

Mental Stress of Undergraduate Students in Bangladesh

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ABSTRACT

This research attempted to identify factors that contribute to mental stress in undergraduate students in Bangladesh. Undergraduate students are stressed for many reasons which affect their life many ways. And this report broadly explains it. All data is collected through online surveys, and the primary causes of stress are grades, study load, and work-life balance. When students are highly stressed it affects their daily activities. They didn't focus on their studies. Also, they couldn't do well in the exams, affecting their grades too. Some students are doing part-time/full-time jobs. Stress hampers their productivity and work quality. Stress, affect their academic life, social life, career and physical health. They have issues, communicating with others, and don't feel confident in themselves. Always families' expectation of their children is high, and when they fail to fulfil their expectation, they become more stressed and depressed. Family should be more friendly and supportive and not judgmental so they can share their feelings and point of view contentedly. Overall, the outcomes of the paper are the major source of stress, and a brief survey was conducted to learn more about the students' mentality. Students find it difficult to contribute to the economy because of their stress.

Keywords: Mental Stress, Mental Health, Depression, Anxiety

Introduction

Emotional, psychological, and social well-being are all components of our mental health. It is a person's way of thinking, feeling, and acting. It influences how people handle stress, interact with others, and make good decisions. It is crucial to all people of all ages, much as physical health.

When stress becomes overpowering and continues for an extended period, the risks of mental health and physiological disorders increase. Long-term stress raises the likelihood of mental health issues like anxiety and depression, as well as substance abuse, sleep problems, discomfort, and bodily symptoms like muscle strain. In students, stress can contribute to sadness and anxiety. This, in turn, can have a detrimental impact on study and work performance, as well as personal connections with family, friends, coworkers, and classmates.

From 2019 to 2021 everyone had to suffer from the Covid-19 pandemic. Just like others education sector also suffer badly but here the suffering between public and private universities was different.

The below graphs show everything.

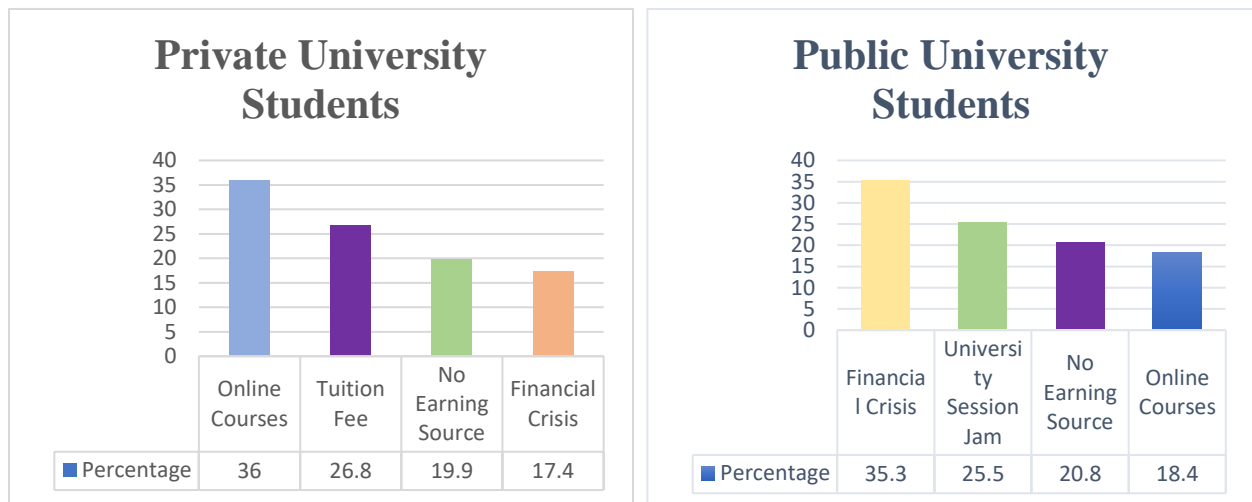


Figure 1: Difference Between Private & Public University Students' Mental Stress

During the pandemic, the education sector suffers a lot. For a middle-class family, it became very hard to continue to pay for their children's studies. Many families face financial problems. Also,

all the educational activities shifted online. Teachers had to learn new techniques from the beginning. After everything shut down private universities shifted online but the public university faced many problems to adapt new things. During all of this students suffer every single steps. It affects their mental health, effects their studies, lesson understanding problem etc.

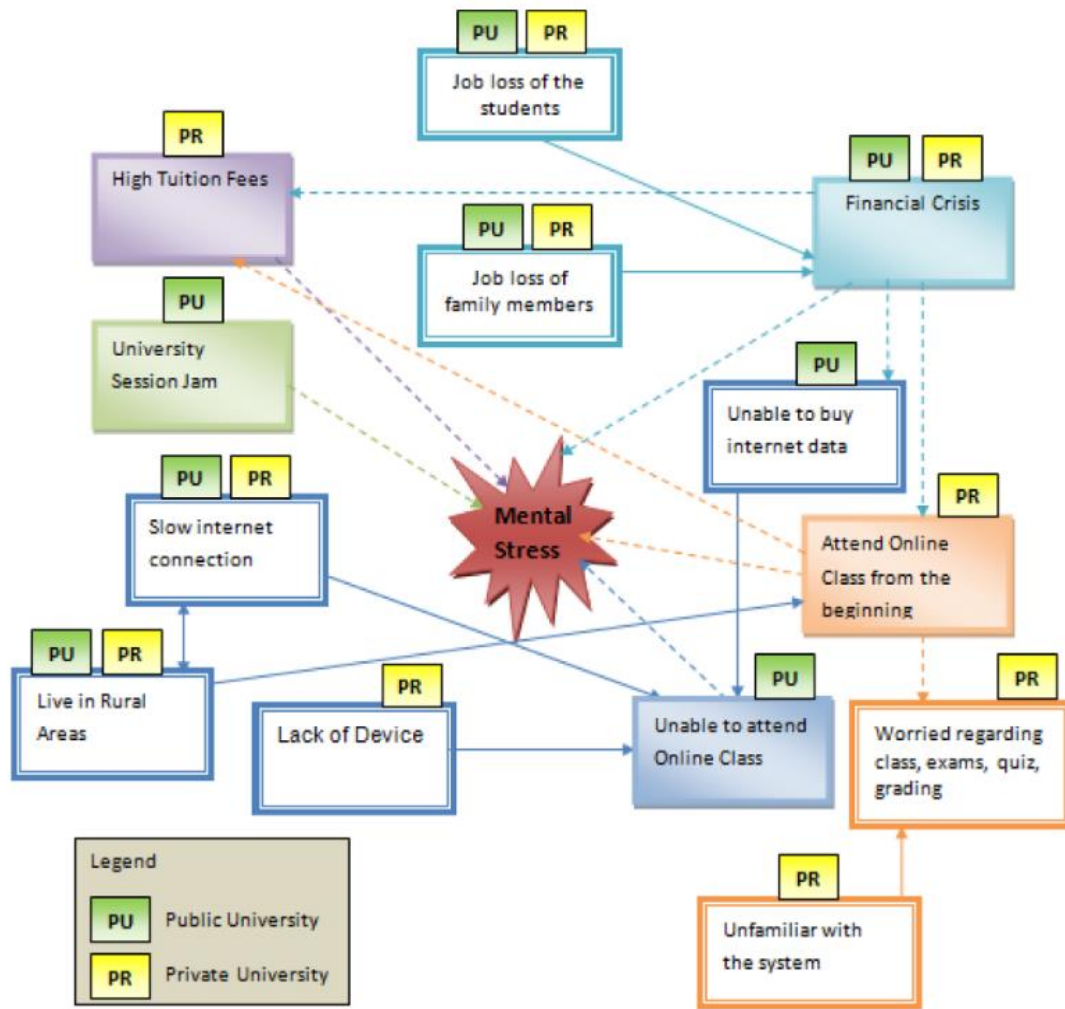


Figure 2: How the triggering factors increase mental stress differently for public and private university students.

Figure 2 clearly demonstrates that the sources of mental stress for both university students are considerably different. Several factors, however, impacted their mental stress in a comparable way.

