



Assessing Stress, Anxiety, and Mental Well-Being among College Students in Gurugram, India

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Abstract

The need to attend higher education institutions has grown and, with this growth, so has the concern about mental health. Academic, personal and social issues that can impact mental health have become a greater concern in higher education as students attend institutions. Having an awareness of the experiences of stress, anxiety and well-being of students is a critical part of designing institutional support systems. The present study was designed to evaluate the levels of perceived stress, anxiety related experience, mental wellbeing of the undergraduate and post graduate students studying in higher education institutes in Gurugram, Haryana. The study used a research design of quantitative, descriptive and cross sectional. The primary data were gathered by using a structured online questionnaire through convenience sampling and snowball sampling in which 181 students participated. The questionnaire contained adapted items of the Generalized Anxiety Disorder Scale (GAD-7), the Perceived Stress Scale (PSS) and the Personal Wellbeing Index (PWI). Descriptive statistics (frequency and percentage) was used to analyse data.

Findings showed that many of the students reported having the symptoms of anxiety – worrying too much, and not being able to relax, being restless, and worrying about things in

the future. Likewise, quite a large share of respondents reported being stressed when dealing with academic and personal matters. Overall mental well-being was assessed and satisfaction was found to be different across each of the life domains; higher satisfaction was reported for personal well-being and standard of living, and lower satisfaction for health, personal achievement and future security. The results suggest that student wellbeing is a multi-faceted concept and call for a greater focus on the importance of building on institutional efforts to raise awareness around mental health issues, increase access to counselling and also provide more holistic support for students. The study provides context-specific evidence on the mental health of students and provides practical implications for universities and college campuses interested in improving students' psychological health. The keywords used in this study are college students, mental well-being, perceived stress, anxiety, higher education and Gurugram.

Keywords: College Students, Mental Well-being, Perceived Stress, Anxiety, Higher Education, Gurugram.

1. Introduction

As universities become more aware that student learning is more dependent upon students' psyches than just on their minds, mental well-being has become one of the largest concerns in higher education. The college transition is an important developmental period that involves new expectations for college, increased independence, new relationships, and new uncertainty about future work. These experiences can be supportive for developing students' life skills, but can also raise chronic psychological stress that impacts on their emotional functioning and quality of life.

Stress and anxiety-related issues have been consistently reported by higher education institutions (HEIs) around the globe, with students increasingly reporting these concerns. Academic pressure, workload, financial pressures, cultural differences, and expectations from family members can all be overwhelming and require constant adjustments. Stress is a normal part of life that can help with learning and performance, but can become a problem if it persists or becomes too intense, negatively impacting concentration, decision making, sleep and emotional regulation. Likewise, chronic anxiety can lead students to become less self-assured, less focused on school work, and less likely to get along with others—which can have detrimental impacts on their health. Mental health is more than just the absence of mental

disorder. It is a reflection of a person's ability to deal effectively with everyday demands, have satisfying social relationships, engage in life goals and enjoy life. A positive mental health can help students thrive in school, be engaged, adapt to new learning demands, and are more resilient. On the other hand, poor mental health has been linked to poor performance in school, emotional fatigue, school absenteeism, and reduced life satisfaction. As such, researchers, educators and policymakers have come to understand that factors affecting students' mental health have become a key research priority. The existence and the intensity of stress, anxiety and lower well-being among university students are commonly reported, but there are differences in both the prevalence and intensity of this experience according to educational, social and geographical contexts. There is unevenness in evidence from Indian higher education studies, which focus mainly on medical or professional students, rather than on students from a variety of academic programs in urban educational centres like Gurugram. Therefore, a context specific assessment can be useful in supplying evidence of the typical psychological concerns that students may have, and areas for well-being that may be of concern to institutions.

This background, the present study evaluates perceived stress, anxiety symptoms and mental well-being of undergraduate and postgraduate students studying in higher education institutions of Gurugram in India. Specifically, it reflects the occurrence of stress and anxiety experiences and explores student's satisfaction in various aspects of well-being. The study also provides actionable insights into enhancing counselling, mental health awareness, and student support systems in higher education institutions.

