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Analysis Of Academic Pressure And Its Impact On Daily Routine Management Among Allied Health Sciences Students Of Superior University

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ABSTRACT

Research investigates how academic pressure affects the performance of Allied Health Sciences students in relation to their daily life management at Superior University. As their courses and clinical rotations and all other requirements add to their professional training, students lived under a lot of stress and that also affects their mental and physical health as well as their social interactions and time management. One hundred thirty-three students were then chosen for a cross-sectional survey to compute academic stress data, and its impact on sleep patterns, dietary habits, and social life. It was found that increased academic pressure causes sleep deprivation, poor eating habits, emotional exhaustion, and disruption in social life. Students also failed in effective time management that exacerbated their stress and poor academic performance. It gives a clear picture of why there is a need for institutional support, stress management programs, and mental health counseling. The results would aim at understanding the improvement of strategies toward the welfare and performance of students.

INTRODUCTION

Academic stress is a significant concern for students in Allied Health Sciences (AHS) due to their demanding workloads, clinical rotations, and professional training requirements. This pressure can lead to difficulties in managing daily activities, such as sleep, nutrition, physical activity, and social interaction. The competitive environment creates stress in the pursuit of higher grades and better job opportunities, which can disrupt time management and interfere with basic activities like sleep, nutrition, and social interaction.

Time management is crucial for students to balance academic requirements and personal wellness, but the ever-changing nature of AHS programs can lead to difficulties in striking a balance. Academic stress can disrupt sleep, causing fatigue and lowered immunity, which can hinder students' concentration and cognitive ability. Additionally, academic stress can lead to unhealthy dietary habits, causing digestive problems and physical discomfort.

To address this issue, institutional changes should focus on student-centered designs to lessen stress, routine management, academic achievement, and overall wellness. This will help students maintain a healthy balance between academic pressure and their daily routines, ultimately improving their overall well-being.

Academic pressure in Allied Health Sciences (AHS) programs can significantly impact students' wellbeing and health. The rigorous academic environment requires students to master both theoretical knowledge and practical skills, leading to physical discomfort and muscle tension. This pressure can affect productivity and time management, as students struggle with managing time and energy resources. Clinical placements in AHS programs, which involve long hours of work in the hospital or laboratory setting, can lead to burnout, anxiety, depression, and reduced professional efficacy. Understanding the relationship between academic pressure and student psychological health is crucial for interventions aimed at promoting enhanced student wellbeing. The institutional structure and teaching methodologies within AHS programs may also contribute to the stress experienced by students. Understanding the interplay between academic pressure and student psychological health is essential for interventions aimed at promoting enhanced student wellbeing.

Academic stress can have a significant impact on students' mental and emotional health, leading to anxiety, depression, and burnout. This stress can compromise academic performance, readiness for the profession, and satisfaction in later careers. Additionally, the pressure to meet academic requirements can lead to feelings of loneliness and relationship neglect, further affecting students' mental health and interpersonal relationships. Time management is crucial for academic success, as students must balance academic coursework with clinical practice, leading to scheduling conflicts and potential health issues such as inadequate sleep, poor nutrition, inactivity, and lack of sociability. By implementing effective time management strategies, students can perform academically without compromising their physical and mental health.

Academic pressure in Allied Health Sciences (AHS) programs can lead to significant stress and disruptions in students' daily routines. This pressure is exacerbated by heavy workloads, strict deadlines, and high performance expectations. Poor time management can lead to inadequate sleep, poor food choices, and physical inactivity, affecting both physical and mental health. Unmitigated academic stress can also lead to burnout, compromising professional preparedness and job satisfaction. Social and personal lives are negatively impacted, with academic obligations becoming more important than spending time with peers, leading to social isolation and lack of emotional support. A comprehensive strategy is needed to address these problems, emphasizing the importance of self-care, time management training, and

mental health support. Nearly 60% of health sciences students experience high levels of academic pressure, and effective time management is essential to balance academic responsibilities and personal life. Routine disruptions, such as irregular eating habits, lack of exercise, and reduced participation in social activities, can have long-term consequences on students' overall performance.