According to research, when we experience severe stress related to studying, it not only demotivates students to perform the work, but it also lowers their overall academic achievement and can lead to higher dropout rates. Not to mention the negative health consequences, such as depression, lack of sleep, substance misuse, and anxiety.

Because of stress and depression, or mental pressure, students can't focus on their activities. They can't be an asset to the economy. Because of their mental health, our labour economy is hampered. Marginal cost increased because there is no innovation existing. In the organization, the production percentage is reduced. Day by day unemployment increases, and the wage rate decrease. On the economic scale, there are create many issues in the managerial role and the organization. As the result, the profit margin falls from the equilibrium point. Because of the high level of stress, the anger level also increases. High anger issue is the one cause of job loss. When someone's mental condition wasn't in the right place a firm can lose product quality. There are create many HR issues in the organization which hamper product recognition.

The reason for the stress can be anything. Because of stress and depression, some students drop out of university. Most of the time they can't contribute to the economy. Bangladesh is a developing country. Depressed stressed students have a hard time focusing on studies or work. Innovating new things, and making a skill full employee can't be possible. Bangladesh is a labour-based country, and depressed students can't contribute to the country. Students' expectations and reality about university both are most of the time difference so some students can't take cope with the whole thing.

Literature Review

Weisz J. R. et.al (2012) conducted a study on “Testing Standard and Modular Designs for Psychotherapy Treating Depression, Anxiety, and Conduct Problems in Youth.” For this report, they collect data from the clinic by treating 174 adolescents aged 7 to 13. They randomly assigned 84 clinics. Mixed effects regression models demonstrated that modular therapy produced substantially steeper trajectories of improvement than routine care and traditional treatment on a variety of Brief Problem Checklists and Top Problems Assessment criteria. After therapy, children who received modular treatment had far fewer diagnoses than those who received standard care. In contrast, the outcomes of regular manual therapy did not differ much from the outcomes of customary care.

Daniszewski T. D. (2013) conducted a study on “Teachers’ Mental Health Literacy and Capacity towards Student Mental Health.” In his data collection, he used a secondary data in one Ontario school to measure teachers' current levels of knowledge, understanding, and comfort in student mental health care. This research paper shows both perspectives of teachers and students. Teachers also suffer from stress and depression because of the location of the place, experience and division. Just like teachers’ students also suffer from stress and depression from anxiety, family issues, emotional disorder, or because of childhood trauma.

McGinnis R. S. et.al (2018) conducted a study on “Wearable Sensors and Machine Learning Diagnose Anxiety and Depression in Young Children.” Data were gathered from 63 children and their primary caregivers, who were recruited through ongoing observational research (n=14) and flyers distributed in the community and psychiatry clinics (n=35). The children in the study ranged in age from 3 to 7 years old, were 65% Caucasian non-Latinx, and lived in 83% of two-parent

families. These findings suggest that this technique might be used in the future to diagnose children with internalizing problems in a clinical environment.

Huanga J. et.al (2018) conducted a study on “Interventions for common mental health problems among university and college students: A systematic review and meta-analysis of randomized controlled trials.” This report shows that University and college students face several pressures and transitional events, and they are of an age when CMHPs are at their developmental peak. The goal of this review is to conduct a systematic review and meta-analysis of randomized controlled trials (RCTs) examining interventions for CMHPs among university and college students and to estimate their post-intervention effect size (ES), as well as follow-up ES, separately for depression, anxiety disorder, OCD, and PTSD.

Khouja J. N. et.al (2019) conducted a study on “Is screen time associated with anxiety or depression in young people? Results from a UK birth cohort.” For this report, they do a testing-based survey. They do various forms of screen usage both during the week and at weekends. And make a questionnaire to know what is their anxiety and sadness. Also, do an interview session for several variables using ordinal logistic regression, concentrating on activities that may have been displaced by screen time. During the weekdays using the computer, it increases anxiety risk. Also at weekend, similar things happened because of computer use anxiety and depression increase. Adjusting for an alone time reduced anxiety but did not lessen sadness. There was a minimal indication of a connection between texting and TV viewing.

Keles B. et.al (2019) conducted a study on” A systematic review the influence of social media on depression anxiety and psychological distress in adolescents.” The participants for this report are 13 to 18 aged. Because of the overuse of social media teenagers have depression, anxiety or psychological distress triggers.

Solomou L. et.al (2020) conducted a study on “Prevalence and Predictors of Anxiety and Depression Symptoms during the COVID-19 Pandemic and Compliance with Precautionary Measures: Age and Sex Matter.” For this survey, they choose Facebook posts and different groups. Their target participants were 18 years or older. Also, they collect data through email. This survey confirms that the pandemic affects teenage and older people’s mental health. Young people, women, fresh graduates those who had unemployment, and those people who have a past psychological problem with a stronger negative impact on their quality of life were at a higher risk for increased anxiety and depression symptoms.

Özdin S. et.al (2020) conducted a study on “Levels and predictors of anxiety, depression and health anxiety during COVID-19 pandemic in Turkish society: The importance of gender.” They collect data by providing an online questionnaire which was a sociodemographic data. According to this report age, sex, marital status, living alone or living with parents depending on this depression anxiety and health anxiety levels are different. The covid-19 pandemic affects every individual’s mental health because many close people lost their close ones many were sick. It was a very heavy time for everyone.

Alam F. et.al (2021) conducted a study on “Stressors and mental health in Bangladesh: current situation and future hopes.” A review of stressors and mental health problems in Bangladesh finds gaps in knowledge and resources for stress-related mental health. Some progress has been made by changing the paradigm of reacting to mental health concerns only when a crisis occurs with the concept of whole management via a PHC approach. There are plans to expand infrastructure, improve logistics, and increase personnel help and training. Multidisciplinary teams for service design and delivery, as well as collaboration with other government agencies, are essential success

elements. Because of the existing scarcity of resources, assistance from national and international organizations is required.

Shafiq S. et.al (2021) conducted a study “Exploring the triggering factors for mental stress of university students amid COVID-19 in Bangladesh: A perception-based study.” This report shows the difference between private universities and public universities after the pandemic. During the pandemic, all the educational institutions were shut down like every other sector. But private universities converted everything online. Thorough zoom calls and google meet faculties conduct their classes and exams. But all the public universities couldn’t adapt to the online concept. So, all the public university students had to suffer. Public universities have a session jam problem with this they have to face this new problem teachers were not familiar with online activities so they took so much time to learn new things. In between all these students had to suffer mentally and physically. They couldn’t finish their undergraduate on time, and middle-class family they had to suffer from high tuition fees. And other financial issues.

Methodology

It’s a qualitative research report that includes gathering and interpreting non-numerical data and numerical data. To know the opinions and experiences and expectations of the students. By providing an online-based survey questionnaire to collect some data regarding undergraduate students. To know how stress, depression, and anxiety affect students’ life.

Findings & Analysis

The data shows that more male students are stressed than female students. Studying and gaining/keeping high grades make them more stressed. Also, some students do full-time and part-

time jobs so sometimes it is difficult for them to manage both things equally. Sometimes it becomes hard to balance. Other than this there are many reasons for stress. To reduce stress 3 main factors, help family, university and themselves. Students want the family to understand their feelings and their point of view. Nowadays parents' expectations are very high, affecting the students when they don't match the level. Family should be more friendly, and supportive toward students' choices. For that, they need to talk to them with open minds. University is the second fact where the student spends most of their time. They want therapists, physiologies, and career counsellors who can help them with their mental problems/pressure. When their confused about which career path should choose career counsellor helps them. Also, they want more skilled full, friendly teachers. So that they can understand students' needs and mindset and if needed help them to overcome their problems. Now, how they help themselves. Which is divided into two parts pros and cons. Pors is praying, gardening, watching movies, and talking to someone whom they are close with. And cons are drinking eating, sleeping, not sharing their feelings with anyone, etc.