1.1. Objectives of the Study

The main goals of the Study are:

The study seeks to:

1. Analyze the anxiety related experience of college students
2. Evaluate the degree of perceived stress of college students
3. Assess students' satisfaction in various aspects of mental health
4. Outline opportunities for improvement of student support for HEIs.

2. Literature Review

2.1. Mental Health in Higher Education

The importance of psychological wellbeing to student performance, social adaptation and wellbeing has led to mental health being a major concern in the context of higher education. Going from school to university can involve students meeting new academic expectations, increased independence, financial obligations, new relationships and future job prospects. While these experiences can help with personal development, they can also make one more susceptible to psychological distress (World Health Organization [WHO], 2022; Auerbach et al., 2018).

Mental health issues among students at university have been steadily rising over the last decade as evidenced by various countries. Anxiety and emotional distress are significant concerns for college students with mental health disorders, which are very common across the countries that participated in the WHO World Mental Health International College Student Project (Auerbach et al., 2018). Later, more recent systematic reviews also show that mental health in the university context is now a global public health issue, and that universities are increasingly taking steps to promote psychological well-being on an institutional or campus-wide basis, by implementing preventive interventions and programs of peer support and/or resiliency development.

The relationship of psychological distress to academic achievement, lower life satisfaction, poor concentration, absenteeism and risk for higher education attrition has been shown in previous studies (Beiter et al., 2015; Eisenberg et al., 2013). Taken as a whole, these findings highlight the need to view fostering student well-being as an integral part of the quality of higher education and not just a health issue.

2.2. Perceived Stress among College Students

Perceived stress is how one thinks a situation in their life is unpredictable, challenging to control, and difficult to manage. It is a concept that highlights that the experience of stress is mediated by the meaning that individuals give to the situation and perception of coping resources, as well as the sheer presence of challenging circumstances (Cohen et al., 1983; Lazarus & Folkman, 1984). In higher education, stress can be felt when it comes to workload, exams, attendance, competition, internships, placements, or unknown about career after graduation. Students can also have non-academic stressors such as financial, family, personal

relationships and transitioning to independent living. If these demands add up, students may become overwhelmed or feel they cannot handle the demands effectively. Perceived stress has been reported in high levels by several empirical studies in university students. Academic workload, exams, money problems and future job prospects were cited by Beiter et al. (2015) as significant stressors. In a similar conclusion, Pascoe et al., (2020) found that long-term academic stress negatively impacts a student's emotional well-being, academic achievement, and health. A systematic review and meta-analysis more recently showed that perceived stress was negatively associated with emotional well-being among non-medical college students and that this relationship was moderated by demographic characteristics and institutional context. The results further highlight the need to recognize the nature of stress in particular educational contexts.

The Perceived Stress Scale (PSS) created by Cohen et al. (1983) is commonly used to measure how much people feel their lives are being overrun and out of control. It is especially appropriate for students because it is based on subjective measures, which means that students who have the same academic needs can be evaluated differently by one individual than by another. The evidence in the form of existing literature thus indicates that perceived stress is a significant factor of students' psychological experiences. Student's perceptions of situations that they find difficult to control or manage can help institutions identify common sources of pressure and implement supportive programs.

2.3. Anxiety among College Students

Anxiety is defined as a state of worry or apprehension; a state of tension and expectation of the bad. Sometimes anxiety is a normal reaction to a difficult situation, like an exam, presentation, interview or significant academic decision. But, if a person is constantly anxious, they can have difficulties with focus, managing emotions, making choices, getting along with others and everyday functioning. Students in college can suffer from anxiety because of their performance in school, the fear of an uncertain career, financial insecurity, fear of social acceptance, and changing personal responsibilities. During the university phase, students may find themselves in situations where they need to choose what to study, work, and do for the future, as well as what to do with their relationships. Some students will feel unsure about these decisions and may continue to worry and not be able to relax. Spitzer et al. (2006) developed the Generalized Anxiety Disorder Scale (GAD-7), a measure used to evaluate symptoms of anxiety in both clinical and non-clinical populations. The instrument measures

