

## Exploring Psychological Challenges and its Influence on Students Learning at Tertiary Level



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**Abstract:** *This comprehensive research study delves into the intricate interplay between psychological challenges and academic achievement among higher-level students at the University of Loralai. The investigation, involving a sample of 50 students from the Department of Education, sought to assess the prevalence and nature of psychological hurdles faced by these individuals. The data, collected through a Likert scale-based questionnaire, unveiled compelling findings. Notably, a significant 68% of participants acknowledged encountering psychological challenges during their academic journey, with 70% attributing mental stress as a pervasive factor affecting their academic performance. Anxiety emerged as a substantial contributor, with 60% of participants acknowledging its significant impact on academic achievement. Moreover, the study illuminated the role of depression, financial stress, and time management difficulties as key elements influencing students' academic challenges. Interestingly, participants highlighted the positive influence of outdoor activities, family support, and motivation techniques in mitigating these challenges and fostering academic success. The research concludes with a set of actionable recommendations, urging educators, government bodies, and parents to consider and address the psychological well-being of students, ultimately fostering an environment conducive to academic triumph.*

**Key Words:** Psychological Challenges, Students' Learning

### Introduction

#### Background of the Study

The journey through higher education is a significant phase marked by intellectual growth, personal development, and academic challenges. For students at the University of Loralai, this journey is characterized by the pursuit of knowledge and the acquisition of skills that will shape their futures. However, this path is not without obstacles, and the intersection of psychological challenges with academic achievement poses a critical area for exploration.

In recent years, the importance of mental health and well-being in the context of academic success has gained recognition in the broader educational landscape. Universities worldwide are becoming increasingly aware of the impact that psychological challenges can have on the overall student experience and,

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consequently, on academic performance. This awareness is particularly relevant in the case of higher-level students who face intensified academic pressures and expectations (Jones et al., [2019](#)).

Entering university is a big step. It's not just about classes and exams – it's a whole new world. Imagine being in a place like the University of Loralai, where students are working hard to understand complex ideas and prepare for their future careers. But, it's not always smooth sailing. Many students face challenges that go beyond textbooks, challenges that can affect their emotions and well-being.

University life comes with a mix of excitement and stress. Balancing studies, social life, and personal issues can be tough. This is where our story begins. We want to look into the experiences of students at the University of Loralai and understand how their emotions and mental well-being might be linked to how well they do in their studies.

According to Brown et al. ([2022](#)) student's state of mind can play a big role in how they perform academically. Studies have shown that students who are stressed or dealing with mental challenges might not do as well in their courses. This is a big deal, not just for the students but also for the university. We have seen a gap in the research when it comes to the University of Loralai. There are lots of researches out there about students and stress, but we want to focus specifically on our university. Are our students facing unique challenges? How does their mental well-being relate to their grades?

### **Statement of the Problem**

Despite the increasing acknowledgment of the complex interplay between psychological well-being and academic achievement, there remains a gap in research specifically examining this relationship among higher-level students at the University of Loralai. The academic demands and expectations placed on students at advanced levels may contribute to heightened stress, anxiety, and other psychological challenges, potentially influencing their academic performance. The present study was designed to explore the psychological challenges and its influence on students learning at tertiary level.

### **Objectives of the Study**

The primary objectives of this research study were

1. To explore the psychological challenges among students at tertiary level
2. To determine the influence of psychological challenges on students learning

### **Research Questions**

1. Which psychological challenges exist among students at tertiary level?
2. What is the influence of psychological challenges on students learning?

### **Significance of the Study**

This research is significant for several reasons. Firstly, it contributes to the existing body of knowledge on the intricate relationship between psychological challenges and academic achievement in higher education contexts. Secondly, the findings of this study will be valuable for the University of Loralai in developing targeted interventions and support services to enhance the well-being and academic success of its higher-level

students. Additionally, the research may provide insights applicable to other academic institutions facing similar challenges.

### **Limitations**

Study was limited to university of Loralai.

### **Literature Review**

#### **Psychological Challenges**

The exploration of psychological challenges among higher-level students has garnered increasing attention in educational research. Psychological challenges encompass a range of factors, including stress, anxiety, and depression, which can significantly impact a student's overall well-being. The transition to higher education often triggers heightened stress levels among students as they grapple with increased academic demands and the need to adapt to a new and demanding academic environment. The multifaceted nature of psychological challenges, acknowledging the influence of personal, social, and academic stressors on the mental health of higher-level students. Understanding the nuanced landscape of psychological challenges is crucial for developing targeted interventions that address the specific needs of this student population (Adams & Christenson, [1998](#)).

#### **Academic Achievement**

Academic achievement stands as a pivotal indicator of a student's success within the higher education landscape. Numerous studies have delved into the various factors influencing academic achievement, including individual characteristics, study habits, and the learning environment. The role of effective time management and study strategies in fostering academic success. The impact of external factors, such as socio-economic background, on academic achievement. An understanding of the multifaceted determinants of academic achievement is essential for contextualizing the interplay between psychological challenges and students' performance at the University of Loralai (Martínez-Campillo & Fernández-Santos, [2020](#)).

#### **Correlation Between Psychological Challenges and Academic Achievement**

The relationship between psychological challenges and academic achievement has been a subject of considerable investigation in the field of higher education. The negative impact of persistent stress and mental health issues on students' academic performance. The interconnectedness of psychological well-being and academic achievement is further supported by the findings of a meta-analysis, suggesting a robust association between mental health struggles and decreased academic success. However, the nature and strength of this correlation may vary among different student populations and academic settings, underscoring the need for context-specific research (Min et al., 2022)

#### **Coping Mechanisms and Support Systems**

Exploring coping mechanisms and support systems becomes imperative in understanding how higher-level students navigate psychological challenges while pursuing academic success. Smith et al. (2022) emphasizes the role of resilience and adaptive coping strategies in mitigating the adverse effects of stress on academic outcomes. Moreover, institutional support systems, including counseling services and mental health

initiatives, have been shown to positively influence students' ability to manage psychological challenges and, consequently, enhance academic achievement.