Basic Findings about the Participants

| Program of Study | Total % |
|--|----------------|
| BBA | 59.4% |
| Economics | 11.9% |
| Computer Science Engineering | 20.8% |
| Electrical and Electronics Engineering | 3% |
| Others | 5% |

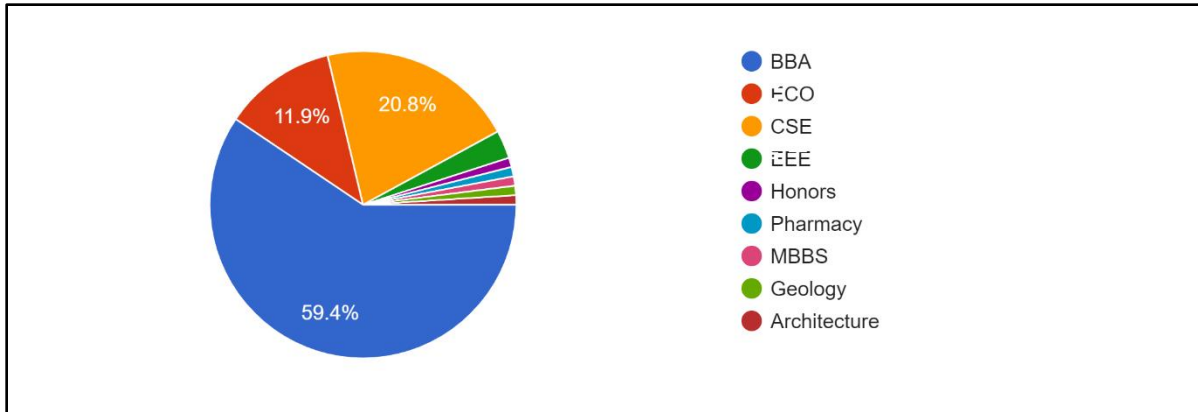


Figure 3: Name of the Program of Study

| Semester/Trimester | Total % |
|--------------------|---------|
| First | 5% |
| Second | 2% |
| Third | 9.9% |
| Fourth | 7.9% |
| Fifth | 5% |
| Sixth | 7.9% |
| Others | 62.7% |

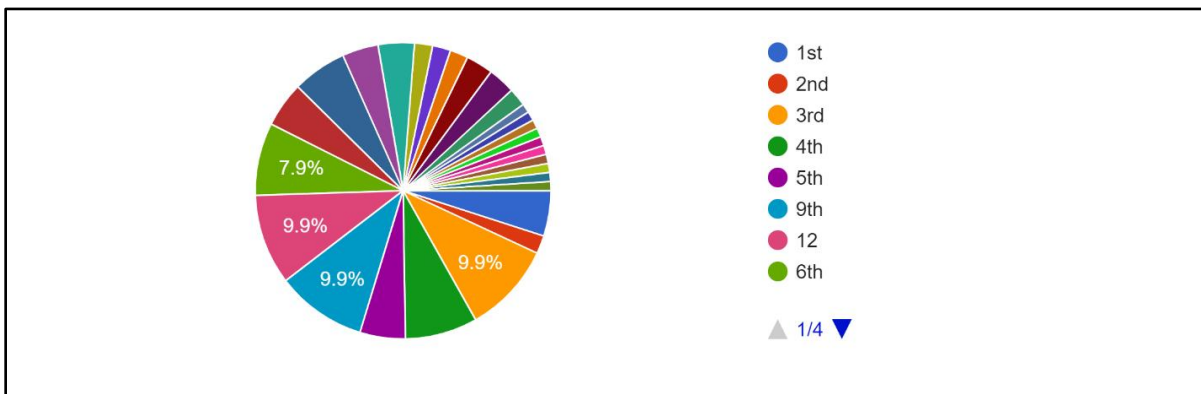


Figure 4: Semester/Trimester

| Gender | |
|--------|--------|
| Male | Female |
| 59.4% | 40.6% |

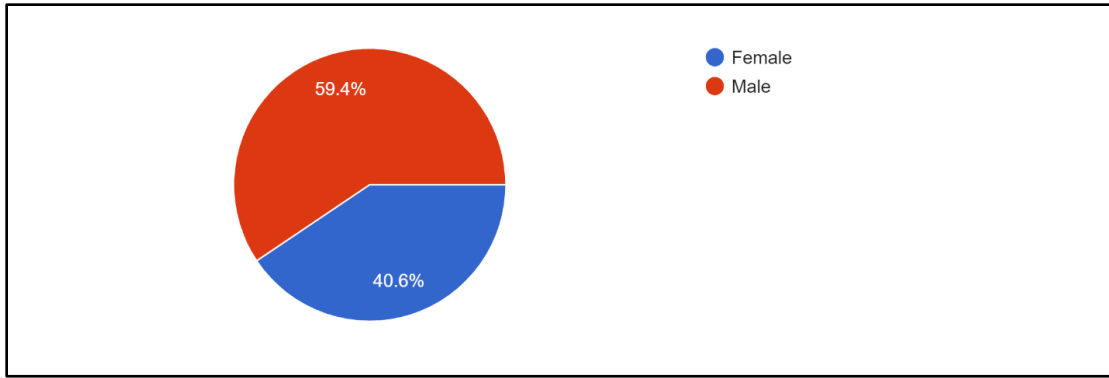


Figure 5: Gender

| Age | | | |
|-------|-------|-------|-------|
| 18-20 | 21-23 | 24-26 | 27-30 |
| 5% | 57.4% | 36.6% | 1% |

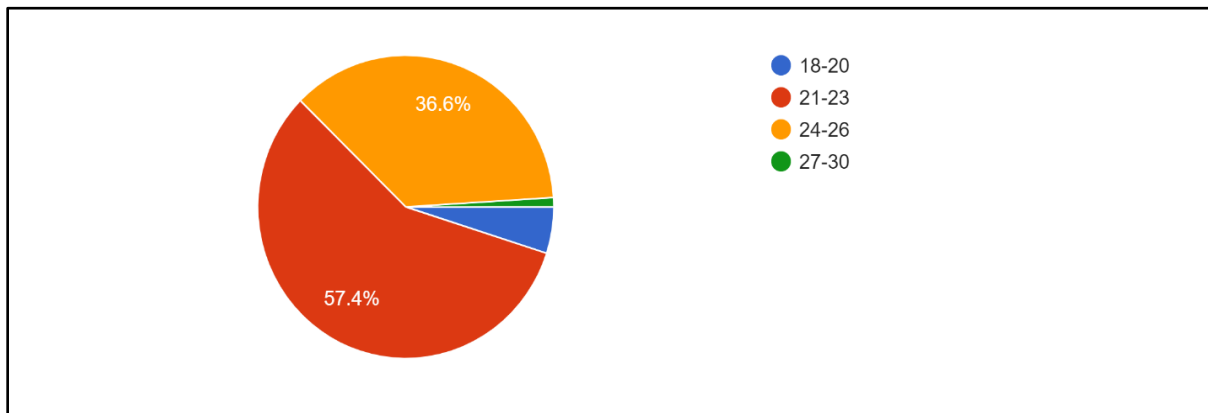


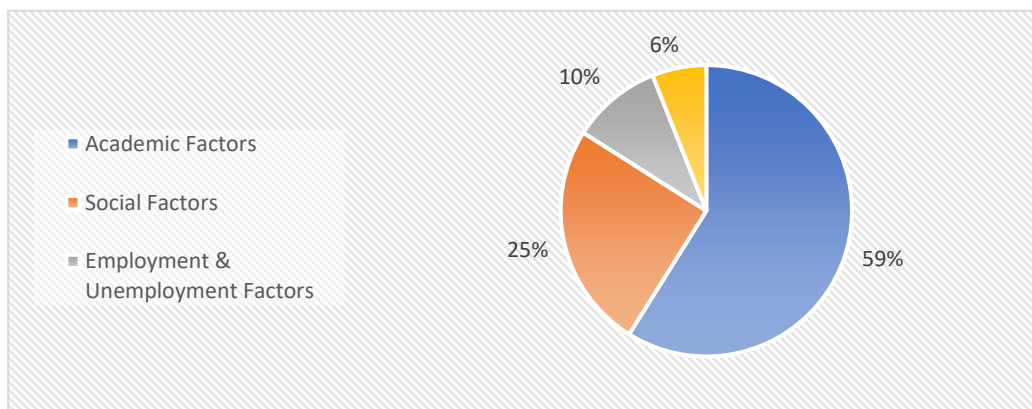
Figure 6: Age

Above all the figures and table shows the basic information about the participants. It shows that most male students are more stressed than females. And the age range is 21-23 and 24-26. This age group of students are having complex feelings. They think about education, want immediate success, and job failure.