Academic pressure, particularly in allied health sciences, can lead to physiological and psychological symptoms such as anxiety, depression, and emotional exhaustion. These conditions can negatively impact students' performance and well-being, as they face a combination of theoretical coursework and clinical hands-on training. The ongoing fear of failure and the pressure to perform well academically in competitive settings like physical therapy, radiology, and medical laboratory sciences contribute to this psychological load.

Stress induces the production of cortisol, disrupting the body's regular functioning, leading to symptoms such as insomnia, headaches, immune weakness, and gastrointestinal problems. Sleep deprivation, a common consequence of stress, is another consequence of academic pressure. Due to a stringent academic calendar and periodic deadlines, students often fear losing precious hours of sleep, which can negatively impact cognitive function, memory retention, and problem-solving abilities. Over 70% of medical and allied health sciences students reported having sleep problems directly affecting their academic performance.

Stress and health are significantly influenced by gender, with male and female students experiencing different levels of academic pressure. Female students report higher levels of stress due to societal expectations, multitasking demands, and lower self-confidence. In allied health sciences, female students feel pressure to prove their capabilities in traditionally male-dominated roles, such as surgery or diagnostics. Male students, on the other hand, report lower psychological stress but underutilize support services due to societal norms. The intersection of gender and academic culture creates unique challenges for students, with female students in patriarchal societies juggling academic responsibilities with familial expectations, exacerbated stress levels, and male students facing pressure to excel academically. Family expectations also play a role in student academic experiences, affecting their health and well-being. In allied health sciences, students face even more pressure due to rigorous programs and societal expectations.

The psychological effects of family expectations on students can lead to guilt, feelings of inadequacy, and self-doubt, causing anxiety and depression. The fear of disappointing families can exacerbate stress and underperformance. A supportive family setting can reduce academic stress by providing open communication and emotional support. Social isolation, a significant consequence of academic pressure, can cause feelings of alienation and reduced social activities. Institutional factors, such as peer pressure and academic competition, also contribute to academic stress among students in allied health sciences. Rivalry among students for limited clinical placements and internships can cause students to feel inadequate and put pressure on themselves to excel. Institutional policies, teaching styles, and mental health resources can also heighten stress levels and harm the academic experience. Ultimately, addressing these psychological effects and institutional factors can help students navigate academic obstacles and improve their overall well-being.

The psychological effects of family expectations and institutional factors can significantly impact students' academic performance and health. These factors can lead to feelings of inadequacy, anxiety, and depression. Addressing these psychological effects and institutional factors can help students navigate academic obstacles and improve their overall well-being,

ultimately enhancing their academic experience. Family expectations significantly impact students' psychological well-being, affecting their academic performance and overall well-being. Addressing these factors can enhance their academic experience.

SIGNIFICANCE OF THE STUDY

The purpose of this study is to identify the relationship between academic stress and routine management of students in Allied Health Sciences at Superior University. Given that the study will attempt to look at the manifold effects of academic stress, it aspires also to ascertain what students confront in managing their day-to-day activities. The results of this research should therefore accentuate the relevance of changing the institutional landscape to promote student-centered designs for lessening stress, routine management, academic achievement of students and their overall wellness.

MATERIAL AND METHODS

Study Design: The sample for the study is comprised of allied health sciences students at Superior University. The design used is that of a quantitative cross-sectional study to look into the academic pressure that causes variation in the daily routine management of students. This study design also allowed the collection of data at one single point in time to explore the interrelationship between academic stress and its effects on students mental and physical well-being.

Settings: The study was conducted within the Allied Health Sciences department of Superior University, targeting students from various disciplines, including physiotherapy, radiology, medical lab technology and nutrition.

Study Duration: 4 months

Sample Size: A total of 133 students were taken from different years who voluntarily participated in the study.

Sampling Technique: The convenience sampling technique was used, ensuring easy access to the participants who were willing to respond to the survey.

SAMPLE SELECTION

INCLUSION CRITERIA

- Students currently enrolled in Allied Health Sciences programs at Superior University.
- Both male and female students from all academic years.
- Students who were willing to participate.

EXCLUSION CRITERIA

- Students from other departments or universities.
- Students who refused to participate or incomplete responses.
- Individuals with prior mental health diagnoses that could affect stress perception.