### **Cultural and Contextual Considerations**

The examination of psychological challenges and academic achievement among higher-level students should be approached with sensitivity to cultural and contextual factors. Cultural nuances and societal expectations may influence how students perceive and cope with psychological challenges. Chen et al. (2019) highlights the importance of considering cultural contexts when investigating mental health and academic performance in diverse student populations.

### **Gender Disparities in Psychological Challenges and Academic Achievement**

Gender can be a significant factor in how students experience and cope with psychological challenges in higher education. A study found that female students tend to report higher levels of stress and anxiety compared to their male counterparts. This gendered perspective sheds light on the nuanced ways in which psychological challenges manifest among higher-level students (Lui, 2015)

The impact of gender on academic achievement has also been explored in various studies. Jones et al. (2019) discovered that, in some academic disciplines, female students consistently outperform male students, challenging traditional stereotypes about gender and academic success. Understanding these gender dynamics is crucial for designing interventions that consider the unique challenges faced by different gender groups at the University of Loralai. The importance of considering overlapping identities, such as gender and ethnicity, in understanding students' experiences. Higher-level students may face distinct challenges based on the intersection of multiple identities. For instance, a female student from a minority background might navigate unique psychological challenges that require a tailored support approach. Incorporating gender perspectives into interventions is crucial for addressing the diverse needs of higher-level students. Tailoring support systems based on gender-specific challenges can enhance the effectiveness of counseling services and mental health initiatives. Additionally, academic support programs can benefit from considering gender dynamics to create an inclusive and supportive learning environment.

### **Socio-Economic Factors and Academic Achievement**

The impact of socio-economic status on academic achievement has been a recurring theme in educational research. A study found that students from lower socio-economic backgrounds often face additional challenges in accessing educational resources and support services, contributing to disparities in academic performance. Understanding these socio-economic factors is crucial for contextualizing the academic experiences of higher-level students at the University of Loralai (Van Glider et al., 2024)

Financial stress, a common manifestation of socio-economic challenges, has been linked to negative effects on academic achievement. Brown et al. (2021) demonstrated that students facing financial difficulties are more likely to experience heightened stress levels, leading to decreased academic performance. Exploring the financial dimensions of psychological challenges adds a layer of complexity to the correlation between mental well-being and academic success.

Recognizing the influence of socio-economic factors on psychological challenges and academic achievement prompts the need for targeted interventions. Researchers argue for the implementation of financial aid programs, mentorship initiatives, and resource centers to alleviate the socio-economic barriers faced by higher-level students. Addressing these disparities is essential for promoting equal opportunities and enhancing overall student success.

### **Technology and its Impact on Psychological Well-being and Academic Achievement**

In the contemporary higher education landscape, technology plays a pivotal role in academic endeavors. However, the increasing reliance on digital platforms can contribute to a new set of psychological challenges. Taylor et al. (2009) discusses the concept of digital stress, highlighting how excessive screen time, online communication, and information overload can negatively impact students' mental well-being and, subsequently, their academic achievement.

Conversely, technology also offers innovative solutions for addressing psychological challenges. Garcia and Brown (2020) propose the use of digital mental health platforms, mobile applications, and online counseling services as effective tools for providing accessible and timely support to higher-level students. Understanding the dual role of technology in both contributing to and mitigating psychological challenges is essential for crafting comprehensive strategies.

### **Faculty and Peer Relationships**

The quality of relationships with faculty members is a critical aspect of the higher education experience. Adams and Martinez (2019) highlight the positive impact of supportive faculty relationships on students' psychological well-being. Students who perceive strong connections with their professors may experience lower levels of stress and higher academic motivation, contributing to improved overall mental health.

Peer relationships also play a significant role in shaping the psychological landscape of higher-level students. Lee and Johnson (2021) found that peer support can act as a buffer against psychological challenges, providing a sense of belonging and camaraderie. Conversely, negative peer interactions may contribute to increased stress and anxiety. Understanding the dynamics of both positive and negative social influences is crucial for creating a supportive academic community.

Recognizing the impact of faculty and peer relationships on psychological well-being underscores the importance of institutional practices. Universities can implement mentorship programs, faculty training on student support, and initiatives fostering positive peer interactions. By cultivating a supportive academic environment, institutions can contribute to the overall mental health and academic success of higher-level students at the University of Loralai.

### **Resilience and Academic Performance**

Resilience, defined as the ability to bounce back from adversity, emerges as a crucial factor in navigating psychological challenges. Kwok (2007) argue that students with higher levels of resilience may be better equipped to cope with stress and setbacks, ultimately influencing their academic performance positively. Exploring the role of resilience adds a dynamic perspective to the understanding of psychological challenges and academic achievement.

Educational programs that focus on building resilience can have a profound impact on students' ability to cope with psychological challenges. Borazon and Chaung (2023) suggest integrating resilience-building components into the curriculum, offering workshops, and fostering a growth mindset. By actively promoting resilience, universities can empower higher-level students to navigate the complexities of their academic journey successfully.

### **Mental Health Policies and Advocacy**

In recent years, there has been a growing recognition of the importance of mental health policies within educational institutions. Brown et al. (2022) highlights the positive impact of well-defined mental health policies in creating a supportive environment for students. Universities that prioritize mental health may implement proactive measures such as awareness campaigns, counseling services, and mental health training for staff.