The Root Causes of Mental Stress

| Main Causes of Stress | | | |
|-----------------------------------|-------------------|-------------|---------------|
| Academic Factors | Percentage | Male | Female |
| | 58.9% | 60 | 24 |
| Social Factors | Percentage | Male | Female |
| | 25.1% | 60 | 40 |
| Employment & Unemployment Factors | Percentage | Male | Female |
| | 9.98% | 60 | 24 |
| Physical Factors | Percentage | Male | Female |
| | 6.02% | 21 | 8 |

Table 1: Main Causes of Stress



This table and chart show the main 4 factors of stress. They are an academic factor, social factor, employment & unemployment factor, and physical factor.

Academic factors such as study, grades, tuition fees, financial troubles in the family, and so on add to stress and anxiety.

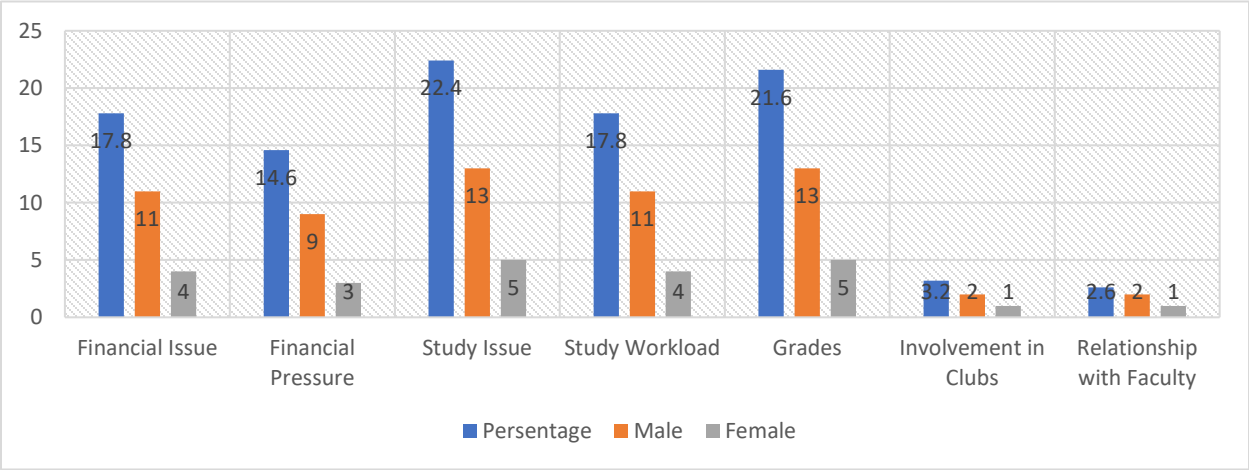
Social issues, such as students' inability to communicate with people within or outside of the institution. They can have issues with their family and friends as well.

Employment and Unemployment Factors They were unable to manage their time between jobs and school.

Physical concerns include certain pupils' health challenges and transportation issues.

| Name | Percentage | Male | Female |
|---------------------------|------------|------|--------|
| Financial Issue | 17.8% | 11 | 4 |
| Financial Pressure | 14.6% | 9 | 3 |
| Study Issue | 22.4% | 13 | 5 |
| Study Workload | 17.8% | 11 | 4 |
| Grades | 21.6% | 13 | 5 |
| Involvement in Clubs | 3.2% | 2 | 1 |
| Relationship with Faculty | 2.6% | 2 | 1 |

Table 2: Breakdown of Academic factors

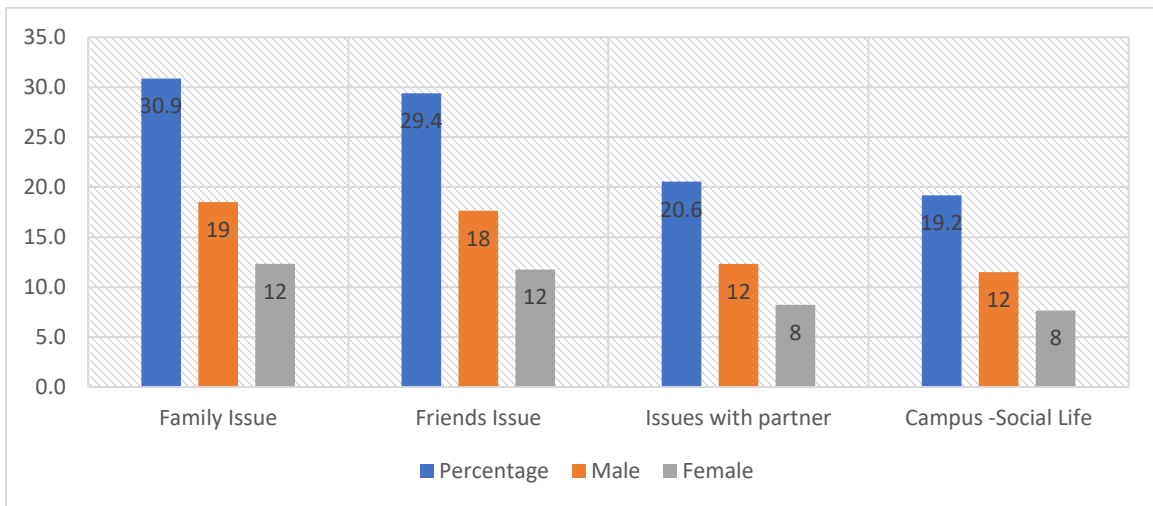


We can see from this figure that the major cause of stress is a study issues, study workload, and grades. The study load is always heavy regardless of whether the university is public or private. It is up to the student to manage the situation. By conducting this survey, we discovered that one of the primary causes of stress in maintaining a good grade is study load. Scholarships can also be obtained with good grades. This is to assist them with their education payments. The financial issue is one that the student's family is dealing with. The family is having difficulty paying basic expenses and other necessities. Financial pressure is a concern that students face when it comes to paying school fees. Tuition expenses at private universities are often hefty. That is why most parents want their children to attend a public institution or receive scholarships. Aside from these

issues, participation in clubs and interactions with faculty members bring stress. Some students participate in extracurricular activities through their university clubs, and occasionally they are unable to balance study and club activity, resulting in stress that impacts their marks. When some students have solid relationships with faculty members, they desire to do well in their classes and focus more on that one course than others. As a result, other courses are impacted.

| Name | Percentage | Male | Female |
|---------------------|------------|------|--------|
| Family Issue | 30.9% | 19 | 12 |
| Friends Issue | 29.4% | 18 | 12 |
| Issues with Partner | 20.6% | 12 | 8 |
| Campus-Social Life | 19.2% | 12 | 8 |

Table 3: Breakdown of Social Factors

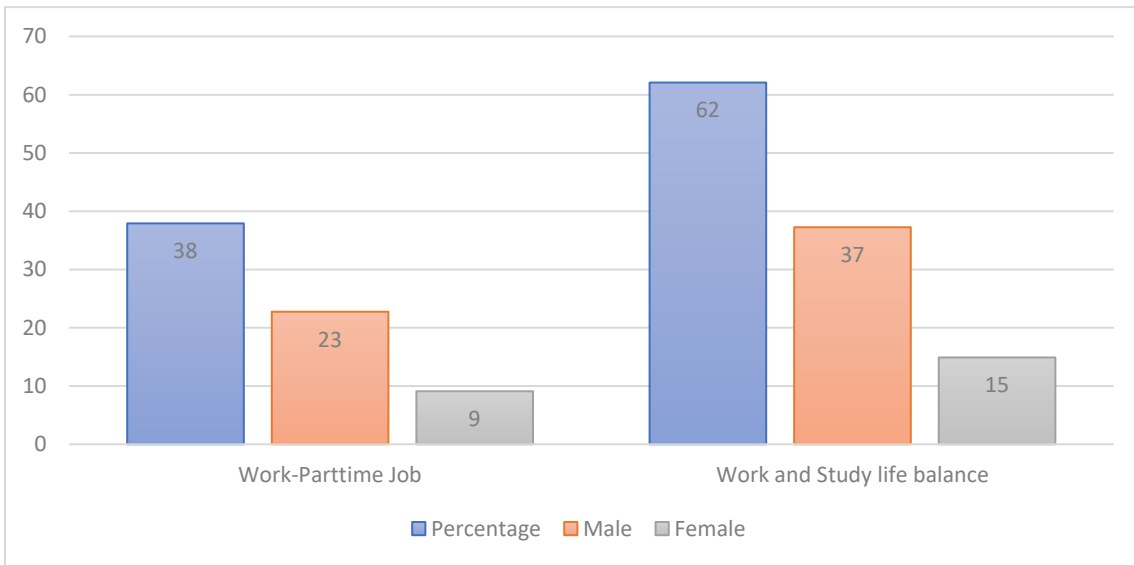


This chart shows that under the social issue, students face problems with their family, friends, partner and campus-social life. They have more problems with their family. Family issues occur when a disagreement between family members becomes extremely strong or regular, to the point that it interferes with their daily lives. Some degree of conflict among families is typical and, to some extent, beneficial, although each person's family dynamic may be different. Friendship issues

