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## THE IMPACT OF ACADEMIC WORKLOAD ON STUDENTS' PSYCHOLOGICAL HEALTH: A DIAGNOSTIC ASPECT

### Abstract

This article considers problematic issues arising from the impact of academic workload on students' psychological health. The aim of the work is to investigate and evaluate the impact of academic load on students' psychological health using a diagnostic approach. Methods of research: literature analysis; diagnostics of students by Beck's depression self-assessment scale and V.A. Doskina of the well-being, activity and mood test; questionnaire survey among first and last students; statistical and analytical analysis. In the process of diagnostics, it was found that students demonstrate a moderate level of anxiety, often experience depressive states, and also have an insufficient level of general psychological health. The highest indicators of anxiety and depression are observed in the first-year students, while in the last year there is some improvement in these indicators and well-being. The results of the questionnaire survey confirm the existence of a connection between certain aspects of academic load and the state of students' psychological health. Complex diagnostics allows us to establish the influence of academic load on students' psychological health.

**Keywords:** academic load, psychological health, students' characteristics, anxiety, diagnosis.

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## АКАДЕМИЯЛЫҚ ЖҮКТЕМЕНІҢ СТУДЕНТТЕРДІҢ ПСИХОЛОГИЯЛЫҚ ДЕНСАУЛЫҒЫНА ӘСЕРІ: ДИАГНОСТИКАЛЫҚ АСПЕКТ

### Аңдатпа

Бұл мақалада академиялық жүктеменің студенттердің психологиялық денсаулығына әсеріне байланысты туындайтын проблемалық мәселелер қарастырылады. Жұмыстың мақсаты-Диагностикалық тәсіл арқылы академиялық жүктеменің студенттердің психологиялық денсаулығына әсерін зерттеу және бағалау. Зерттеу әдістері: әдебиеттерді талдау; бек депрессиясының өзін-өзі бағалау шкаласы және "САН" сынағы бойынша студенттерді диагностикалау; бірінші және соңғы курс студенттеріне сауалнама жүргізу; статистикалық және аналитикалық талдау. Диагностика процесінде студенттердің мазасыздықтың орташа деңгейін көрсететіні, депрессиялық жағдайларды жиі бастан кешіретіні, сондай-ақ жалпы психологиялық денсаулық деңгейінің жеткіліксіздігі анықталды. Мазасыздық пен депрессияның ең жоғары көрсеткіштері бірінші курс студенттерінде байқалады, ал соңғы курста бұл көрсеткіштер мен әл-ауқаттың жақсаруы байқалады. Сауалнама нәтижелері оқу жүктемесінің кейбір аспектілері мен студенттердің психологиялық денсаулық жағдайы арасындағы байланысты растайды. Кешенді диагностика академиялық жүктеменің студенттердің психологиялық денсаулығына әсерін анықтауға мүмкіндік береді.

**Түйін сөздер:** академиялық жүктеме, психологиялық денсаулық, студенттердің ерекшеліктері, мазасыздық, диагностика.

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## ВЛИЯНИЕ АКАДЕМИЧЕСКОЙ НАГРУЗКИ НА ПСИХОЛОГИЧЕСКОЕ ЗДОРОВЬЕ СТУДЕНТОВ: ДИАГНОСТИЧЕСКИЙ АСПЕКТ

### *Аннотация*

В данной статье рассматриваются проблемные вопросы, возникающие в связи с влиянием академической нагрузки на психологическое здоровье студентов. Цель работы - изучить и оценить влияние академической нагрузки на психологическое здоровье студентов с помощью диагностического подхода. Методы исследования: анализ литературы; диагностика студентов по шкале самооценки депрессии Бека и тесту «САН»; анкетирование студентов первого и последнего курсов; статистический и аналитический анализ. В процессе диагностики было выявлено, что студенты демонстрируют умеренный уровень тревожности, часто испытывают депрессивные состояния, а также имеют недостаточный уровень общего психологического здоровья. Наиболее высокие показатели тревожности и депрессии наблюдаются у студентов первого курса, в то время как на последнем курсе наблюдается некоторое улучшение этих показателей и самочувствия. Результаты анкетного опроса подтверждают наличие связи между некоторыми аспектами учебной нагрузки и состоянием психологического здоровья студентов. Комплексная диагностика позволяет установить влияние академической нагрузки на психологическое здоровье студентов.