typical symptoms such as worrying too much, being restless, becoming easily irritated, not being able to relax and fear that something bad will happen. Due to its brevity and good psychometric characteristics, it's one of the most widely used in research with university students. The latest studies reveal that anxiety has emerged as one of the most common psychological issues faced by university students globally. A review of systematic reviews and meta-analyses found that level of anxiety among college students has risen significantly in recent years, and has been consistently linked with poorer academic outcomes, lower psychological well-being and lower quality of life. Beiter et al. (2015) and Eisenberg et al. (2013) reported similar findings, indicating that such assessment of anxiety-related experiences in routine manner could help higher education institutions to identify students who might require psychological support at an early stage.

2.4. Mental wellbeing of college students

Mental health is more than the lack of mental disease. It encompasses satisfaction with life, good emotional functioning, positive relationships, security, coping and engagement in regular functioning. In the context of higher education, well-being can impact students' reactions to the academic load, their ability to build relationships, decisions they make, and career and life aspirations. Good well-being can help students cope better with the challenges of university, maintain motivation, seek help and be more confident in their involvement with the university community. A lack of satisfaction in other areas, such as health, relationships, personal achievement, safety, community belonging, and future security can negatively affect students' overall quality of life.

The Personal Wellbeing Index—Adult measures satisfaction with each of a number of domains of life such as standard of living, health, achievement in life, personal relationships, safety, community connectedness, and future security (Cummins & Lau, 2013). This domain approach is valuable as students can have satisfaction in one domain and poor performance in another. A student might think he or she is safe and supported in personal relationships but be worried about health or career. Multiple factors from the academic, personal, and environment have been shown to impact students' well-being in previous research. Some students feel good even when faced with school pressures, while some students feel bad about their health, relationships, and/or future security (Seligman, 2011; Cummins & Lau, 2013). More recent systematic reviews also indicate that, while evidence for the effectiveness of specific interventions is inconsistent, interventions that foster resilience, peer support and emotional

coping skills are generally positive to psychological well-being of students. The results confirm the multidimensionality of well-being and the importance of institutional practices that encompass a holistic perspective on student mental health.

2.5. Stress, Anxiety, and Well-Being: Existing Evidence

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Previous studies have consistently shown that stress and anxiety relate strongly to mental health and psychological experiences of students. Researches carried out in various educational contexts reveal that university students' psychological distress is exacerbated by a variety of factors including the demands of studying, financial issues, career uncertainty, and shifting social environments (Beiter et al., 2015; Pascoe et al., 2020).

In addition, recent systematic reviews have further validated that stress and anxiety continue to be prevalent in college students around the globe. An umbrella review indicated that anxiety is one of the most common psychological issues in Higher Education and a recent meta-analysis identified a consistent link between a higher perceived stress and lower emotional well-being among university students. Despite these regular findings, most of the literatures have focused on a particular medical, nursing or other specialist student group. There has been comparatively little research on students with varying academic fields from the general higher education institutions. Moreover, institutional contexts, cultural contexts, and systems of support for students raise the issue that results in one setting may not necessarily be transferable to another (Eisenberg et al., 2013; Stallman, 2010). Studies of this kind therefore still have much to offer to the understanding of students' psychological experiences and the mental health action on campus based on this study, and descriptive studies in specific institutional and geographical settings remain valuable for this purpose.

2.6. Research Gap

While there has been growing interest in the academic study of student mental health, there are some areas that have not yet been addressed. First, there's a large number of studies on students in professional programs as opposed to a smaller number of studies on students from a wide range of disciplines. Secondly, the results are found to differ based on geographical and institutional context so that it is not possible to take results from one student population directly to another. Third, there is a lack in descriptive evidence about stress and anxiety related experiences and various mental well-being domains among the school going students of the city of Gurugram.

