Social and Psychological problems faced by university students and their impact on their academic performance: A case study of the private university in Faisalabad.

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Abstract:
This study explores university students' social and psychological problems and their impact on their academic performance. Social support is related to students' overall well-being. Literature suggests social support buffers the negative effect of distress on academic performance. This study attempts to provide practical information that assists students and connects them to resources available to support their path to success. Data was collected from 1 private university. A well-constructed interview guide was developed for data collection. Data was analysed by using various statistical techniques to evaluate the effectiveness of the interactive method. Although social support had a significant moderating effect, it did not necessarily buffer the negative influence of depression on academic performance. Surprisingly, among the group who reported having low social support, depression had a positive relationship with academic performance. The findings show that there are several social and psychological problems faced by university students. social support plays a vital role in their academic performance as well and their Past academic performance had a positive effect on current academic performance.
Keywords: Social & psychological problems, Anxiety, Aggression, Academic performance, social support, Counselling. Mentoring.

Introduction:

In the context of higher education, universities act as melting pots where people change not just in terms of what they learn but also in terms of how they develop socio psychologically. However, attending university can present several academic and non-academic obstacles that can negatively affect a student's general well-being and academic achievement. With a focus on contrasting the experiences of students in private and public institutions, this thesis seeks to examine the socio-psychological issues that university students face and how they affect their academic performance.

Universities are more than just places to study; they are little communities where people from all walks of life come together to further their academic goals. Students face a wide range of socio-psychological stressors in this melting pot of diversity, including financial limitations, social pressures, academic stress, and mental health concerns. If these issues are not resolved, students may find it difficult to grow both academically and personally. Furthermore, there is a clear division in the higher education sector between public and private universities, each with its advantages and disadvantages as well as distinct qualities and resources. Private institutions can have astronomical tuition costs, which makes them

even more financially burdensome for students, even if they frequently provide smaller class sizes, superior facilities, and more individualized care.

However, public institutions may face challenges such as crammed classrooms, scarce resources, and red tape even if they are usually less expensive. It is essential to comprehend the relationship between these institutional disparities and students' academic achievement and sociopsychological well-being to develop focused interventions that promote student success. This study compares private and public universities to clarify the complex dynamics at work and pinpoint possible areas for development and action. This thesis aims to address important topics like: What are the common socio-psychological difficulties faced by students in private and public universities? through empirical research and data analysis. What variations exist in these difficulties amongst institutional contexts? Most importantly, how do these difficulties affect students' general well-being and academic performance?

By tackling these issues, this research adds to the body of knowledge already available on student development and higher education and offers educators, policymakers, and university administrators practical advice on how to create a more encouraging and accommodating learning environment that welcomes all students, regardless of their affiliation with a particular institution. Ultimately, we can make a more inclusive and fair higher education environment by comprehending and addressing the socio-psychological obstacles to academic success.

Psychology is one of the numerous elements that influence the activities that individuals do regularly. In the vast majority of cases, our everyday psychology is the primary factor that decides whether or not we are successful in the many duties that we accomplish each day. It is possible that as a consequence of this, individuals may have a variety of psychological problems that, on occasion, considerably hinder their capacity to carry out their ordinary life. Several psychological factors, including but not limited to Anxiety, despair, stress, feelings of isolation and powerlessness, phobias, and a lack of motivation are all symptoms of depression are the fundamental reason for these problems.

There is a possibility that students in higher education may be struggling with psychological concerns such as exam Affective disorders such as anxiety, poor performance, low self-confidence, illogical concern, and terror or unease, all of which might interfere with their ability to work without interruption. Several different aspects are included in the idea of psychological factors. Generally speaking, psychologists are of the opinion that when students are People are obliged to submit responses to three essential questions while they are in an

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educational setting. One of these questions is, "Am I able to participate in this activity?" "Do I want to do this activity and why?" in addition to the many factors "What do I need to do to succeed?" (Wigfield & Eccles, 2001).

They are referred to as constructions, and they are connected to the question "Can I do this activity?" constructions are the expectations that children have about their abilities to execute a certain task in a variety of domains. A definition of self-efficacy that said, "People's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance." There is a correlation between the level of self-efficacy that students possess and the activities, efforts, and perseverance that they choose to devote themselves to (Bandura, 1986).

Students will often conduct an assessment of their intellectual capacity concerning the requirements of the curriculum and the significance of the activities that they need to do while attending the university before deciding on whether or not to continue their education. According to the results of several research (Bandalos, Geske, and Finney 2003; Pintrich and De Groot, 1990; Zohar, 1998), self-efficacy is one of the most powerful characteristics that may be used to measure student accomplishment. Self-efficacy was shown to have a positive link with performance, personal adjustment, health, and commitment to continued education. According to the findings of a study that was conducted over an extended period with first-year college students (Chemers, Hu & Garcia, 2001).