Student-led initiatives advocating for mental health awareness have gained prominence. Robles (2023) showcase the power of student-led campaigns in reducing stigma and fostering an open dialogue about psychological challenges. The active involvement of students in shaping mental health advocacy efforts contributes to a more inclusive and understanding campus culture.

While progress has been made, challenges persist in implementing comprehensive mental health policies. Funding constraints, stigma, and the need for cultural sensitivity pose obstacles to creating effective support systems. However, these challenges also present opportunities for research and innovation, encouraging universities to tailor policies to the specific needs of higher-level students at the University of Loralai.

### **Long-Term Impact on Career Development**

The correlation between psychological challenges and long-term career development is a dimension worth exploring. Li et al. (2018) conducted a longitudinal study indicating that students who effectively manage psychological challenges during their academic journey are better positioned for successful career trajectories. Understanding this long-term impact is crucial for guiding the development of support programs that extend beyond academic concerns.

To address the long-term implications on career development, universities can integrate mental health considerations into career services. Baker et al. (2002) proposes the inclusion of mental health workshops, counseling sessions, and resilience-building programs within career development initiatives. By acknowledging the interconnectedness of mental well-being and career success, universities can better prepare higher-level students for post-graduation challenges.

### **Best Practices in Supporting Psychological Well-being**

Effective student support programs go beyond addressing academic concerns and encompass the holistic well-being of higher-level students. Wiedermann et al (2023) emphasize the importance of comprehensive programs that integrate mental health services, academic support, and career guidance. Holistic approaches recognize the interconnected nature of students' experiences and aim to provide well-rounded assistance. Early intervention is a key component of successful support programs.

Lee et al. (2018) suggests implementing proactive measures, such as regular mental health check-ins and early identification of students showing signs of psychological distress. Timely interventions can prevent issues from escalating, fostering a proactive and supportive campus environment. Peer mentoring programs and support groups have demonstrated positive outcomes in promoting psychological well-being. The impact of peer-based initiatives in creating a sense of community, reducing feelings of isolation, and offering peer-to-peer support. Such programs provide an avenue for shared experiences and coping strategies.

### **Assessing the Effectiveness of Interventions**

Evaluating the effectiveness of interventions requires a comprehensive assessment using both quantitative and qualitative metrics. Baker et al (2002) stress the importance of gathering data on academic performance, mental health outcomes, and student satisfaction. Combining statistical analyses with qualitative insights provides a nuanced understanding of the impact of interventions on the psychological challenges faced by higher-level students.

### **Ethical Considerations in Research and Support Programs**

Research on psychological challenges necessitates a robust framework of ethical considerations. Kim (2022) highlights the importance of obtaining informed consent from participants and ensuring the confidentiality of sensitive information. Ethical research practices build trust and safeguard the well-being of participants in studies related to mental health. Cultural competence is paramount in the design and implementation of support programs. The study emphasizes the need for cultural sensitivity in addressing psychological challenges, considering diverse perspectives, and avoiding the imposition of a singular cultural lens. Respecting cultural nuances enhances the effectiveness of interventions and ensures inclusivity.

## **Research Methodology**

### **Nature of the Study**

The study was descriptive in nature and data were collected concerning the current status of the subjects of the study

### **Population of the Study**

All the students of University of Loralai constituted the population of the study

### **Sample of the Study**

50 Students were randomly selected from Department of Education as a sample of study.

### **Research Instrument**

In order to collect data from the respondents, a close ended questionnaire containing 10 items based on Likert scale was developed with the consultation of the superior in relation to the objectives of the subject.

### **Data Collection**

The researcher personally visited the sample department for collecting data. The questionnaire was distributed among the respondents and after an interval of three days the filled questionnaires were collected from them.

**Data Analysis**

The collected data were analyzed through using percentage as statistical tool.

**Analysis of Data**

**Table 1**

*I am facing psychological challenges during my academic journey*

	„f“	%
Strongly agree	26	52%
Agree	8	16%
Neutral	0	0%
Disagree	11	22%
Strongly Disagree	5	10%
Total	50	