RESULTS AND DISCUSSION

ACADEMIC PRESSURE LEVELS

The analysis of survey data reveals that the majority of Allied Health Sciences students experience moderate to high levels of academic pressure, with a notable portion reporting very high stress levels. This finding aligns with the rigorous nature of the curriculum, which combines extensive theoretical knowledge with demanding clinical practice. The high-pressure environment not only stems from academic responsibilities but also from the expectations associated with professional competence and future career prospects.

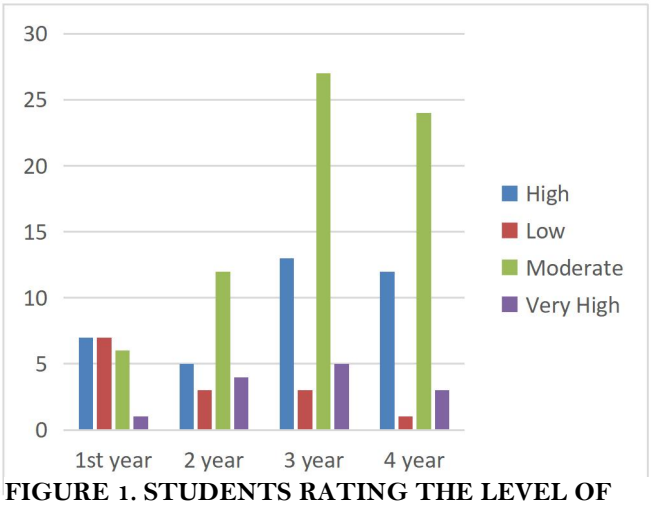

FIGURE 1. STUDENTS RATING THE LEVEL OF ACADEMIC PRESSURE EXPERIENCED ON DAILY BASIS

TABLE 1. ACADEMIC PRESSURE LEVEL IN STUDENTS

Academic pressure	High	Low	Moderate	Very High	Grand Total
1st year	7	7	6	1	21
2 year	5	3	12	4	24
3 year	13	3	27	5	48
4 year	12	1	24	3	40
Grand Total	37	14	69	13	133

IMPACT ON PHYSICAL AND MENTAL HEALTH

The findings demonstrate a substantial negative impact on both physical and mental health due to academic stress. When asked how often do students feel that academic pressure effect their mental and physical health? Most of the students replied; always, as shown in *Figure 2*. A significant percentage of respondents reported symptoms such as fatigue, anxiety and emotional exhaustion. These symptoms are often compounded by irregular sleep patterns and poor dietary habits, which are direct consequences of prolonged study hours and clinical rotations. Moreover, students who experienced higher levels of academic pressure reported an increased prevalence of burnout, which can severely affect their cognitive functioning and overall well-being.

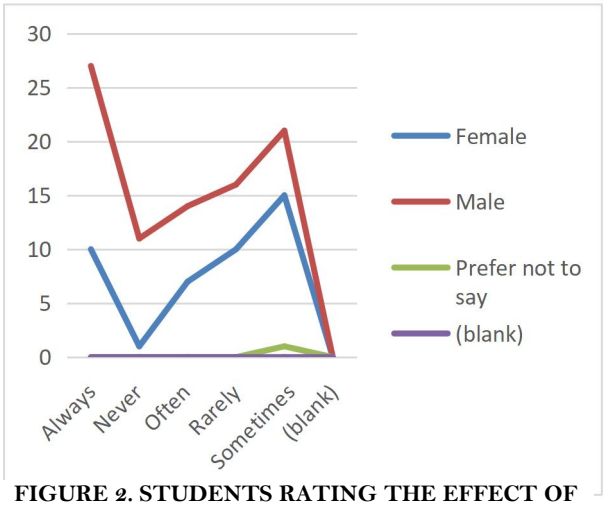

FIGURE 2. STUDENTS RATING THE EFFECT OF ACADEMIC PRESSURE ON PHYSICAL AND MENTAL HEALTH ON DAILY BASIS

TABLE 2. IMPACT ON PHYSICAL & MENTAL HEALTH

How often students feel that academic pressure impact	Female	Male	Grand

their mental and physical health			Total
Always	10	27	37
Never	1	11	12
Often	7	14	21
Rarely	10	16	26
Sometimes	15	21	37
Grand Total	**43**	**89**	**133**

SOCIAL LIFE DISRUPTIONS

The data highlights that academic pressure significantly disrupts students' social lives. Many respondents admitted to sacrificing personal time, including social interactions and recreational activities, to meet academic deadlines and clinical obligations. This social isolation not only heightens emotional stress but also diminishes the availability of social support systems which are essential for coping with academic challenges.