The present study aims to fill the gaps by examining the descriptive level of stress, anxiety related experiences and mental health status among undergraduate and post-graduate students of various academic fields in Gurgaon. The study provides contemporary evidence which might help higher education institutions to plan the student support services and well-being initiatives based on students' responses to the academic experience on multiple psychological levels.

3. Methodology

3.1. Research Design

The study followed a quantitative, descriptive, cross-sectional research design to evaluate the stress, anxiety-related experiences and mental well-being of the college students of Gurugram, Haryana. The descriptive research design was used because the study was to describe students' psychological experiences at a particular time and was not to draw causal inferences between the variables. A structured questionnaire was used to gather data which were analysed using descriptive statistical methods (frequencies and percentages).

3.2. Study Area and Participants

This study was carried out with the undergraduate and postgraduate students studying in the higher education institutions in Gurugram, Haryana, India. Gurugram has not only become a hub for students from various academic, social, and cultural backgrounds but also a key city of education and business in the country. Students' psychological experiences can be considered in the city because there is a public university that offers programs across various fields of study as well as a private university that offers programs across various fields of study.

There were 181 valid responses for analysis. The respondents were from programs like Business Administration, Commerce, Engineering, Law, Management and other programs. Students from various years of study were represented which in turn gave representation from various stages of higher education.

From the total respondents, 105 was female which made 58% of the total respondents, and 76 is the male, making 42% of the total respondents. The age range of participants was 17-25 years. In terms of family structure, 56.4% were under nuclear family and 43.6% were under

joint families. Students from diverse academic and family backgrounds were thus included in the sample.

3.3. Sampling Technique

A non-probability sampling method – convenience sampling with snowball sampling was used in this study. The questionnaire was first sent out to students who could be contacted within the institutions and through the academic network. The respondents were also asked to share the survey link with other eligible students studying in colleges & universities of Gurugram.

The choice of this sampling method was made because it was not possible to have a comprehensive sampling frame of students in multiple institutions. It allowed the researchers to reach respondents from various academic programmes and institutions within the limited time and with the consent of the respondents. By this means, the researchers were able to get responses from students from various schools, programmes, and years of study within the set period of study. But with accessibility and willingness to respond variable, the sample was not statistically representative of all college going students in the city of Gurugram.

3.4. Data Collection Procedure

Data collection was done using an online questionnaire which was developed using Google Forms as primary data. The survey link was sent via email, institutional contacts and social media. Students are invited to participate in the programmes of UG and PG level of study in Gurugram.

Prior to filling out the questionnaire, participants were told the purpose of the study for academic purposes. Participants were given the option to participate and their answers were assured confidentiality and would only be used for research purposes. Personally identifiable information was not collected. The data collection period was from September to November 2024. Of the 181 responses at the end of the data collection period, 181 were usable.

3.5. Research Instrument

The questionnaire had four sections. The first was based on demographic data such as age, gender, academic programme, year of study, and family structure. Other sections included items about anxiety, perceived stress and mental well-being.

The total number of items in the questionnaire was:

- 5 demographic items;
- 7 items on worry;
- 10 items related to perceived stress; and
- 7 items about mental health.

Items were modified from existing scales used in psychological and well-being studies. These consisted of the Generalized Anxiety Disorder Scale, the Perceived Stress Scale and the Personal Wellbeing Index.

3.6. Measurement of Anxiety

Seven items from the Generalized Anxiety Disorder Scale (Spitzer et al. 2006) were used to measure anxiety related experiences. The items included typical symptoms of worry including worrying too much, inability to control worry, inability to relax, restlessness, irritability and fear that something bad will occur.

Participants reported on the frequency of each condition. The answer choices were "no symptom" to "several days," "more than half the days," and "nearly every day. The responses were analysed to frequencies and percentages rather than by a total anxiety score since item level descriptive analysis was used in the present study.