**Ключевые слова:** академическая нагрузка, психологическое здоровье, особенности студентов, тревожность, диагностика.

**INTRODUCTION.** The relevance of the research topic is based on the fact, in the conditions of modern education, the issues that or academic load has a great impact on the psychological health of students in general, is becoming more and more significant. Since the academic demands on students are constantly growing and are expressed in the ever-increasing amount of academic educational materials that they need to study. In addition, students realize that it is necessary to master all the necessary materials to be a competitive specialist, as the competition in the labor market for a successful career, which they can do upon graduation, is constantly growing. And it is possible to achieve such an indicator only if the entire academic load is studied. The mentioned and other conditions lead to the fact that students, in the process of learning increases the level of anxiety for their future, stress as a result of failure to fulfill some - that academic loads and other psycho-emotional states, which in turn affect the psychological health

Earlier studies have found that many students have some difficulties, especially in the first year of study, in adapting to heavier academic loads, as well as in studying more difficult subjects. All of them usually have a negative impact not only on academic performance, but also on the emotional state. Consequently, it is possible to recognize the study of academic load, as a factor directly affecting the psychological health of students, as important and consider it at the level of diagnostic aspect. Since only this approach will allow to develop more effective measures of support and prevention of mental disorders among students.

The level of development of the problem is quite high, as many scientists have been dealing with these issues for a long time. However, despite the fact that the interest to the designated problem of research is growing, the level of its scientific elaboration is still insufficient. Let's confirm it by the fact that at present there are many scientific researches on the problems of studying mainly the influence of stress factors on students' health. At the same time, most of them focus on individual aspects of students' psychological health, such as, for example, the influence of the specifics of the educational process or examination period and others. At the same time, a comprehensive approach, including such an

indicator as diagnostics of academic load, is still insufficiently presented in the scientific literature. At the same time, it is important that it should be expressed in the analysis of interrelations between academic requirements and the psychological state of students. In the available works on such a topic, most often include theoretical generalizations and do not indicate the results of using specific diagnostic methods, which reduces the practical value of the results that are presented.

The review of scientific publications shows that researchers pay attention to various aspects that reveal the impact of academic load on students to a greater or lesser extent. Thus, in the works of foreign authors F. Vallone, J. Galvin, M. Della Volta the factors associated with stress in students are considered (2023). M. Pascoe, S. Hetrick, A. Parker investigate depression and anxiety, general health, and academic performance in students and schoolers (2020). A. Urbina-Garcia consider how students perceive stress and related factors mental health (2020). Kazakhstani scientists, such as P. Seyitkazy and N. Kuldasheva investigate the psychological and pedagogical assessment of emotional states of university students (2024). A.I. Matkarimova, M.P. Kabakova authors outline the understanding of psychological health as subjective well-being that contributes to the development of personality (2021). A.R. Mandykayeva, D.A. Zhanserikova, R.A. Moldabaeva, K.D. Smagulova study the indicators of stress resistance in students of humanitarian and technical specialties (2020).

The aim is - to investigate and evaluate the impact of academic workload on students' psychological health using a diagnostic approach

The objectives of the study are:

1. A review of research on the impact of academic workload on students' psychological health;
2. To select methods of diagnostics of the state of psychological health of students under the influence of educational loads;
3. To conduct a study with students from different courses;
4. Analyze the obtained data and establish a relationship between the indicators of academic workload and the level of psychological health of students
5. To develop recommendations to reduce the negative impact of academic load on the psychological state of students.