can arise for a variety of reasons. Suspicions, including questioning a friend's honesty, integrity, and sincerity, produce a broad sense of mistrust. Issues with a partner can arise for many reasons infidelity, communication difficulties, etc. one of the reasons for stress. Because of social anxiety, introverted personality, and communication problem, some student face campus social life problems.

| Name | Percentage | Male | Female |
|-----------------------------|------------|------|--------|
| Work-Parttime Job | 38% | 23 | 9 |
| Work and Study life balance | 62% | 37 | 15 |

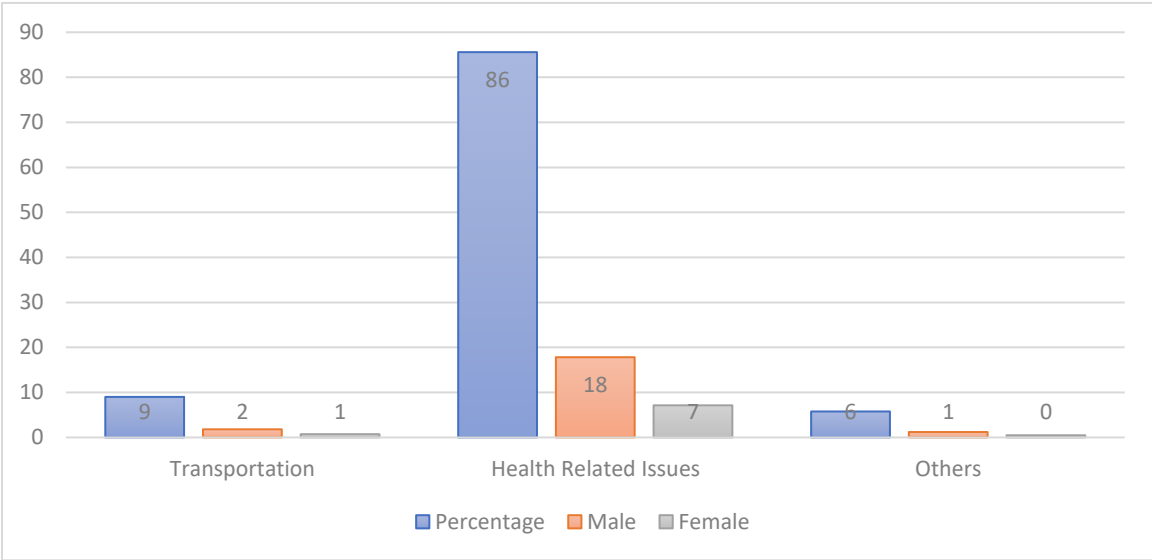
Table 4: Breakdown of Employment & Unemployment Factors



Some students work while they are in studying. Some are working part-time, while others are working full-time. However, it might be tough to keep both going at the same time. When a student works full-time/part-time while also studying, the strain is difficult to manage, and as a result, they suffer stress.

| Name | Percentage | Male | Female |
|-----------------------|------------|------|--------|
| Transportation | 9% | 2 | 1 |
| Health Related Issues | 86% | 18 | 7 |
| Others | 6% | 1 | 0 |

Table 5: Breakdown of Physical Factors

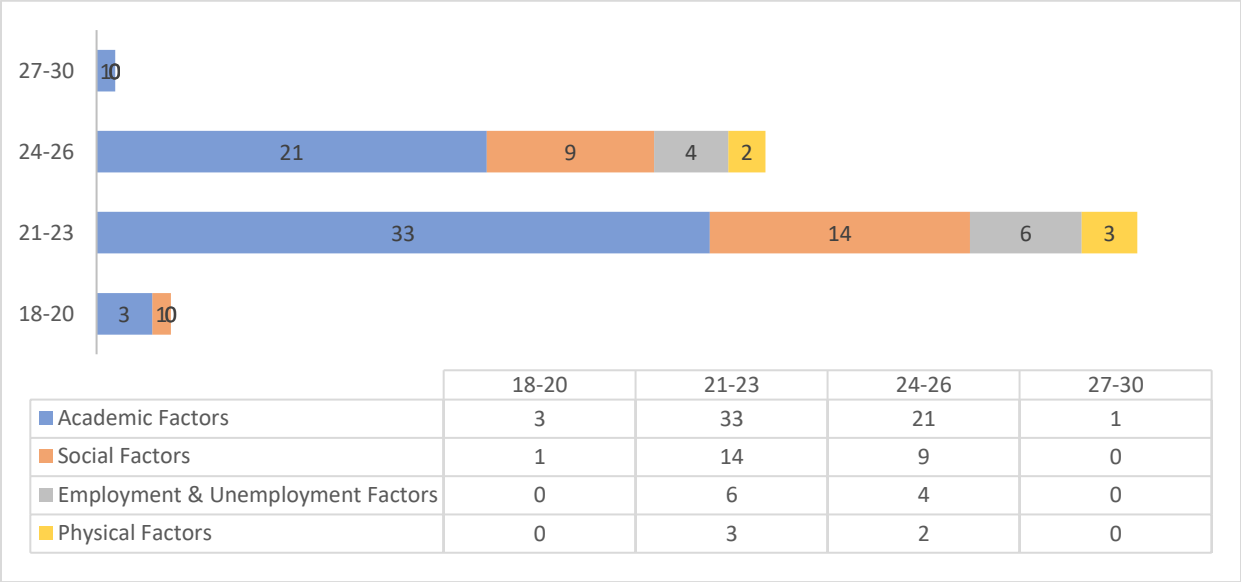


This chart shows that most students have health-related issues then transport and last other issues. Health-related issues can be anything medical condition that a student suffers from the beginning. Nowadays transportation problem is a major problem because of heavy traffic jams, vehicle problems, and road construction problems. Also, there are some other problems of physical stress.

| Effect of Stress on Different Age | | |
|-----------------------------------|-------|------------|
| Academic Factors | Age | Percentage |
| | 18-20 | 3% |
| | 21-23 | 33% |
| | 24-26 | 21% |
| | 27-30 | 1% |
| | Age | Percentage |

| | | |
|-----------------------------------|-------|-------------------|
| Social Factors | 18-20 | 1% |
| | 21-23 | 14% |
| | 24-26 | 9% |
| | 27-30 | 0% |
| Employment & Unemployment Factors | Age | Percentage |
| | 18-20 | 0% |
| | 21-23 | 6% |
| | 24-26 | 4% |
| | 27-30 | 0% |
| Physical Factors | Age | Percentage |
| | 18-20 | 0% |
| | 21-23 | 3% |
| | 24-26 | 2% |
| | 27-30 | 0% |