To provide an answer to the question, "Do I want to participate in this activity, and if so, why?" in the context of offering a response to the question. The contrast between intrinsic and extrinsic motivation is the most essential concept to understand when it comes to the concept of motivation. Individuals who are intrinsically driven to work at a job do so because they like doing so and because they have reasons for doing so. This is the case because they are internally motivated. When students are given a learning project that is not only difficult but also exciting to them, they are more likely to absorb knowledge about the subject matter that they are studying. Students' self-perceptions of their skills and their learning triumphs have been proven to have a positive link with their intrinsic motivation, according to several studies (Ames, 1992; Blumenfeld & Pokay, 1990; Hofer, Yu & Pintrich, 1998; Wolfe & Johnson, 1995).

These studies were conducted by several researchers. However, children may also be motivated to participate in an activity by extrinsic factors if they believe that doing so will result in the achievement of desired goals (such as receiving a reward, achieving a good grade, gaining the approval of their parents and teachers, or avoiding being punished). This is an

example of an extrinsic motivation. According to Ryan and Deci (2000), for instance, it has been shown that intrinsic desire often leads to higher levels of cognitive engagement than extrinsic desire does. This is the case the majority of the time. Even though the connections between accomplishment, engagement, and both intrinsic and extrinsic motivation are complicated, they continue to be significant. It is more accurate to consider intrinsic and extrinsic motivation as two distinct continuums rather than as two types of motivation that are at opposite ends of the same continuum. This is because students may have a low level of motivation in one type of motivation while having a high level of motivation in the other form of motivation, low levels of motivation in both forms of motivation, or strong levels of motivation in both forms of motivation (Hines & Lynch, 2019).

It is possible that student teachers, in the early stages of their academic careers, may not possess an intrinsic drive. This means that they may be enrolled in teacher education programs only to increase their prospects of obtaining employment after graduation. Extrinsic incentives may keep them enrolled in courses, assist them in completing the tasks, and enable them to develop a liking for working with pupils, all of which will contribute to the development of intrinsic motivation. When viewed from the perspective of the achievement goals theory, the researchers assert that there are two primary categories of goals that can be distinguished: mastery goals and performance accomplishment goals. These two categories have an impact on the motivation and success of students. Students who have mastery goals have the desire to learn, develop, and demonstrate how proficient they are in a particular subject area. Students who have performance targets, on the other hand, concentrate on gaining the abilities that are essential to do better than their classmates (Ames, 1992; Dweck, 1986).

Early studies in this field compared mastery goals with performance objectives and found that mastery goals were more effective in fostering accomplishment than performance goals (Harackiewicz & Linnenbrink, 2005). Eventually, the concepts of performance objectives and mastery were separated. Additionally, research consistently suggests that performance objectives may also have a good impact on performance and success (Church, Elliot & Gable, 2001; Harackiewicz & Linnenbrink, 2005). Students' emotional responses to the work, or the affective component (Pintrich, DeGroot, 1990; Pintrich, Schunk, 2002), have a significant impact on their involvement with the task. The most common emotional variable associated with student performance and accomplishment is task anxiety. Studies have repeatedly shown that worry has a detrimental impact on academic achievement (Pintrich &

Schunk, 2002).

In his meta-analysis, (Hembree,1988) discovered a negative relationship between test anxiety and self-esteem as well as performance. It also has to do with how protective and afraid of receiving bad grades pupils are. A student may be mostly preoccupied with task-relevant ideas during a verbal presentation, such as focusing on the material, planning how to arrange activities, and encouraging peers to join in discussions. However, emotions-focused coping and irrelevant cognitions are triggered if the student feels threatened by the circumstance or believes that there is a gap between the demands of the work and the resources available to do it. As we discovered in a related study with preservice teachers, research has shown that intrusive negative thoughts are inversely correlated with academic performance, particularly when presenting to peer groups (Peklaj & Puklek, 2001).

The use of cognitive and metacognitive techniques in a learning activity is related to the query, "What do I need to be successful in an activity?" Learning accomplishment and motivation have also been linked to cognitive (e.g., rehearsal, elaboration, organization) and metacognitive (planning, monitoring, assessment) techniques. It is important to note that the cognitive processes, the motivational component, and the achievements all have intricate and multidirectional relationships with one another. There is a positive association between self-efficacy and the use of cognitive processes, as well as between self-efficacy and deep processing in a statistics class, as shown by a study carried out by Pintrich and De Groot, 1990; and Bandalos et al., (2003). Other researchers have also found this correlation to be positive. Several factors, such as task interest (Senko & Harackiewicz, 2005), information processing, planning, and monitoring (Ames & Archer, 1988), and a comprehensive approach to learning in an introductory psychology course (Elliot et al., 1999), were found to have a positive correlation with learning (mastery) goals. This was demonstrated by the findings of a number of studies. According to the findings of Bandalos et al., (2003), there is a positive association between exam anxiety, performance objectives, and disorganization in learning. Examination anxiety is a common occurrence. It was also shown that there was an inverse relationship between test anxiety and self-efficacy (Pintrich & De Groot, 1990; Zohar, 1998).