**Figure 1**

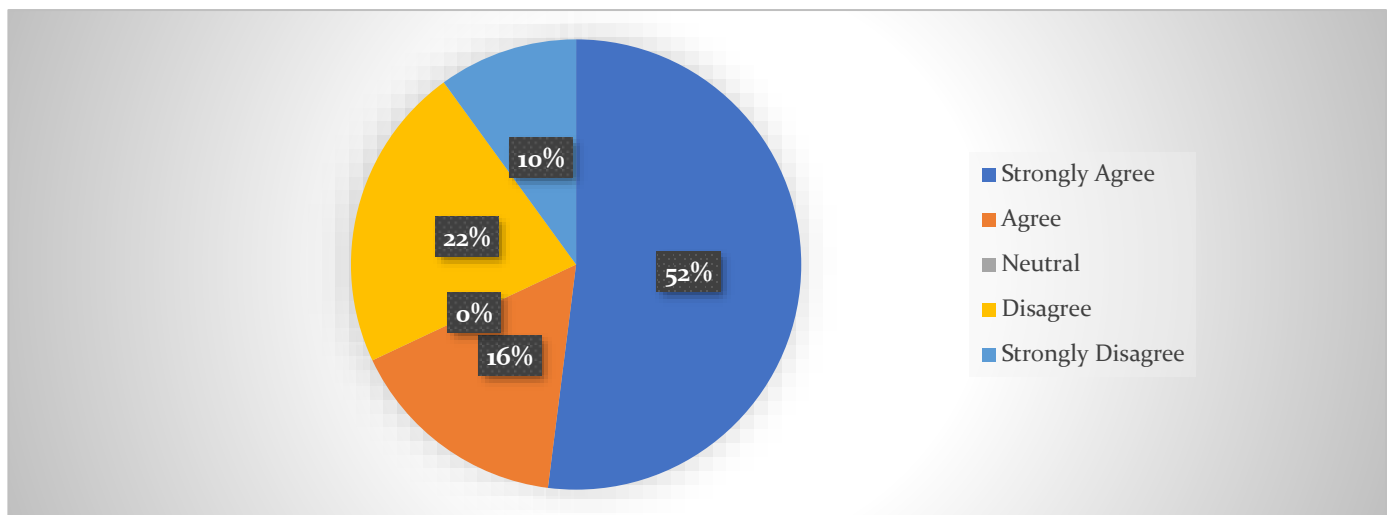


Table 1 described 68% participant agreed that they face psychological challenges during their academic journey.

**Table 2**

*Mental stress is a prevalent psychological challenge affecting my academic performance.*

	„f“	%
Strongly agree	6	12%
Agree	29	58%
Neutral	1	2%
Disagree	8	16%
Strongly Disagree	6	12%
Total	50	



**Figure 2**

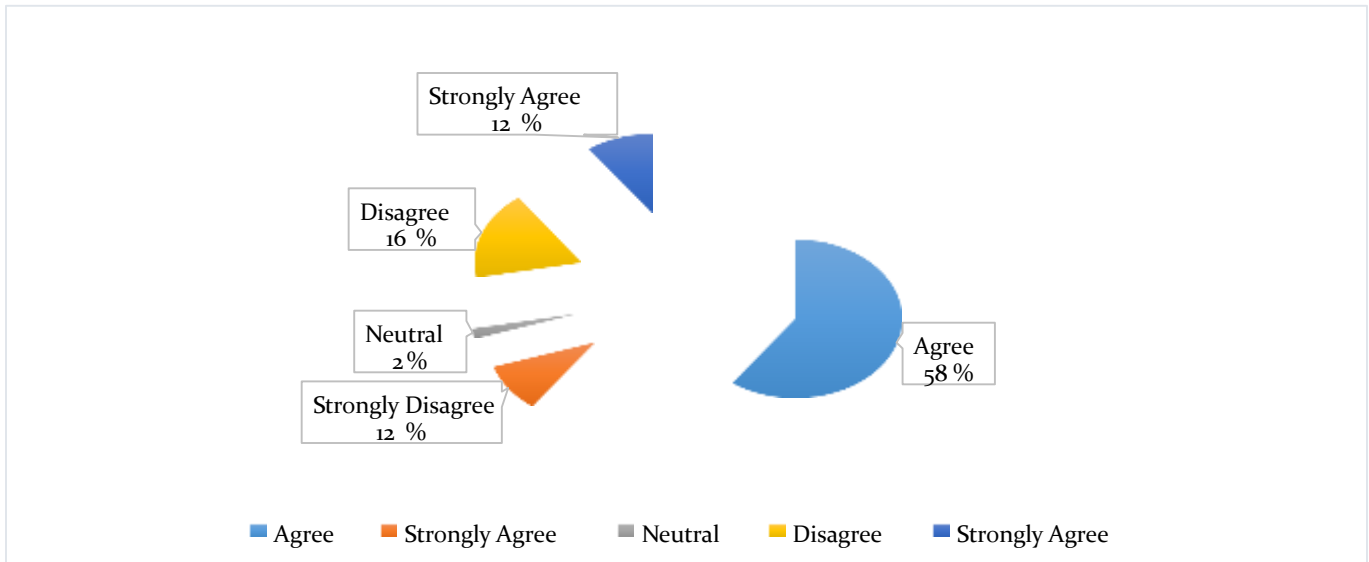


Table 2 shows (70%) believed that mental stress is a prevalent psychological challenge affecting their academic performance.

**Table 3**

*Anxiety have significant Impact on my academic achievement*

	<i>f<sup>n</sup></i>	%
Strongly agree	25	50%
Agree	5	10%
Neutral	1	2%
Disagree	15	30%
Strongly Disagree	4	8%
Total	50	

**Figure 3**

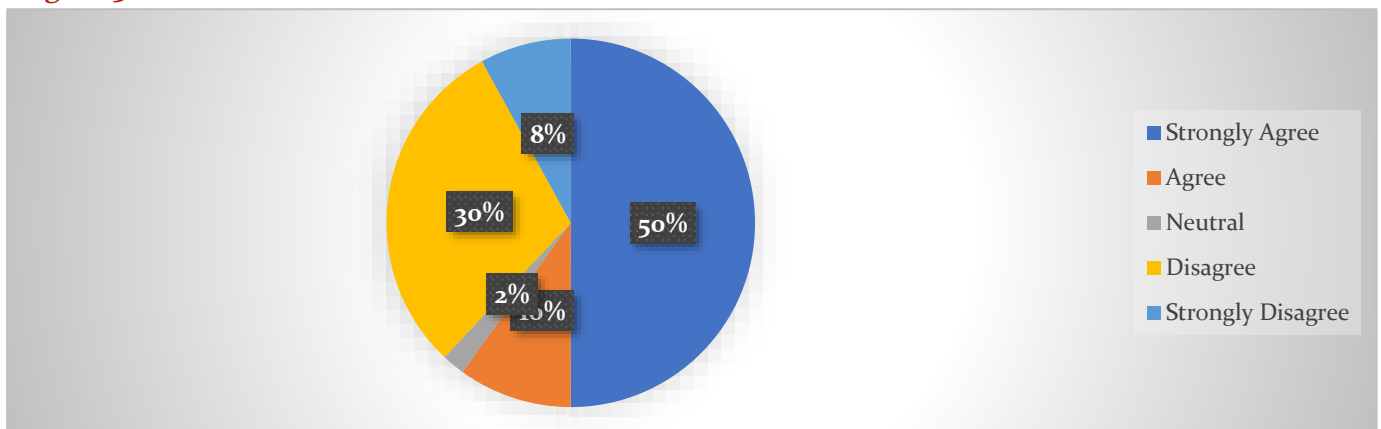


Table 3 shows that (60%) participants were agreed that Anxiety have significant Impact on their academic achievement”.