3.7. Measurement of perceived stress:

The perceived stress was measured using ten items adapted from Cohen et al. (1983) Perceived Stress Scale. The items were directed towards how unexpected, difficult to control, overwhelming and difficult to manage situations were in the respondent's life. The questions asked related to what had happened to students in the last month. Participants rated the frequency of each of the scenarios on a scale from Never to Very Often. An analysis of the distribution of responses to the individual items was conducted. In the present descriptive study, composite stress scores were not computed.

3.8. Measurement of Mental Well-Being

The seven items of the Personal Wellbeing Index – Adult (Cummins and Lau, 2013) were selected to measure mental well-being. The satisfaction was measured in the following life domains:

- standard of living;
- health;
- achievement in life;
- personal relationships;
- personal safety;
- community connectedness; and
- future security.

Respondents rated their satisfaction with the respective domain. The answers for each section were analyzed on their own to find out where there was a higher or lower level of satisfaction than reported by other students.

3.9. Ethical Considerations

The study adhered to the ethical standards for research involving human subjects. There was a voluntary response rate and participants were told the purpose of the survey prior to giving their answers.

No names, contact information, or other personally identifiable information was collected during the survey. The anonymity and anonymized reporting of the results were guaranteed to the respondents. They could withdraw their participation before they completed the questionnaire. Informed consent for participation in the study was assumed when the online questionnaire was completed and submitted.

3.10. Data Analysis

Questionnaires were screened for completion prior to analysis. Responses were coded and tabulated and analysed descriptively in Microsoft Excel. For the purpose of summarizing respondents' demographic characteristics and answers to the different items of the questionnaire, frequencies and percentages were computed. It is presented using tables, with narrative interpretation.

4. Results

4.1. Demographic Profile of the Respondents

The total number of valid responses received in the study were 181. The respondents included Higher Education Institute students of the undergraduate and post-graduate courses in

Gurugram, Haryana. The students were selected from various academic disciplines such as Business Administration, Commerce, Engineering, Law, Management and other programs, so as to represent the student population in a diverse manner.

Among the respondents, 105 (58.0%) were female, while 76 (42.0%) were male. All the participants were aged 17 to 25. As far as family structure is concerned, 56.4% were members of nuclear families and 43.6 % were from joint families. The demographic profile indicates that the study was able to elicit responses from students who have a diverse educational and social background.

Table.1. Demographic Profile of Respondents

Characteristic	Category	Frequency	Percentage (%)
Gender	Male	76	42.0
	Female	105	58.0
Family Type	Nuclear	102	56.4
	Joint	79	43.6
Total Respondents		181	100

4.2. Anxiety-Related Experiences

Students were given the opportunity to report on how often they had symptoms that are frequently related to anxiety. From the responses it can be seen that the experiences related to anxiety were relatively common, but the intensity of these experiences differed from one individual to another.

Many respondents indicated having feelings of nervousness or anxiety, not being able to control worry, not being able to relax, and restlessness. Many students also reported feelings of being irritated and worried about future events. The results indicate that a significant proportion of students' lives included anxiety-related symptoms as a part of their daily experiences.

Table.2. Distribution of Anxiety-Related Responses

Anxiety Item	Most Frequently Reported Response	Percentage (%)
Feeling nervous or anxious	Several days	42.0
Difficulty controlling worry	Several days	40.9
Worrying excessively	Several days	41.4
Trouble relaxing	Several days	42.5
Restlessness	Several days	38.1
Becoming easily irritated	Several days	37.6
Feeling that something awful might happen	Several days	38.1

4.3. Student's Perceived Stress

The answers on the perceived stress items indicate that a lot of students had difficulty coping with stressful life situations in the month prior. Worry about unexpected events and difficulty managing key areas of life, as well as being nervous or stressed, were common complaints by students. Another theme that emerged from the responses was that the increased responsibilities at school and home sometimes became too much to handle and make it difficult to manage.