Table 6: Effect of Stress on Different Age

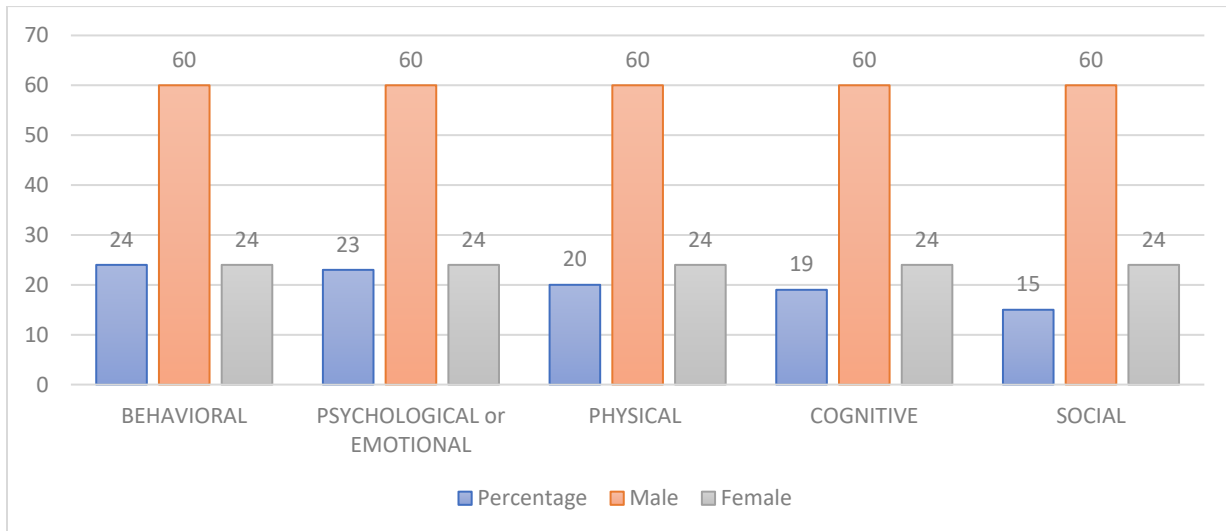


According to this age chart, persons between the ages of 18 and 20 have higher academic and social stress. The 21-23 age group has 33% academic stress, 14% social stress, 6% employment & unemployment stress, and 3% physical stress. Academic stress accounts for 21% of the 24-26 age

group, social stress accounts for 9%, employment and unemployment stress accounts for 4%, and physical stress accounts for 2%. There is just 1% academic stress in the 27-30 age range.

| The Major Issues a Person faces Because of Stress | | | |
|--|-------------------|-------------|---------------|
| BEHAVIORAL | Percentage | Male | Female |
| | 24% | 60 | 24 |
| PSYCHOLOGICAL or EMOTIONAL | Percentage | Male | Female |
| | 23% | 60 | 24 |
| PHYSICAL | Percentage | Male | Female |
| | 20% | 60 | 24 |
| COGNITIVE | Percentage | Male | Female |
| | 19% | 60 | 24 |
| SOCIAL | Percentage | Male | Female |
| | 15% | 60 | 24 |

Table 7: The Major Issues a Person Faces Because of Stress



Because of stress and depression students have some major problems in their life. Here we divided them into 5 effects.

Behavioral: When people are stressed, their behavior changes, which impacts their personality. They appear to eat a lot and are unable to interact with others. In their daily lives, they become less active. Irritability, rage outbursts, and frequent disagreements with people.

Psychological or emotional: Stress causes mood and personality changes. They don't want to accomplish anything and become lethargic, as well as engage in impulsive conduct. Easily annoyed, with a significant rise in temper.

Physical: Stress can lead to health problems. It varies from person to person; some individuals gain weight, experience sleep problems, lose hair, and so on.

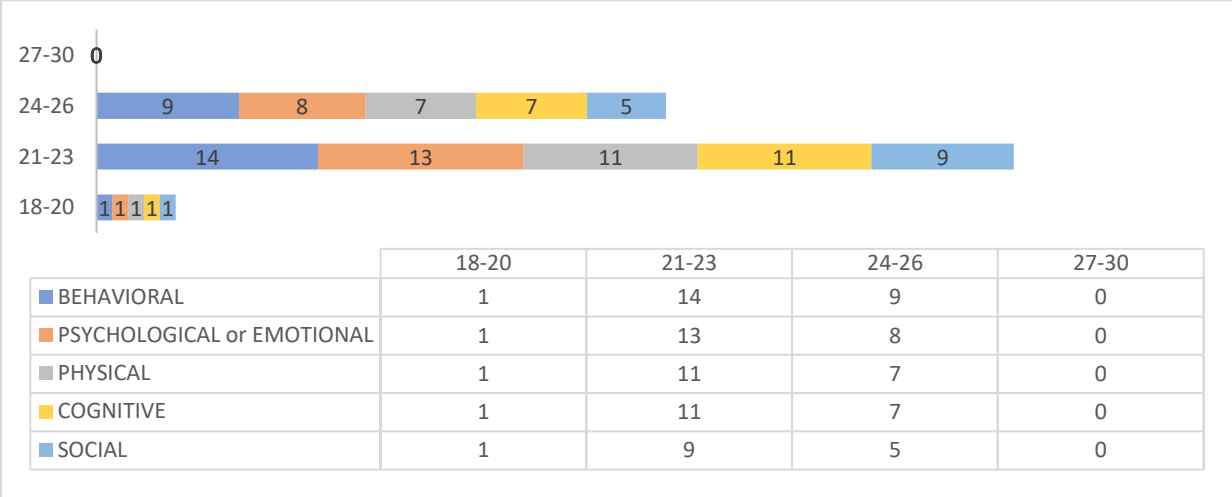
Cognitive: The cognitive cost of brain shrinkage produced by extended stress exposure is considerable. Indeed, stress has been proven to reduce working memory, attention, response inhibition, and other cognitive abilities.

Social: Stress regularly affects our social lives. When people are under severe or continuous stress, they tend to withdraw from social relationships and become irritable and hostile.

| Issues a Person faces Because of Stress in Different Age Groups | | |
|--|------------|-------------------|
| BEHAVIORAL | Age | Percentage |
| | 18-20 | 1% |
| | 21-23 | 14% |
| | 24-26 | 9% |
| | 27-30 | 0% |
| PSYCHOLOGICAL or EMOTIONAL | Age | Percentage |
| | 18-20 | 1% |
| | 21-23 | 13% |
| | 24-26 | 8% |
| | 27-30 | 0% |

| PHYSICAL | Age | Percentage |
|-----------|-------|------------|
| | 18-20 | 1% |
| | 21-23 | 11% |
| | 24-26 | 7% |
| | 27-30 | 0% |
| COGNITIVE | Age | Percentage |
| | 18-20 | 1% |
| | 21-23 | 11% |
| | 24-26 | 7% |
| | 27-30 | 0% |
| SOCIAL | Age | Percentage |
| | 18-20 | 1% |
| | 21-23 | 9% |
| | 24-26 | 5% |
| | 27-30 | 0% |

Table 8: Issues a Person Faces Because of Stress in Different Age Groups

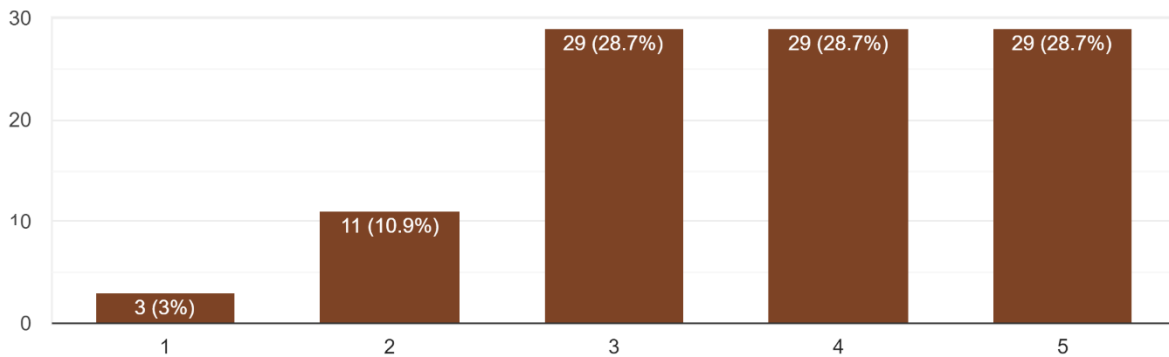


1% of persons between the ages of 18 and 20 have an influence on their behavioral, psychological or emotional, physical, cognitive, and social functioning. The age range 21-23 has 14% greater behavioral issues. Then there are the psychological or emotional, physical, cognitive, and social

aspects. Under the age of 24, behavioral concerns account for 9%, psychological or emotional issues account for 8%, physical and cognitive issues account for 7%, and social issues account for 5%. Finally, stress has little effect on persons between the ages of 27 and 30.