The study has theoretical significance for the scientific community as well as practical significance for educational institutions. The obtained results provide an opportunity to better understand the mechanisms of both positive and negative influence of the academic environment created in higher education institutions and students' psychological well-being. Practical results can be used in the development of new approaches to the organization of the educational process to create better conditions that can contribute to the preservation of students' psycho-emotional well-being. Also, the obtained results can be used in the development of psychological assistance and support programs for students experiencing difficulties in adapting to high academic loads.

**MATERIALS AND METHODS.** Academic load includes the entire volume of academic activities that a student must perform: study hours, participation in seminars, practical and laboratory classes and other learning activities (including independent study) and preparation for examinations. Psychological health of students is the state of their psyche, which is manifested in the process of studying at the university in the following: in the absence of emotional disorders in students; in the presence of correct self-assessment activity; the ability to overcome anxiety and stress indicators independently.

The main factors of influence on psychological health, from the side of academic load: a large amount of academic work; excessive curriculum in general or in individual subjects; tight deadlines for tasks.

Consequences of high academic load in students: increased anxiety; stressful situations related to study; development of depressive states; concentration problems; lack of rest and sleep; social isolation and others.

To assess the level of stress and mental health of students, various diagnostic methods are used, such as questionnaires, tests for anxiety and depression levels, as well as interviews with psychologists.

Regular diagnostics makes it possible to timely identify signs of psychological difficulties and take measures to eliminate them. The main methods of support and prevention of students' professional health are: development of time management skills; consultations with psychologists; creation of a favorable learning climate; the role of teachers and university administration and others.

Diagnosis of students on the Spielberger-Hanin anxiety scale, on the BDI scale, on the V.A. Doskina of the WAM (or "CAH" in Russian) test showed that some students have a small level of anxiety, students are characterized by a depressive state, many students do not have a sufficient level of general psychological well-being by some indicators, in the last course there is also an improvement in the indicators of anxiety, depressive state and general well-being. The results of the questionnaire survey show the relationship between some indicators of academic workload and psycho-emotional health. For example, between the time spent on homework and sleep quality, and between the frequency of absences and anxiety levels. In final year students such links are less pronounced.

To conduct research on the topic of the impact of academic load on the psychological health of students diagnostic emphasis used the following methods: literary analysis of literary sources, in order to obtain a theoretical basis for the main provisions and problems on the topic. Questionnaire survey of students, is conducted in order to obtain primary information about their perception of their academic load received in the university and their psychological state. Testing of students, with the help of special questionnaires that allow to determine such indicators of psychological health as stress level, anxiety level and depression. Statistical analysis to process the results obtained, using special computer programs. Analytical analysis - for writing individual and general conclusions

The Spielberger-Hanin Anxiety Inventory (STAI) is designed to assess a person's level of anxiety. It includes two main scales: state anxiety (situational anxiety) and personality anxiety (anxiety as a stable personality trait). The first scale measures a person's current emotional state, i.e., how anxious he or she is at the moment, and the second scale assesses an individual's tendency to experience anxiety in general, throughout life. Both components of the methodology are evaluated by 20 statements, to which the subject answers by choosing the degree of correspondence with his/her feelings. The results reveal the degree of anxiety severity, which can be used to diagnose anxiety disorders, as well as to monitor changes in anxiety levels during psychotherapeutic interventions. The technique has good reliability and validity, which makes it one of the most popular tools in psychological practice for assessing anxiety.