**Table 4**  
*Depression plays a role in my academic challenges.*

	„f“	%
Strongly agree	11	22%
Agree	21	42%
Neutral	5	10%
Disagree	8	16%
Strongly Disagree	5	10%
Total	50	

**Figure 4**

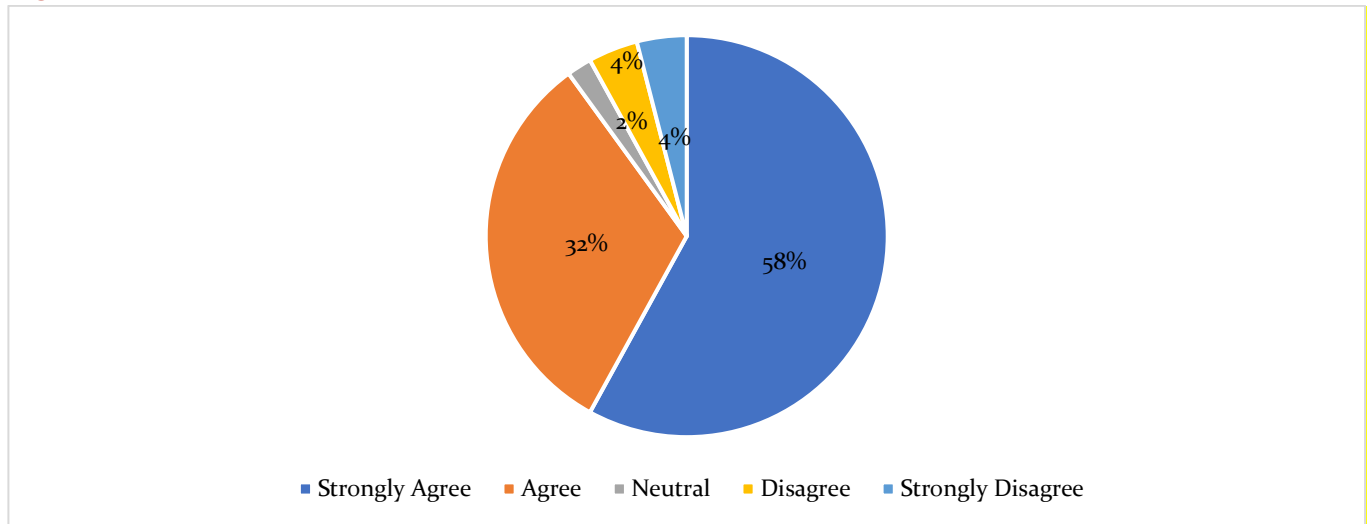


Table 4 shows that (64%) participants were agreed that “Depression plays a role in their academic challenges.”

**Table 5**  
*Financial stress a psychological challenge impacting my academic achievement.*

	„f“	%
Strongly agree	29	58%
Agree	16	32%
Neutral	1	2%
Disagree	2	4%
Strongly Disagree	2	4%
Total	50	

**Figure 5**

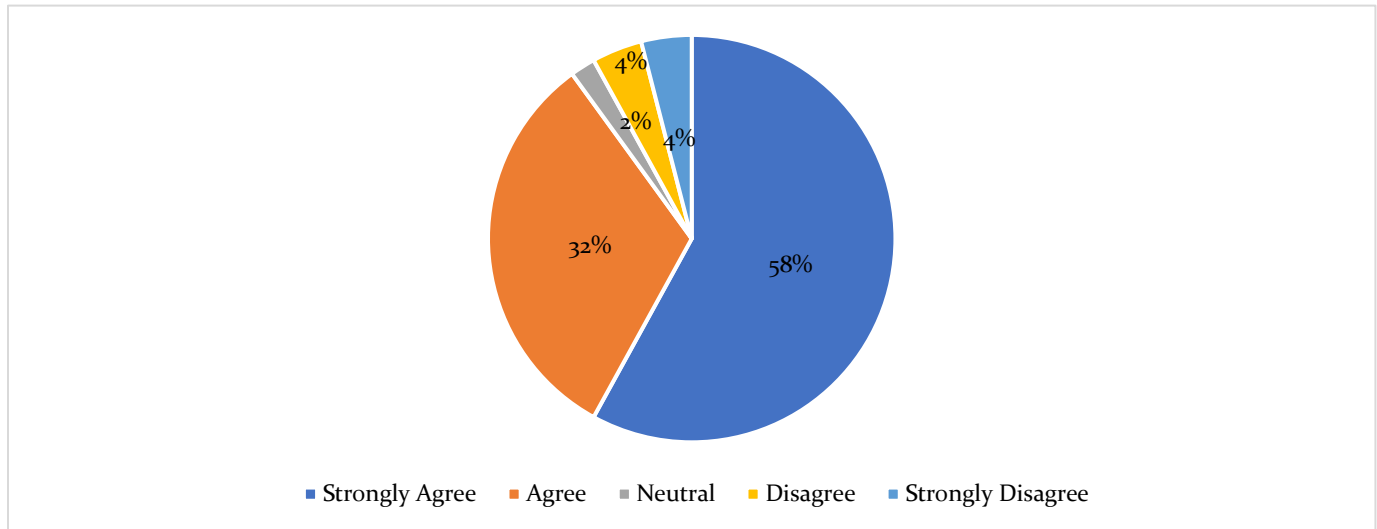


Table 5 shows that (90%) participants were agreed that “Financial stress a psychological challenge impacting students’ academic achievement.”

