

**ASSESSMENT OF QUALITY OF LIFE, ANXIETY, DEPRESSION,
AND STRESS AMONG COLLEGE STUDENTS: IMPLICATIONS FOR
MENTAL HEALTH SUPPORT IN ACADEMIC SETTINGS**

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ABSTRACT

This study aims to assess the quality of life, anxiety, depression, and stress among college students to identify mental health challenges within academic settings. Using a cross-sectional survey design with 420 participants, data were collected through a structured online questionnaire based on DASS-21 and WHOQOL indicators. Results revealed that examinations were the predominant source of stress, with 56.4% of respondents citing them as highly stressful. About 68.6% of students reported frequently skipping meals due to academic workload, and 60% agreed that academic competition adversely affected their mental health. Despite these challenges, 79.7% of respondents rated their physical health as good or excellent, and 61% maintained some level of academic–personal life balance. Findings underscore the importance of institutional mental health interventions, stress management programs, and academic counseling to improve student well-being.

KEYWORDS: Quality of life, Anxiety, Depression, Stress, College students, Mental health support, Academic stress.

INTRODUCTION

Young adulthood is a critical period for the onset of mental health disorders, with college students representing a particularly vulnerable demographic. Stressors related to academic work load, personal responsibility, and social adjustment contribute significantly to psychological distress in this group. Research has shown that anxiety, depression, and stress adversely affect students' quality of life (Q o L), academic performance, and social relationships. The C O V ID-19 pandemic further intensified these concerns by introducing additional stressors such as social isolation and uncertainty. This stud y explores the relationships among anxiety, depression, and quality of life among college students to provide insights in to potential support interventions with in academic environments.

METHODOLOGY

Study Design: A descriptive cross-sectional survey was conducted to collect quantitative data on students' quality of life, stress, anxiety, and depression levels.

Population and Sampling: A tota l of 420 undergraduate and postgraduate students from various disciplines participated voluntarily. Convenience sampling was used.

Data Collection Tool: A self-administered questionnaire created in Google Forms included demographic data, Q o L indicators, academic stress factors, and mental health measures based on the DASS-21 scale.

Data Analysis: Data were analyzed using descriptive statistics (frequencies, percentages, means) and inferential tests such as Chi-square and correlation analysis to explore associations among variables.

RESULTS AND DISCUSSION

Demographically, the study included a diverse group of students aged 18 – 21 and above, with males representing 66.2 % of the sample. A majority (79.7%) rated their physical health as good or excellent, while 61 % maintained a moderate level of academic – personal life balance. However, 56.4% identified examinations as their primary source of stress, followed by presentations (16.2%), assignments (13.3%), and attendance rules (14%). Notably, 68.6 % reported skipping meals due to academic work load, indicating a concerning link between academic pressure and lifestyle disruption. Nearly 60% of respondents agreed that academic competition negatively impacted their mental health, highlighting the need for supportive

institutional environments. The findings align with previous studies emphasizing that academic stress, poor time management, and limited coping strategies contribute to mental health deterioration among college students.

CONCLUSION

The study concludes that college students experience substantial mental health challenges stemming from academic stress, life style imbalances, and competition. While many students reported satisfactory quality of life and health, a notable proportion exhibited stress-related behaviors such as procrastination, skipped meals, and anxiety before exams. Educational institutions should implement structured mental health programs, workshops on stress management, and promote a balanced academic environment to foster student well-being.

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