Test for diagnosing the state of students' psychological health under the influence of study loads: diagnosing the level of students' psychological well-being using Beck's Depression Self-Assessment Scale (or BDI). This questionnaire is used to determine the presence and degree of severity of depressive symptoms in students. The Beck Depression Self-Assessment Scale consists of 21 questions, each with four response options. All answer choices indicate different levels depression severity. Total scores range from 0 to 63. More severe depressive symptoms of the person being assessed are indicated by higher scores. Each question is scored on a point scale: 0-3 points. Interpret the results follows: no depression: 0-9 points; mild depression: 10-18 points; moderate depression: 19-29 points; severe depression: 30 points and above

The diagnostic test V.A. Doskina of the WAM test allows to assess the current psycho-emotional state of students by three main indicators: well-being, activity and mood. In the framework of well-being it is possible to establish the presence of fatigue, pain and discomfort. The activity indicator establishes the level of motivation and ability to fulfill learning tasks. Mood diagnoses the emotional state, which includes positive and negative states. The study is conducted using a questionnaire of 30 questions (10 questions on well-being; 10 questions on activity; 10 questions on mood). Answers on a scale of four points (1 - low; 4 - the highest). The total score for each element is from 10 to 40 points. A low level of psychoemotional well-being is indicated by 10-19 points. Normal psychoemotional stability corresponds to the average level: 20-29 points. A high level expressed in 30-40 points indicates a good psychoemotional state.

The questionnaire survey was conducted among first and final year students (100 students of pedagogical specialties each), in two main areas: perception of academic load (10 questions) and psychological health (10 questions). The questions, descriptors and results are shown in Tables 1 and 2.

Such a comprehensive methodology allows to comprehensively assess the impact of academic load on students' psychological health, using both subjective and objective diagnostic methods. The results obtained in this way really show the possibility to develop more effective measures to support students.

**RESULTS & DISCUSSION.** Academic load as a concept is usually defined in educational standards. Thus, according to the State Educational Standards of the Republic of Kazakhstan, it for higher education includes the full volume of student's academic activities, according to the chosen specialty (Nurbek, 2022). According to R. Cobo-Rendón academic load includes teaching hours, lectures, practical and laboratory classes and other learning activities (including independent study), and preparation time for exams and credits (2020). At the same time, universities usually constantly improve the issues regarding the regulation of study load, so that it could be correlated with the regulations of well-known international training programs (Lisnyj, 2022).

Psychological health of students (Shi, 2020) is determined by the peculiarities of this age and has various kinds of psychoemotional experiences, which is reflected in academic achievements. While the psychological health of students, according to P. Olivera is the state of their psyche, which is manifested in the process of study in higher education in the following: the absence of students' manifested disorders of emotional plan; the presence of correct self-assessment activity; the ability to independently overcome the indicators of anxiety and stress, and so on (2023).

The main factors of influence on psychological health, from the side of academic load and the consequences of high academic load in students are reflected according to Figure 1.

| Factors of influence of academic workload on psychological health                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | The effects of excessive academic workload                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• The volume of academic work - an excessive study programme can lead to overload, which causes fatigue, anxiety and depression in students.</li> <li>• Lack of rest and recovery time - when students are forced to spend too much time studying, they may experience a lack of rest, which negatively affects their mental state.</li> <li>• Compressed task deadlines - leads to constant stress from the need to meet deadlines can lead to chronic stress and decreased motivation.</li> </ul> | <ul style="list-style-type: none"> <li>• Excessive anxiety - as stressful situations related to studying can cause feelings of anxiety that interfere with concentration and impair quality of life.</li> <li>• Depression - prolonged exposure to high stress conditions can contribute to the development of depressive states.</li> <li>• Concentration problems - information overload and lack of sleep make it harder for students to focus on their studies.</li> <li>• Social isolation - due to lack of time to socialise with friends and family, students may feel lonely and isolated.</li> </ul> |

*Figure1 - Main factors of influence on psychological health, from the side of academic load and consequences of high academic load in students*

Effective practices of support and prevention of emotional and psychological health of students, which are used in some foreign K. Wunsch (2021), J. Franzén (2021), D.M. Zhaksybaev (2024), B.A. Matayev (2024) educational institutions of higher education include many directions, the main ones being individual, group and organizational:

1. Individual practices: counseling by psychologists for students with anxiety, depression, or other emotional problems; training (breathing, meditation, relaxation training) on stress management to maintain emotional balance under high academic loads; specialized resource centers where students can get help in solving problems related to study and self-organization.