**Table 6**

*My psychological challenges cause time management difficulties impact my academic success*

	„f“	%
Strongly agree	14	28%
Agree	23	46%
Neutral	9	18%
Disagree	4	8%
Strongly Disagree	0	0%
Total	50	

**Figure 6**

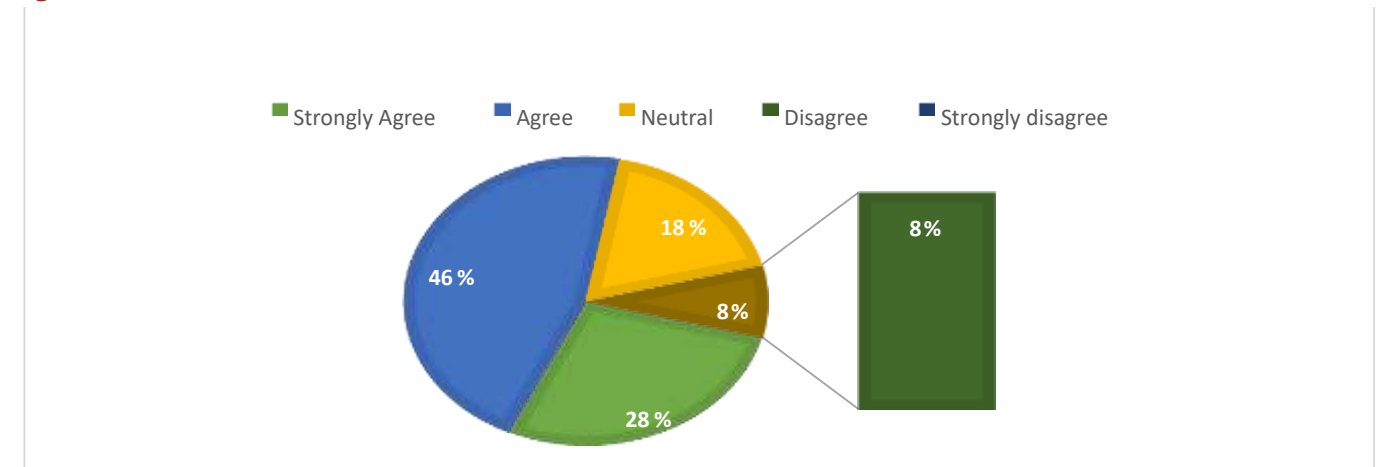


Table 6 shows that (74%) responded agreed that psychological challenges cause time management difficulties impact their academic success.

**Table 7**

*When doing outdoor activities and being involved in campus life help I feel batter and do well in my studies, especially when facing mental challenges*

	„f“	%
Strongly agree	11	22%
Agree	29	58%
Neutral	1	2%
Disagree	7	14%
Strongly Disagree	2	4%
Total	50	

**Figure 7**

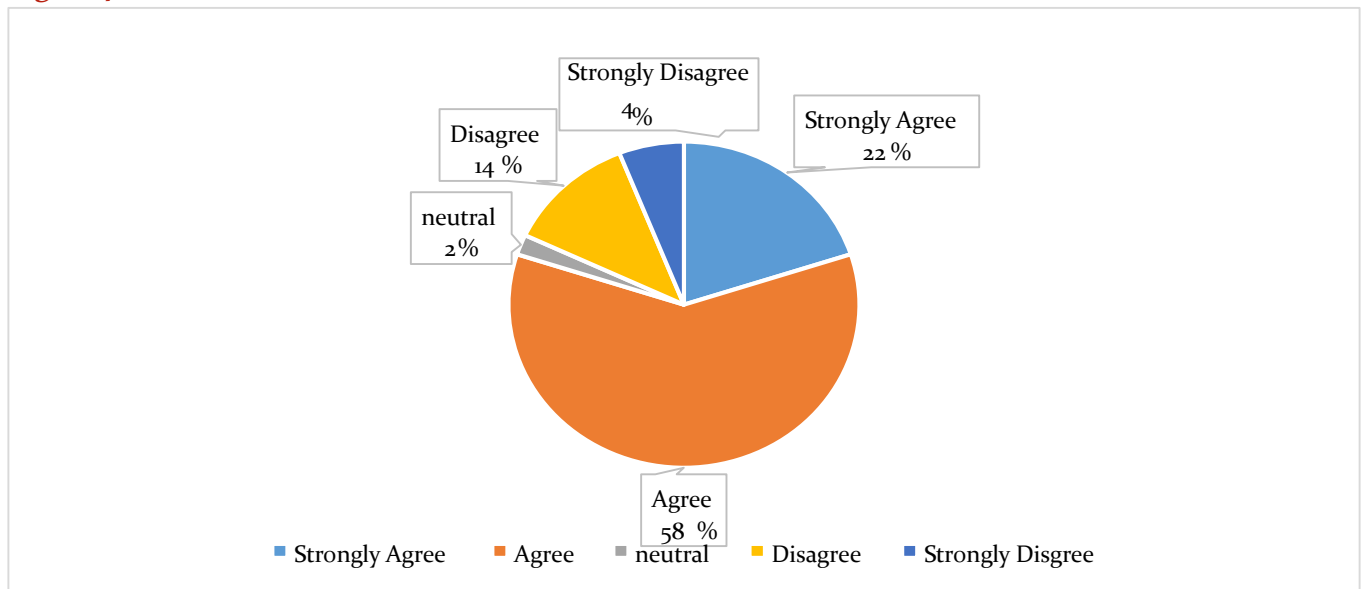


Table 7 shows that (80%) responded were agreed that “when doing outdoor activities and being involved in campus life help students feel batter and do well in their studies, especially when facing mental challenges.