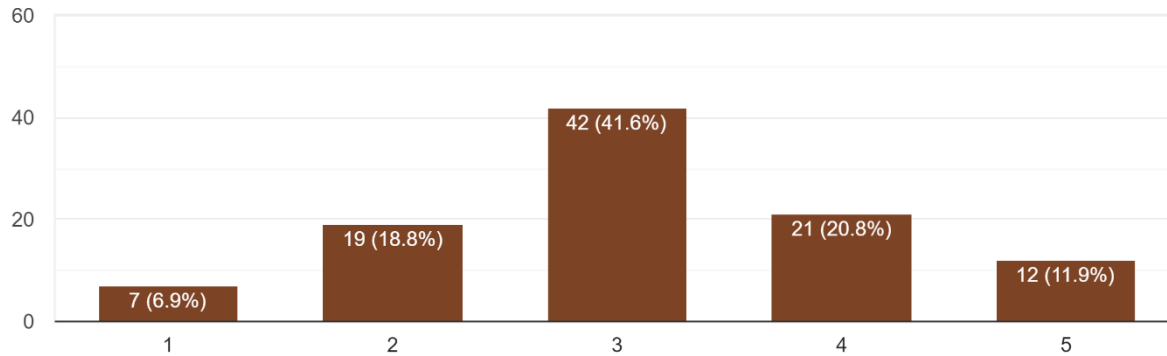
Stress's Side-Effect

Stress Rate on a Daily Basis



This chart shows on a daily basis how students feel stressed. 1 is for not stressed at all and 5 is for most stressed. 29 of the students are choose 3 which means they are neutral, 4 is bearable stress and 5 most stressed out. The above discussion shows under the age of 21 to 26 group of adults are mostly stressed because of their studies and grades, then jobs and above all of these families' expectations. Nowadays job markets are very tough. Along with grads extracurricular activities are also very important. But for some students, it is hard to balance all of this together. Family and parents always want that their children get a good marker and do a good job in the best company all of this affects a student's mental health. apart from these, every person has a personal life personal goals and relationships with significance. All of this effect a person's mental and physical health. And they suffer from depression, stress and anxiety.

Stress Handle and the Consequences



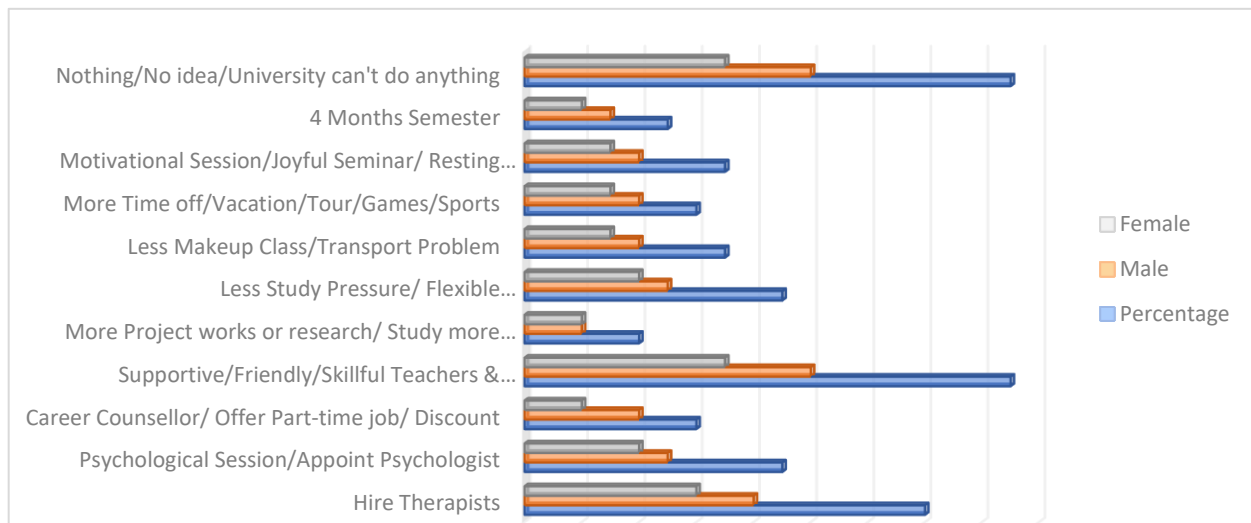
This chart shows how one student deals with stress. Number one indicates that they are unable to cope with their stress. 3 is neutral, and 5 means they can deal with their stress. The majority of students here select neutral. 21 and 12 students out of a total of 33 choose that they can handle their stress. However, 7 and 19 out of a total of 26 students are having difficulty deciding how to deal with their stress.

The student was stressed and depressed at the time, and he or she couldn't sleep or focus on anything. They experience panic attacks and are unable to accomplish anything. In addition, the sense of irritability and rage continues. Anger at everything, as well as a headache from the mood. Completely blackout in between performing any job, studying, or taking examinations. Some pupils begin to sweat, become unhappy, and experience suffocation. Stress also causes people to lose confidence in themselves.

Reduce Stress

| University could do | Percentage | Male | Female |
|---|------------|------|--------|
| Hire Therapists | 14% | 8 | 6 |
| Psychological Session/Appoint Psychologist | 9% | 5 | 4 |
| Career Counsellor/ Offer Part-time job/ Discount | 6% | 4 | 2 |
| Supportive/Friendly/Skillful Teachers & Management | 17% | 10 | 7 |
| More Project works or research/ Study more practically/Make study interesting | 4% | 2 | 2 |
| Less Study Pressure/ Flexible Routine/Marking/Exam Time | 9% | 5 | 4 |
| Less Makeup Class/Transport Problem | 7% | 4 | 3 |
| More Time off/Vacation/Tour/Games/Sports | 6% | 4 | 2 |
| Motivational Session/Joyful Seminar/ Resting place/mindfulness | 7% | 4 | 3 |
| 4 Months Semester | 5% | 3 | 2 |
| Nothing/No idea/University can't do anything | 17% | 10 | 7 |

Table 9: University Could do for Reducing the Stress

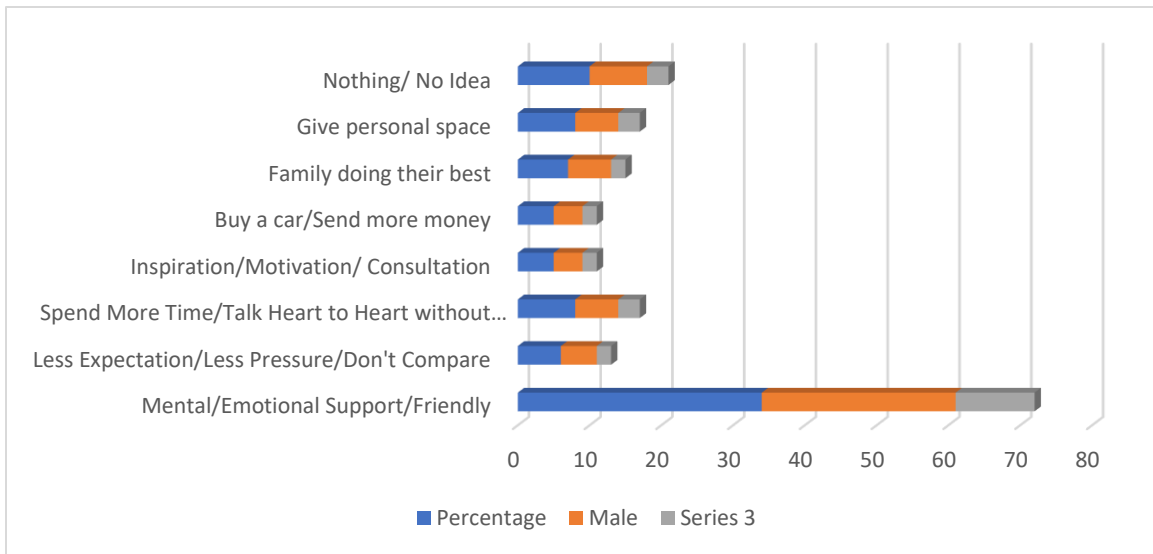


The university is where students spend the majority of their time. Students urge their universities to take action to alleviate their mental stress. They want the institution to recruit specialists to help

them comprehend their mental state. Also, they want nice, cooperative faculty that understands the strain and can offer advice when needed. Some students do not know what their potential is or which job route they should pursue, therefore they require counselling from university lecturers and a career counselling department to assist them. Some private institutions offer a three-month trimester, which some students believe is insufficient time to adequately master any course, hence they prefer a four-month semester. The public university does not have this difficulty because the semester length at the public institution is 6 months.