2. Group practices: social networks and student clubs that help students discuss common problems and develop understanding and communication skills; sports activities to maintain not only physical fitness, but also to reduce anxiety, depression and stress levels; volunteering strengthens psychological health and promotes emotional release of students.

3. Organizational practices: planning optimal schedules to ensure that students are not overburdened, to include adequate time for rest; introducing flexible (modular and other) learning systems that allow students to choose more convenient courses of study and deadlines for homework assignments; improving student work with instructors and creating a more open atmosphere for dialogue and; including in the curriculum of required psychology courses: elements that aim to

According to Figure 2, the results of diagnosing the level of psychological well-being of first-year and final-year students by the methodology based on the Spielberger-Hanin Anxiety Scale are shown.

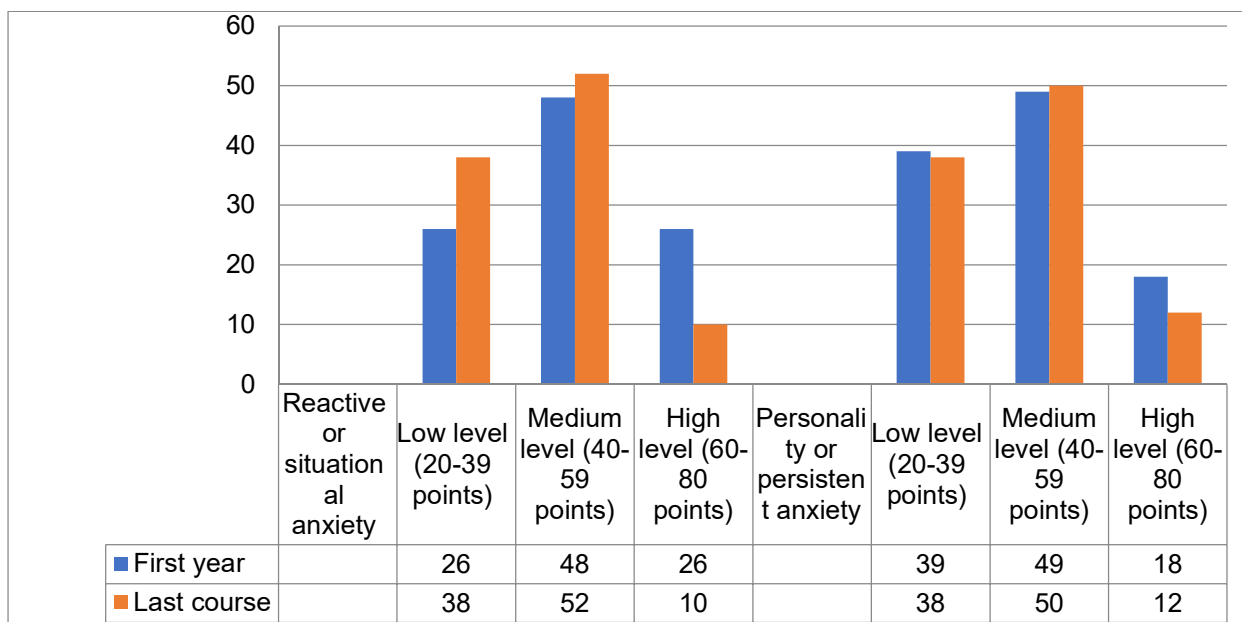


Figure 2 - Results of students' diagnostics using the Spielberger-Hanin scale

Analysis of reactive anxiety indicators showed that in the first year about a quarter of students (26%) and 38% of final year students showed a low level of reactive anxiety, indicating that most students are generally able to remain calm in stressful situations. There is a greater number of students with moderate levels of reactive anxiety, as about half of first year students (48%) and 52% of final year students showed moderate levels of reactive anxiety, which may indicate an increased susceptibility to stress, but without critical manifestations. There was a marked decrease in high levels of reactive anxiety in the final. In the final year, only 10% of students showed high levels of reactive anxiety, compared to 26% in the first year, which may indicate better adaptation to stressful situations over time.