**Table 8**

*Family support and understating positively influences my ability to cope with psychological challenges and succeed academically*

	„f“	%
Strongly agree	13	26%
Agree	24	48%
Neutral	9	18%

Disagree	3	6%
Strongly Disagree	2	4%
<b>Total</b>	<b>50</b>	

**Figure 8**

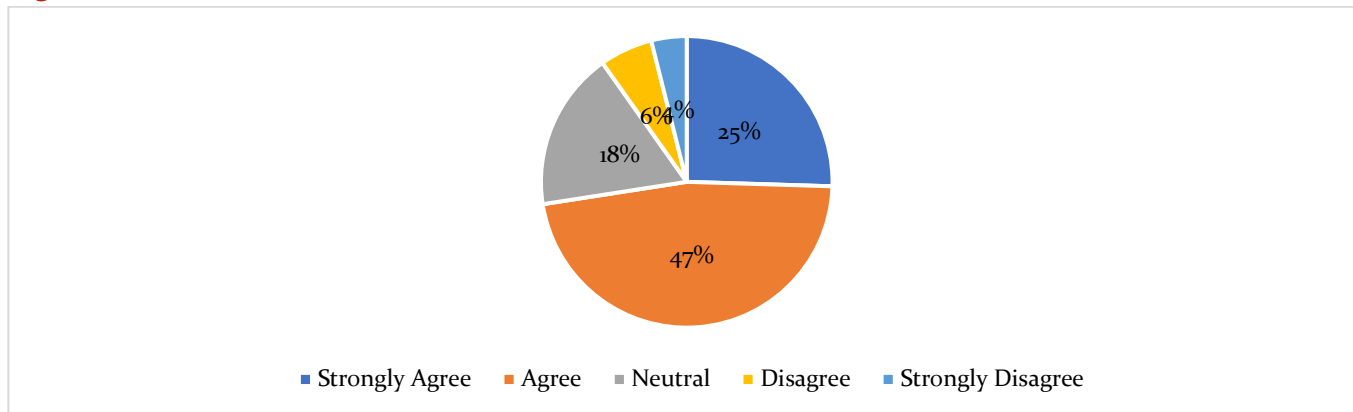


Table 48 shows that (74%) participants were agreed that “family support and understating positively influences their ability to cope with psychological challenges and succeed academically.”

**Table 9**

*Motivation techniques play a role in overcoming psychological challenges and improving your academic achievements?*

	<i>f</i>	%
Strongly agree	13	26%
Agree	27	54%
Neutral	1	2%
Disagree	4	8%
Strongly Disagree	5	10%
<b>Total</b>	<b>50</b>	

**Figure 9**

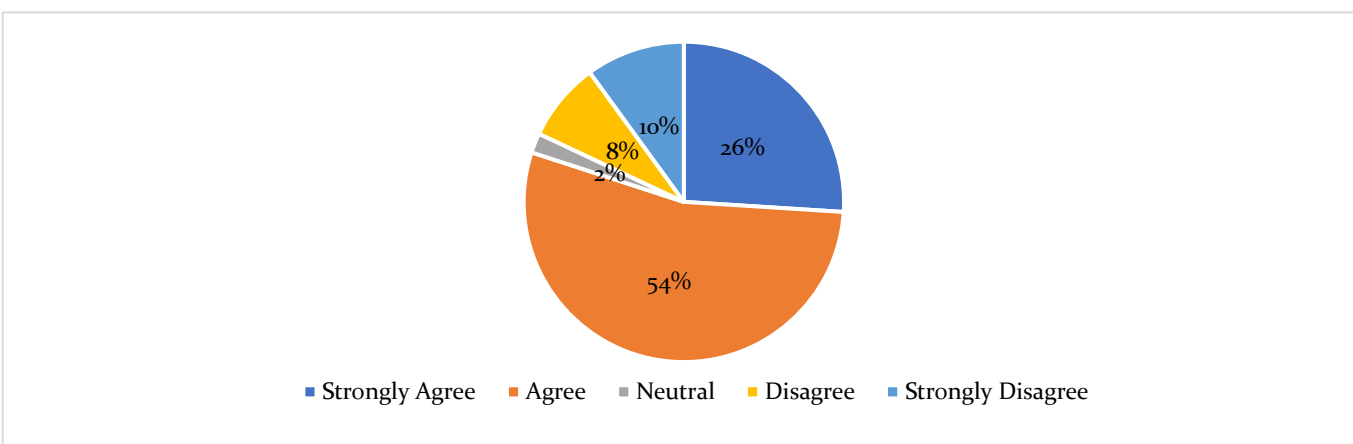


Table 9 shows that (80%) respondent were agreed that “motivation techniques play a role in overcoming psychological challenges and improving their academic achievements”.