| The family could do (83) | Percentage | Male | Female |
|--|-------------------|-------------|---------------|
| Mental/Emotional Support/Friendly | 34% | 27 | 11 |
| Less Expectation/Less Pressure/Don't Compare | 6% | 5 | 2 |
| Spend More Time/Talk Heart to Heart without Judgement/Outing | 8% | 6 | 3 |
| Inspiration/Motivation/ Consultation | 5% | 4 | 2 |
| Buy a car/Send more money | 5% | 4 | 2 |
| Family doing their best | 7% | 6 | 2 |
| Give personal space | 8% | 6 | 3 |
| Nothing/ No Idea | 10% | 8 | 3 |

Table 10: The Family could do for Reducing the Stress

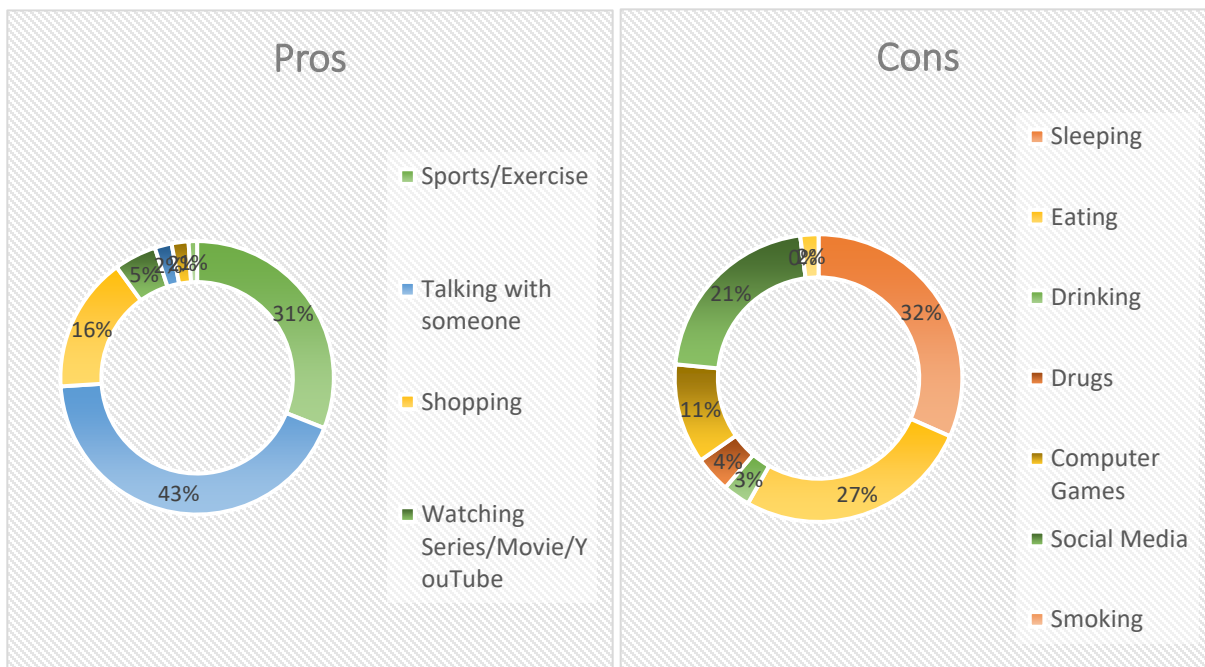


The graph above demonstrates that kids demand greater help from their family members. It can be any type of assistance, such as mental or emotional support. They will also be friendly so that they may discuss their feelings with them openly and without reluctance. When someone becomes overly worried or sad, their family must be their strongest support in order for them to overcome their negative sentiments. Some kids ask their families to provide them with greater financial assistance. In Asian cultures, parents have great expectations and dreams for their children and are disappointed when those expectations are not met. The failure has had a devastating effect. Some families are extremely protective of their children. Conversations with family members are incredibly significant and therapeutic for them.

| Self-Help | | | |
|----------------------|-------------------|-------------|-------------------|
| Pros | Percentage | Cons | Percentage |
| Ports/Exercise | 31% | Sleeping | 31% |
| Talking with someone | 43% | Eating | 26% |
| Shopping | 16% | Drinking | 3% |

| | | | |
|-------------------------------|----|----------------|-----|
| Watching Series/Movie/YouTube | 5% | Drugs | 4% |
| Listening Music | 2% | Computer Games | 11% |
| Praying to my Allah | 2% | Social Media | 21% |
| Pets/Gardening | 1% | Smoking | 0% |
| | | Being Along | 2% |

Table 11: Self-Help to Reduce the Stress



When someone is anxious or depressed, self-help is essential. This graph depicts what students do when they are pressured full-time. We put this into two sections: positives and negatives.

Students want someone to talk to them and listen to their concerns. They play sports or exercise to relieve tension. Shopping may be soothing for some people. Some people find that praying, gardening, listening to music, or watching movies may help them cope with stress.

Cons are items that assist people to decrease stress but are harmful to their health. Sleeping, eating, and drinking are the three most common activities. We all know that doing something over is bad. These things will have a negative impact on their health in the future, but they will be powerless to stop it. Some of them smoke, use drugs, and spend too much time on social media and playing video games.

Policy Relevance & Recommendation

Bangladesh's government plays a significant role in maintaining better policies and making the education industry more student-friendly and modern. Better methods are being used to raise educational standards. Every educational institution must enhance its teaching methods. Along with academic learning, practical activity is also included in the real world. So that they may understand how they apply theory in real-world situations.

It is impossible to imagine educational institutions without instructors. As a result, every institute requires skilled professors. The government should organize a skilled training session that covers the subject of new educational technological approaches and updated teaching gadgets. So that teachers may simply use them and promote new technologies to all students. When the Covid-19 pandemic occurs, all teachers have several technical challenges in adapting to new situations.

Nowadays, most students are concerned and depressed about their jobs. Because there are roughly one million recent university grads. However, they do not obtain the position that they expected. As a result, people lose hope and become despondent. Every company today looks for candidates with strong grades and experience in extracurricular activities. With interpersonal skills,

communication abilities, teamwork abilities, and so forth. That is why colleges might develop new courses to assist people to learn new things. Everything is currently technologically driven; therefore, they may provide fundamental IT-based training for all departments. In addition, the government should establish additional job sectors in order to reduce unemployment. The unemployment rate cannot be 0 in reality. It can, nevertheless, be reduced.

Mental health disorders, such as stress and depression, are big challenges these days. This condition is exacerbated by Covid-19. Many people are losing loved ones and facing financial difficulties at this time. Students are the economy's backbone. As a result, it is critical to address the student's emotional stress. As a result, the government and all universities can organize a psychological session and a department devoted to it. So that students might seek advice from them. There is also a career counselling section with several work options. This can make it easier for them to find work. These youngsters are now the economy's future. They will pay their taxes on time, benefiting the government in the long run. When a student's mental health is good, his or her productivity and work quality improve. People will be more innovative and capable of solving a wide range of essential challenges.

Conclusion

Mental stress or depression can destroy any student's life. Because of the high-stress level, students can't focus on their studies, and feel anxious, not just mentally but also physically they suffer. The reason for mental stress can be anything, it can be academic, social, physical, or employment problems. Also, family issues, financial issues and the student's relationship with their significant/partner affect them badly. That's why they couldn't focus on their work or study. They have panic attacks, blackouts, headaches etc. health problem is shown. It also affects their

productivity, and quality of work, they have problems with time management. To fix all these problems they need cooperative and friendly family members. In the university, they need friendly and skillful teachers, therapists or phycologist who can help them when needed.

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