Table.3. Distribution of Perceived Stress Responses

Perceived Stress Item	Most Frequently Reported Response	Percentage (%)
Upset by unexpected events	Sometimes	40.3
Unable to control important things	Sometimes	39.8
Feeling nervous or stressed	Sometimes	40.3
Confident in handling personal problems*	Fairly often	36.5
Things going your way*	Sometimes	37.0
Unable to cope with responsibilities	Sometimes	44.8
Difficulties piling up	Sometimes	37.6

4.4. Mental Well-Being of Students

Seven domains of mental well-being were measured, covering key aspects of daily living. Findings show that students' satisfaction levels differed in these areas. Comparatively higher satisfaction was seen with respect to personal safety and standard of living while comparatively lower satisfaction was seen with regard to health, life achievements and future security. The responses regarding satisfaction about personal relationships and community connectedness had some variation, reflecting the diversity of students' social experiences and perceptions of support.

Table.4. Distribution of Mental Well-Being Responses

Well-Being Domain	Predominant Response
Standard of Living	Satisfied
Health	Moderately satisfied
Achievement in Life	Moderately satisfied
Personal Relationships	Moderately satisfied
Personal Safety	Satisfied
Community Connectedness	Moderately satisfied
Future Security	Moderately satisfied

4.5. Overall Findings

According to descriptive analysis, the stress and anxiety experiences of the students who participated were prevalent. A significant number of respondents reported feelings of nervousness, excessive worry, a lack of being able to relax, being restless and struggling to manage responsibilities. Students' perceptions of well-being also differed depending on the domain of life with somewhat greater satisfaction in personal safety and standard of living, but somewhat lesser satisfaction for health, personal achievement, and future security.

The overall impression from these results is that college students have psychological issues and different degree of satisfaction in various dimensions of well-being. The findings underscore the need to augment institutional efforts for mental health awareness and offer counselling assistance and care for student well-being in higher education institutions.

5. Discussion

This study is based on the stress, anxiety related experiences and mental well-being of students enrolled in higher education institutions in Gurugram. The results showed that among students there were different types of stress and anxiety in different levels, and also there are different levels of satisfaction in the important domains of well-being. Yet, despite the descriptive nature of the study, these findings give insight into the psychological experience of students and point to institutional focus that could support students.

The responses to the study indicate that anxiety-related experiences were reported by many of the participants. A large number of pupils reported worries, a lack of relaxation, restlessness and concern about the future. This is in line with the findings of other previous studies which indicate that anxiety has become one of the most frequent psychological issues of university students. The university years have often been linked to anxiety by a number of factors including academic expectations, uncertainty about future employment, financial obligations and changing social environments (Auerbach et al., 2018; Beiter et al., 2015). The results of the present study corroborate these observations and indicate that the experiences of anxiety are not only limited to a single academic field but are also present in a larger student population.

It was also found that many of the respondents had experience with the perceived stress of the study. In many cases, students pointed out that they felt psychological pressures due to unexpected situations, many responsibilities and not being able to take care of important aspects of daily life. The results of this study corroborate previous findings on the common stressors among university students including academic workload, examinations, time constraints and competing demands on personal responsibilities (Cohen et al., 1983; Pascoe, et al., 2020). The findings indicate that stress is still a part of student life and that it continues to affect the student experiences in the school context.

The mental health evaluation showed students were satisfied with varying aspects of their lives. Generally higher rates of satisfaction were found in domains like personal safety and standard of living, while comparatively lower rates of satisfaction were noted with regard to aspects of health, personal achievement, and future security. This difference is due to the multi-dimensionality of well-being—satisfaction in one life domain does not necessarily match satisfaction in another. The same has been pointed out by Cummins and Lau (2013)

who stress the importance of viewing subjective well-being in multiple domains rather than a single measure.

The findings also reveal that the psychological experiences of the students are not simple and can be attributed to one of the factors. Although many respondents talked about their stress and/or anxiety experiences, they had positive feelings about something in their lives as well. This implies that students are still finding things to be good and causes for satisfaction even in the face of challenges. These results highlight the need to consider student mental health holistically, including psychological issues and positive elements of health. In conclusion, the study provides descriptive evidence regarding mental health of students in higher educational institutions of Gurugram.