**Table 10**

*When facing psychological challenges, seeking professional help, such as counselling services positively affects my academic achievements*

	f'	%
Strongly agree	14	28%
Agree	17	34%
Neutral	3	6%
Disagree	6	12%
Strongly Disagree	10	20%
Total	50	

**Figure 10**

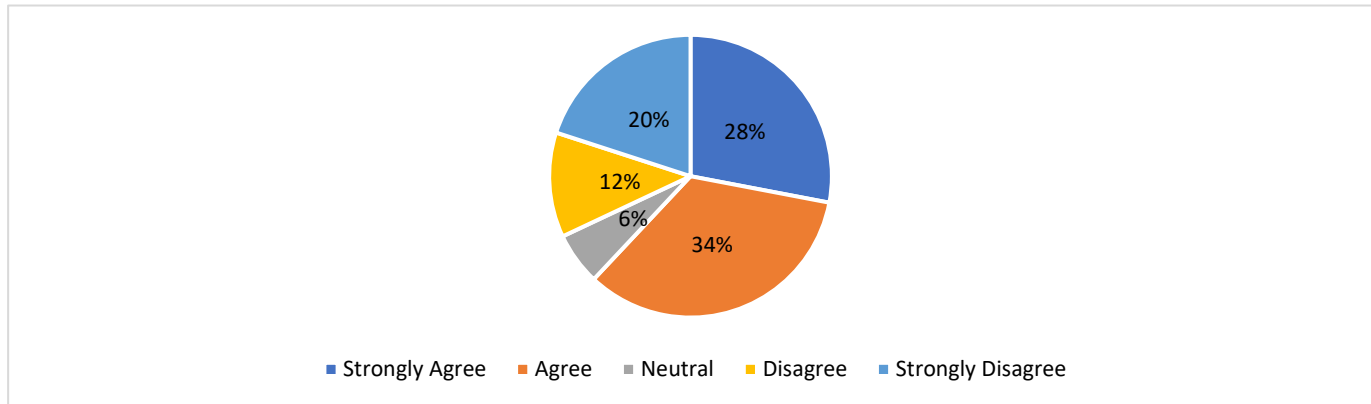


Table 10 shows that is (62%) respondent were agreed that when facing psychological challenges, seeking professional help, such as counselling services positively affects their academic achievements.

**Findings**

1. Table 1 indicated 68% participants agreed that they faced psychological challenges during their academic journey.
2. Table 2 highlighted subjects that is (70%) believed mental stress is a prevalent psychological challenge affecting their academic performance.
3. Table 3 showed participants that is (60%) agreed, anxiety have significant Impact on their academic achievement.
4. Table 4 indicated participants that is (64%) believe depression plays a role in their academic challenges.
5. Table 5 highlighted subjects that is (90%) agreed, financial stress a psychological challenge impacting students' academic achievement
6. Table 6 indicated respondents that is (74%) responded that psychological challenges cause time management difficulties impact their academic success.

7. Table 7 showed participants that is (80%) responded that “when doing outdoor activities and being involved in campus life help students feel better and do well in their studies, especially when facing mental challenges
8. Table 8 indicated subjects that is (74%) responded that family support and understating positively influences their ability to cope with psychological challenges and succeed academically.
9. Table 9 indicated participants that is (80%) responded agreed motivation techniques play a role in overcoming psychological challenges and improving their academic achievements.
10. Table 10 highlighted respondents that is (62%) responded that when facing psychological challenges, seeking professional help, such as counselling services positively affects their academic achievements.

## Conclusion

The comprehensive analysis of Tables 1 to 10 reveals a profound connection between psychological challenges and the academic journey of participants. A substantial percentage of respondents admitted to encountering psychological hurdles, highlighting the prevalent nature of these issues. Further analysis of data underscores that majority of subjects believe mental stress significantly impacts their academic performance. Findings indicates that high percentage of participants agree that anxiety plays a significant role in influencing their academic achievement. This acknowledgment of the psychological, where majority of respondents believed depression contributes to their academic challenges. These results collectively underline the complex interplay between mental health and academic success. Financial stress emerges as a notable factor, with majority of participants agreed it poses a psychological challenge impacting academic achievement. This finding prompts reflection on the broader societal and economic factors influencing students' well-being and educational pursuits.

Time management difficulties, as indicated by number of participants, present an additional layer to the narrative, showcasing how psychological challenges can intricately affect academic success. The multifaceted impact becomes even more apparent in findings where majority of participants acknowledge the positive influence of outdoor activities and campus involvement on their studies, especially in the face of mental challenges. Majority of participants illuminated the importance of seeking professional help, where respondents recognized the positive impact of counseling services on their academic achievements during times of psychological challenges. This underlines the role of institutional support in addressing the mental health needs of students.

## Discussion

The research explores various aspects of psychological challenges and their implications for academic achievement. Students commonly face psychological hurdles throughout their academic journey, such as mental stress, anxiety, and depression, as highlighted by the findings. Addressing these challenges is paramount, given their potential to affect academic performance significantly.

Financial stress emerges as a prevalent psychological challenge, emphasizing the need to alleviate financial burdens to support students' academic success effectively. Moreover, psychological challenges often lead to time management difficulties, underscoring the importance of implementing effective time management strategies.

The positive influence of family support, engagement in outdoor activities, and motivation techniques on coping with psychological challenges and improving academic achievements is evident. Additionally, seeking professional help, including counseling services, is beneficial for students facing psychological challenges, emphasizing the importance of accessible support services for promoting mental health and academic success.

In summary, addressing psychological challenges requires a comprehensive approach involving support from families, institutions, and professionals, alongside effective coping strategies and resources for managing stress and maintaining motivation.

### **Recommendation**

- 1) Teachers and faculty members may consider students' psychological challenges in learning process.
- 2) Teacher may provide individual help to student suffering from anxiety.
- 3) Government may provide scholarships and financial assistant for depressed students.
- 4) Teacher can be flexible in work load for special students.
- 5) Faculty members and teachers may provide regular co-curriculum activities for depressed students.
- 6) Parents may provide special support to their depressed kids.
- 7) Teachers may use motivational techniques to motivate depressed students in academic journey.
- 8) Teachers and faculty members may provide guidance and career counseling for special students.



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