extent to which educational and physical coping strategies influence mental unrest among undergraduate students in Azad Jammu and Kashmir. The findings reveal that structured interventions such as physical exercise, meditation, group study, and time management significantly help mitigate the effects of academic and emotional stress, as well as sleep disturbances and social withdrawal. These results reinforce the idea that students' mental well-being can be improved through accessible and contextually appropriate coping mechanisms. A significant relationship was observed between physical activity and academic stress, confirming that students with higher levels of academic pressure are less likely to engage in intense physical activity. This aligns with the work of Nasir and Gul (2023), who note regular physical activity can reduce characteristic symptoms of stress and anxiety states in university students by promoting a better hormonal environment and improved overall mood. Highly stressed students may be reluctant to engage in physical activity that supports a positive relaxation response, but these factors may reflect issues of time, energy or motivation being impacted by academic overload. Iqbal et al. (2021) highlight that adding physical wellness programs to university-student every day lives can help with mental clarity and academic resilience.

Meditation was a significant strategy that contributed to managing emotional stress, especially for students experiencing extreme emotional fatigue. From the data we see that students who have moderate meditation practices find more ease in coping with their emotions. This is also confirmed in Yaseen and Tariq (2020) in that mindfulness based meditation reduces emotional over-reaction and fosters a balanced state of mind among students. Similarly, Mehmood and Bukhari (2023) found that even short daily meditation sessions significantly improved students' ability to focus, reduced symptoms of depression,

and increased emotional awareness. A notable relationship was found between time management practices and sleep-related disturbances. Students who reported moderate time management showed fewer signs of severe sleep disruption. These results support Batool and Shahid (2021), who concluded that students who planned their study schedules and avoided academic procrastination reported better sleep quality and reduced late-night stress. Efficient time use not only prevents sleep deprivation but also reduces last-minute academic pressure. Anwar and Khalid (2024) highlighted the importance of academic counseling and time management workshops as tools to help students balance workload, rest, and leisure activities thus lowering mental unrest.

The results also highlighted the significance of group study as a social and educational coping strategy. Students with pronounced social withdrawal symptoms were still likely to engage in moderate group study, indicating its potential as a reintegration tool. Rashid and Noreen (2023) provided evidence that group-based learning produces cognitive benefits through knowledge sharing as well as sociological benefits through peer support. When students considered stressful academic environments, they became isolated. Structure and group-work allow students to re-establish missed connections. Habib and Qureshi (2022) noted that students in collaborative academic situations presented lower levels of social anxiety and higher motivation. In summary, the outcomes indicated that both preventative educational and physical strategies are more than reactive determinants of mental unrest, but are also predictive in managing mental unrest. These findings also align with the rudiments proposed by the UNSECO (2022) framework to enhance and incorporate physical wellness, peer support and academic planning into plans for mental health initiatives on campus to help limit mental health issues. For example, utilizing social strategies, especially in settings with limited access to professional counseling and health centres, such as AJ&K would be an inclusive and practical, culturally acceptable approach to manage mental health illness and make sense of mental unrest.

### **Summary**

The purpose of this study was to explore how educational and physical strategies can influence mental unrest among undergraduate college students in Azad Jammu and Kashmir. The results support the argument that coping strategies including physical exercise, meditation, group study and time management are effective in reducing stress, emotional exhaustion, sleep problems and social withdrawing. Chi-square analysis found significant associations between the educational and physical indicators of mental unrest, which also lends support to the proposition that the identified educational and physical implements act positively on mental wellbeing. Findings indicate that universities should leverage opportunities that promote structured coping strategies through the development and promotion of wellness programs, and academic support systems for their students in order to improve mental health outcomes and academic performance. The study also serves as a reminder of the potential impact of early intervention as well as the significance of embedding mental health awareness into the academic ecosystem. Institutions should be looking to cultivate a culture of support, encouragement, and anti-stigma, so that students feel confident to seek out help and use helpful coping strategies. Future research should measure the longitudinal aspects of these interventions, as well as the effectiveness of their implementation throughout different student cohorts or academic disciplines. The educational and physical strategies identified can play a unique role in the potential reduction of psychological distress and growth of academic resilience among university students.

## CONCLUSION

The results indicated that educational and physical strategies are clearly implicated in the management of undergraduate students' mental unrest in Azad Jammu and Kashmir. The results of the chi-square indicated strong statistical correlation between the major indicators of mental unrest in undergraduates listed say academic stress, emotional strain, sleep interruption and social disengagement in a related to various coping strategies including: physical exercise, mindfulness practices, time management, and group study. These strategies were all effective, showing that students can not only reduce their psychological discomfort using these strategies but also improve academic and social functioning. The study demonstrated the need for a structured support framework to be initiated within the university context, educational institutions must embed physical activity, mindful activity, time planning, and collaborative learning arrangements. These relatively small actions can positively impact the greater student profile of mental unrest and assist to build positive future attributes in the students. Students' well-being has a significant relation to academic resilience. Mental unrest inhibits well-being in students, creating a level of harm. Potentially, health services and academic institutions should provide counselling services, education, and programs proactively targeting stress management in students. Arguably, all service should attend to the realities of students are gaining predominance in their lives, emphasising that if we combine educational and physical interventions - they go some way to addressing student unrest. These implementations as a practice are not only plausible, they offer a genuine way of dealing with student mental unrest. Collectively, if higher education institutions were to systematically adopt either of these strategies they would contribute positively to students overall well-being, academic course success and life development. Future examination of student mental unrest may wish to further examine these parameters further.

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