The results are specific to the sample of this study but may help teachers and schools to understand students' psychological experience and help them identify common issues and improve support for students in their schools. Periodic mental health screening of students can assist universities in identifying needs and creating mental health programs which will foster positive and healthy classroom and learning environments.

6. Practical Implications

This study has practical implications for higher education institutions that want to improve the student support systems. The answers show that a considerable number of students have some kind of stress and anxiety related issues during the implementation of their academic programmes which reveals that psychological health should be given greater attention in the institutional planning process.

The university should foster a culture of mental health awareness and regular discussion of mental health on campus. Orientation sessions, stress management workshops and awareness-raising initiatives can raise student awareness on common psychological issues and the help available to them.

The counselling services should be clearly understood and accessible to everyone with clear communication about confidentiality. The stigma and lack of awareness of the need for professional help often prevents students from seeking professional support. Some of these

obstacles can be overcome by regularly raising awareness in students of counselling services offered to them and promoting student help-seeking where needed.

Faculty also are significant contributors to student well-being support. They do not work as mental health professionals, but they do work with students and may notice changes in student attendance and participation or academic performance that signal mental health issues. A welcoming classroom and signposting students to support services can make a positive difference to student wellbeing.

The findings also reinforce the need to take a whole-child approach to student development. Peer interaction, mentoring, career advice, physical well-being and extracurricular activities can support formal counselling services and enhance the well-being of the University environment. This can be an ongoing process of monitoring student welfare, which can help institutions to identify emerging needs and assess the impact of current support programs.

7. The Limitations and Future Research

There are a number of limitations to the findings of the present study that need to be considered.

First, the study used a cross sectional design, which represent the student's experience at a certain time. Psychological welfare is changeable and can evolve as circumstances in school, life and society change. Longitudinal studies might offer more information about such changes.

Secondly, the study used self-reported responses to questionnaires. Respondents' answers were anonymous, but may have been subject to personal perception, recall bias or the social-desirability effect.

Third, the study employed convenience and snowball sampling to get participants from Higher Education Institutions of the city, Gurugram. Hence, the results cannot be extrapolated to the whole Indian college students.

More extensive studies, with larger samples from various geographical regions and institutional contexts, could be undertaken. Lastly, the present study examined the description of students' responses to stress, anxiety and mental well-being.

Future research may include additional variables such as resilience, coping strategies, social support, academic performance, and emotional intelligence to obtain a broader understanding of students' psychological experiences. Analyses that compare experiences across academic disciplines or across academic settings (schools/colleges) may also be useful in understanding factors associated with student well-being.

8. Conclusion

This current research work is a descriptive analysis of stress, anxiety related experience and mental well-being among the college students studying in higher education institutes in Gurugram. The data reveal that for students, the experiences related to stress and anxiety were widespread, and there was some diversity in satisfaction with well-being in various domains.

The study points out that well-being among students is multidimensional and is an indicator of a mix of their academic, personal, and social experiences. While many respondents had positive views about some aspects of their lives, there are also issues raised that are associated with worry, stress, health, personal achievement, and future security. Such observations indicate that the well-being of students' psyches needs to be part and parcel of the higher education experience.

The results highlight the need to establish enabling institutional frameworks to encourage students to develop healthy coping mechanisms, peer support and accessible counselling services, and mental health awareness. Higher education institutions can play a role in fostering a positive learning environment and nurturing students' academic growth and personal development by identifying and addressing their psychological needs.

While the study is bound to a geographical context, it contributes to the emergent literature on student mental health in India and the baseline evidence provided here can help inform future studies and institutional initiatives for improving student well-being.

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Conflict of Interest/Competing Interests

No conflict of interest.

Data Availability

The raw data supporting the findings of this research paper will be made available by the authors upon a reasonable request.

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