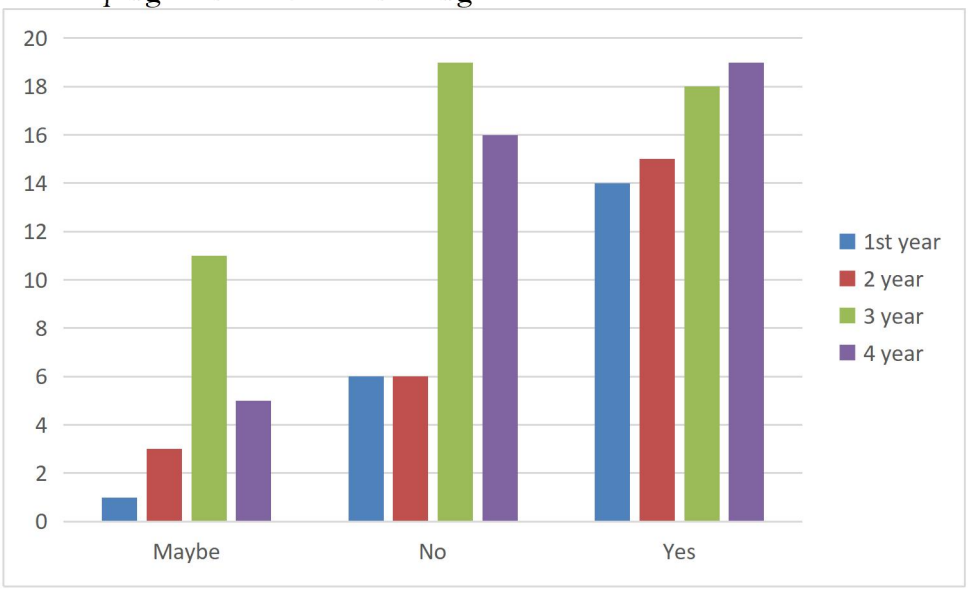

FIGURE 3. BAR CHART SHOWING IMPACT ON SOCIAL LIFE

TABLE 3. IMPACT IN SOCIAL LIFE

Is there a negative effect on Social Life	1st year	2 year	3 year	4 year	Grand Total
Maybe	1	3	11	5	20
No	6	6	19	16	47
Yes	14	15	18	19	66
Grand Total	**21**	**24**	**48**	**40**	**133**

SLEEP PATTERNS AND TIME MANAGEMENT

The survey results indicate that a considerable number of students get insufficient sleep, averaging between 5-6 hours on school nights as shown in *Figure 4*. Sleep deprivation negatively affects cognitive performance, concentration, and memory retention, which are critical for excelling in both theoretical and practical aspects of the Allied Health Sciences program. Additionally, students with poor time management skills struggled to balance academic responsibilities, part-time jobs and personal commitments, further exacerbating stress and fatigue.