Furthermore, this relationship was found to be negative. A significant body of research on the subject of cooperative learning reveals that learning in groups may influence the cognitive, emotional, motivational, and social processes of students (Johnson & Johnson, 2002; Kagan, 1989; Slavin, 1983; Springer, Stanne & Donovan, 1999). This is supported by the findings of several studies that have been conducted on the subject area. There is a comparison

between the cognitive benefits of solo learning and those of cooperative learning, and one indication of these benefits is a greater sense of success (Johnson & Johnson, 2002; Springer, Stanne & Donovan 1999).

Additional benefits include the enhancement of emotional motivation in an environment that is more cooperative (Lazarowitz & Karsenty, 1990), the enhancement of intrinsic motivation (Nicholls & Miller, 1994), the enhancement of self-esteem, and the reduction of anxiety (Burron et al, 1993). All of these benefits are attributed to the fact that the environment is more cooperative. There are a few examples of social advantages, such as Pescarella (2001), Springer, Stanne, and Donovan (1999), and Tinto (1993). Positive interpersonal relationships, the development of social skills, enhanced academic tenacity, and a decrease in the percentage of students who drop out of school are some of the positives that are associated with this. In addition to accomplishing other objectives, the fundamental objective of the cooperative group work that was given in our class was to aid students in improving their capacity to collaborate with other people. That being said, it is not adequate to just assign students to work in groups and expect them to interact to get the best possible results. For efficient group work, several additional necessary components must be present.

These include the development of collective interdependence as well as individual accountability. Positive interdependence is shown by students when they have the belief that other members of their group must also be successful in achieving their goals. If they are unable to achieve their individual goals, then they will not be able to achieve the group goal. According to Johnson and Johnson (2002), students who have positive interdependence encourage one another's attempts to learn, which ultimately results in interaction that is favorable to learning. The group is obligated to assist one another. Interdependence among members of a group may be organized in a variety of ways, including via goals, rewards, tasks, positions, and resources.

During our seminar, we used task and incentive interdependence as a means of creating interdependence amongst work groups. Participants were asked to prepare group presentations, and if the teacher deemed the group's presentation to be outstanding as a whole, the students had the opportunity to get a bonus that would affect their overall grades. A psychological research result suggests that moderate levels of stress are ideal for performance outcomes. Both low and high levels of stress have a detrimental influence on the performance that is being measured. High-stress environments often result in poor performance in perception, memory, and higher-order thinking due to the very high amounts

of stress the situation generates. Because of this, the study also examines the possibility that stress and motivation levels among first-year students during exams and associated activities affect their academic performance.

Since it takes a lot of adjusting for university students to become adjusted to the campus environment and the teaching and learning process, their first year is the most important. Research from the Social Science and Humanities Department states that most students who drop out of Dire Dawa University do so during their first and second semesters of study. Psychological concerns are significant when it comes to university student turnover in their first year. Therefore, the goal of this study is to examine psychological factors that can affect the academic achievement of first-year students. Many individuals around the country are affected by mental health issues. These are not new issues; they have been there for a long. However, in recent years, more individuals have become aware of these issues. About 20% of persons in the US may suffer from a mental illness that has been diagnosed or may be identified in the future (Anderson et al., 2016).

Anxiety and depression are the most common mental diseases, and they often coexist with one another. Depression is a common comorbidity with anxiety, and vice versa. Studies show that anxiety and depression are more common among college students than in the general population. Many universities have implemented initiatives and/or counseling designed specifically to support their students in addressing and overcoming mental health issues. (Kwan et al., 2013) When asked to self-disclose, a sizable percentage of the students said they either had a diagnosis or showed signs of anxiety and/or depression. Maladaptive coping is a common cause of scholastic issues for these individuals. Poor attendance, missing assignments, lack of focus, mediocre performance, and exam anxiety are just a few of these challenges.

Among the repercussions of this include academic probation, academic suspension, failing or withdrawing from courses, and leaving the institution. Ignoring depression and anxiety may negatively impact kids' academic achievement in addition to other areas of their life. It is difficult to determine whether or not the students who were depressed or anxious used the resources offered to them and if doing so enhanced their capacity to control their symptoms because of the nature of the program. The impact of anxiety and depression on academic performance, as well as the connections between these conditions and social support, were examined via a review of the literature. Research on the connection between social support and academic achievement among college students is few. Research on this

connection is scarce, particularly concerning students who experience anxiety or depression. There hasn't been much research done on how social support affects academic success in kids who are depressed or anxious.

Hypothesis: In Educational Institutions Social Support had positive effects on students' academic performance.

Social support theory by Cohen:

According to the "buffering hypothesis," social support prevents an individual from the negative consequences of stressful events, hence acting as a buffer (Cohen and Wills, 1985).

Conceptual model of moderating effect of social support.
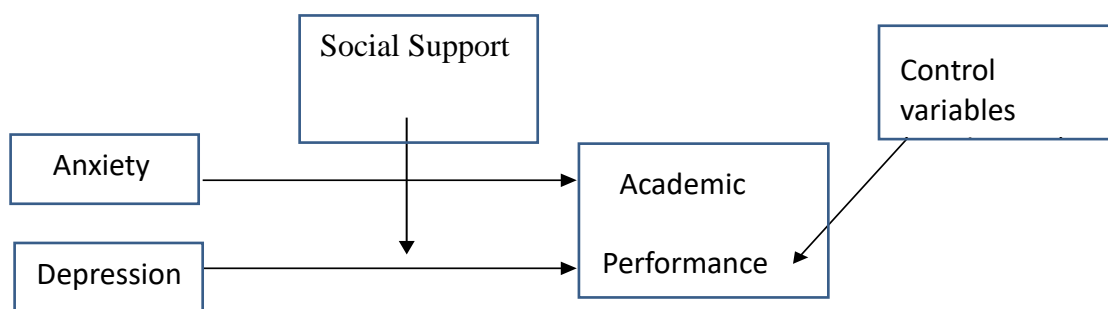
Methods and Procedure

This study aims to scrutinize and explore the efficacy of interactive methods to promote creativity among University students. The illustration, demonstration, logic, evolving, and authentication of the given matter under investigation, and the processes promulgated to accomplish the analysis of the given project. The study's goal was to compare the social and psychological problems faced by students in a university private universities. As cited in the literature, GPA is the most commonly used measurement to assess academic performance (Bisson, 2017; Felton and Koper, 2005). Data was collected from 1 private university in Faisalabad. An interview guide was used for data collection.

Results and discussion:

This section focuses on the data analysis process to answer the study's research questions. The information gathered for the study was quantitative. The Statistical Package for the Social Sciences (SPSS) version 21 was used for data analysis. The results were presented using tables to provide a descriptive summary.

Table: Implementation of the Social Support, a comparison was done between the control and experimental groups and their academic performance.

Q 3-i	Total	Group	Number	Mean	Standard	t	df	P	Eta^2

	scores			Deviation				
Academic	Control	33	2.15	1.12				
performance 4					-8.00	59	.000	0.52
After social support	Experimental	28	3.92	.37				

The average results for the experimental and control groups are contrasted in this table. After the treatment concerning the item "Social Support." The results of the Test of Levene's Equality of Variances showed a significant value of.000, suggesting that because the value was less than 05., an equal variance was assumed. For both the control and experimental groups, the p-value was..000 [t (-8.00) = 59 at p <.05. For the control group, N = 33, Mean = 2.15, SD = 1.12, and for the experimental group, N = 28, Mean = 3.92, SD =.37. There was a statistically significant difference between the groups concerning the item "Social Support" after the therapy, as shown by the p-value of less than 05. With an effect size of 0.52 and a magnitude of 0.52 on the "academic performance " items, the experimental group performed better than the control group.

Hypotheses Testing

The results indicate that the overall was statistically significant. This issomething that needs to be considered carefully because to Equality of Variances showed a significant value of 0.000, suggesting that because the value was less than 05., an equal variance was assumed. The analysis showed there were effects of social support GPA. Furthermore, a hypothesis that In Educational Institutions Social Support has positive effects on students' academic performance is accepted.

Conclusion:

This study concludes by demonstrating the strong relationship between university students' excellent GPAs and their social support networks. The results highlight the fact that students who have strong social support typically achieve better academically, exhibiting increased resilience, motivation, and general well-being across the course of their academic careers. These findings imply that creating strong social networks for students in learning environments not only improves academic results but also plays a role in their overall success and development. Going forward, additional research into the mechanisms and particular forms of social support that have the greatest positive effects on academic achievement may offer insightful information to educational institutions looking to improve their student support programs. In the end, encouraging a loving and supportive environment is still essential to enabling students to realize their greatest potential in university education.

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