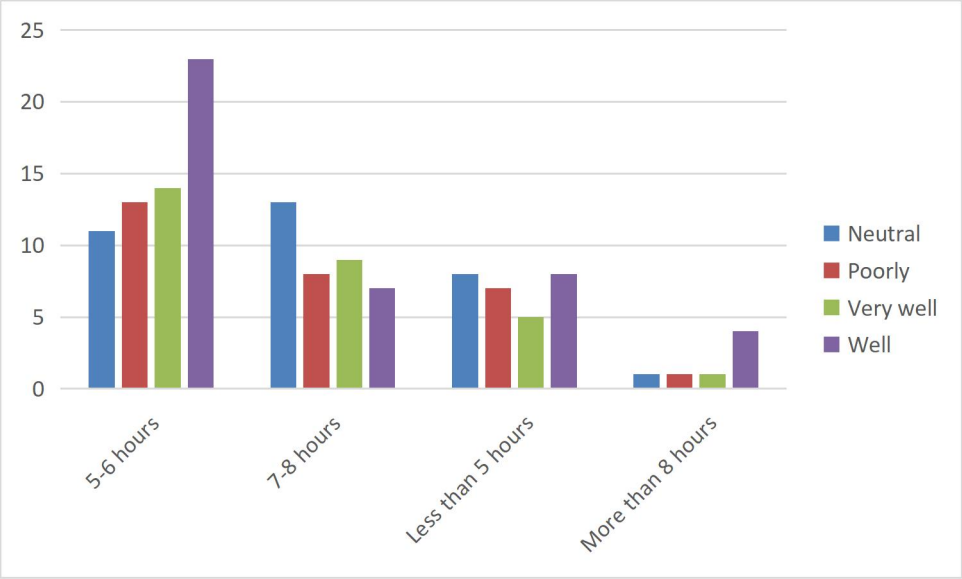

FIGURE 4. SLEEPING PATTERNS

COPING STRATEGIES

The analysis reveals that students employ various coping strategies to manage academic stress. These include time management techniques, seeking assistance from peers and instructors, and engaging in relaxation activities. However, a significant portion of students expressed dissatisfaction with the availability of institutional support services such as counselling and mental health resources. This underscores the need for universities to implement targeted interventions including stress management workshops and mental health support programs to alleviate the psychological burden on students.

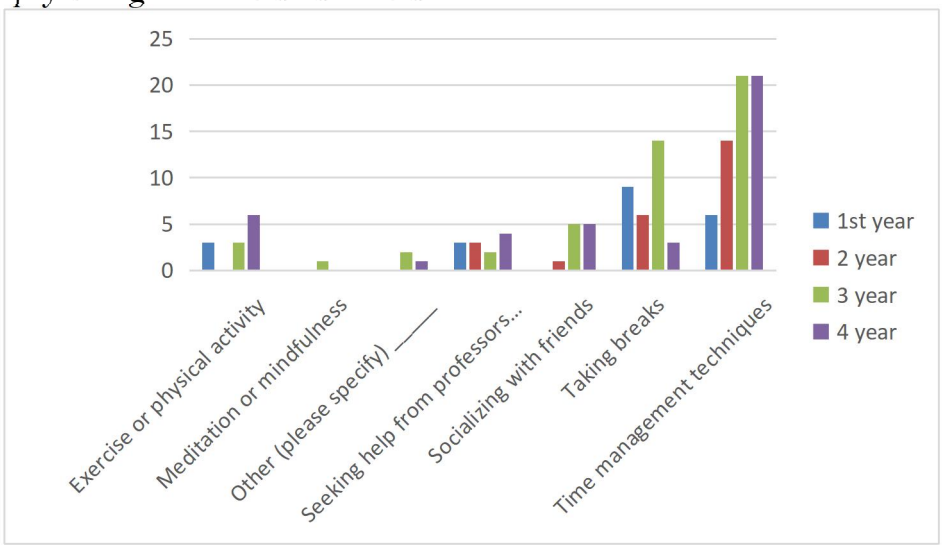

FIGURE 5. COPING STRATEGIES

TABLE 4. STRATEGIES STUDENTS ADOPT TO COPE ACADEMIC STRESS

Coping Strategies	1st Year	2 Year	3 Year	4 Year	Grand Total
Exercise or physical activity	3		3	6	12
Meditation or mindfulness			1		1
Other (please specify) _____			2	1	3

Seeking help from professors or peers	3	3	2	4	12
Socializing with friends		1	5	5	11
Taking breaks	9	6	14	3	32
Time management techniques	6	14	21	21	62
Grand Total	**21**	**24**	**48**	**40**	**133**

CONCLUSION(S)

This study provides empirical evidence that academic pressure among Allied Health Sciences students at Superior University has multifaceted implications for its management in their daily life routines. From the results, adverse implications on the physical and mental health of students, their social life, and sleep cycles bespeak the need for effective coping strategies and institutional support systems. This calls for the implementation of relevant interventions to be targeted at improving time management and mental health counselling for the enhancement of student welfare and academic results.

Future research ought to concentrate on longitudinal studies aimed at exploring the chronic influences of academic pressure on the health and career outcomes of students. Secondly, peer support networks, as well as the effective implementation of stress management programs, ought to be studied in order to establish further avenues toward defeating the adverse effects of academic stress.

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