Indicators of high level of personality anxiety in the first year are lower compared to situational anxiety. As only 15% of students showed high level of personality anxiety, which indicates that they have chronic anxiety. In the final year, there is a decrease in high level of personality anxiety to 12%, which may indicate the development of their capacity to cope with chronic stress. Moderate levels of personality anxiety are prevalent in both courses. Approximately half of the students in each course showed a moderate level of personal anxiety, which suggests that there is some propensity for anxious states, but without extreme manifestations. The low level of personal anxiety is also about the same in both groups. Differences between the first and last courses show in general that first year students in general demonstrate higher personal anxiety, which emphasizes the importance of early diagnosis and the need for stress prevention at the initial stages of higher education.

The results of the BDI scale diagnostics of students are shown in Figure 3.

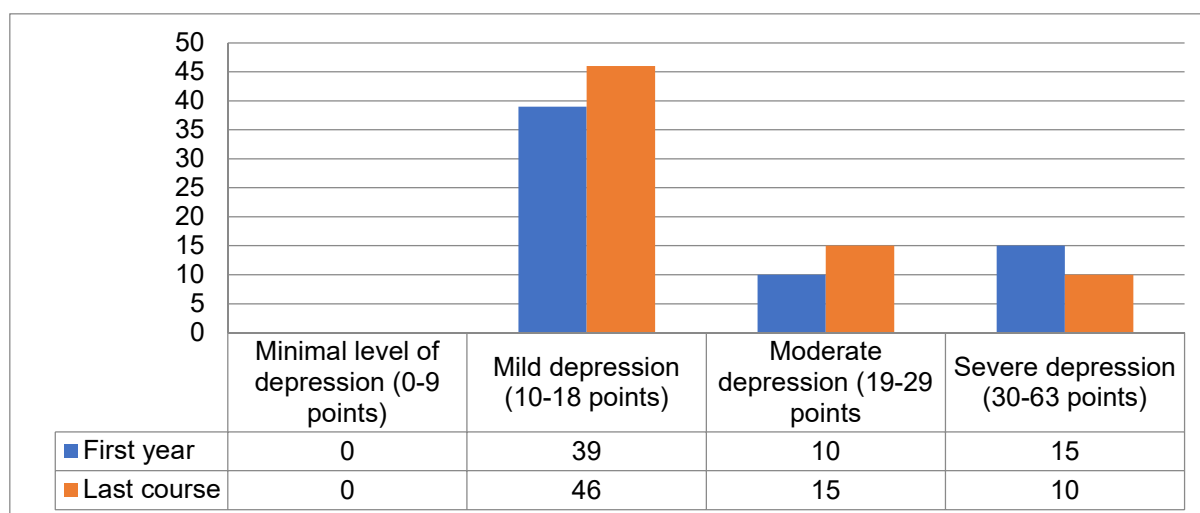


Figure 3 - Results of students' diagnostics on the BDI scale

According to the obtained diagnostic data, the following conclusions can be drawn. In the first year students have a prevalence of minimal level of depression, as more than a third of students (36%) have this level, which indicates that they have a relatively good level of psycho-emotional well-being. A noticeable presence of mild depression (39%) is noted in first-year students and 46% in final-year students, which may indicate that they have mild depressive symptoms that require special attention and should be corrected. A significant decrease in moderate and severe depression was observed in the last year of study. The proportion of students with moderate (from 10% to 15%) and pronounced depression (from 15% to 10%) decreased in the final year. Such indicators may indicate that over time students learn to manage stress and improve their psycho-emotional state.

The results of diagnostics according to the test V.A. Doskina of the WAM to assess the general psychological well-being of students are shown in Figure 4.

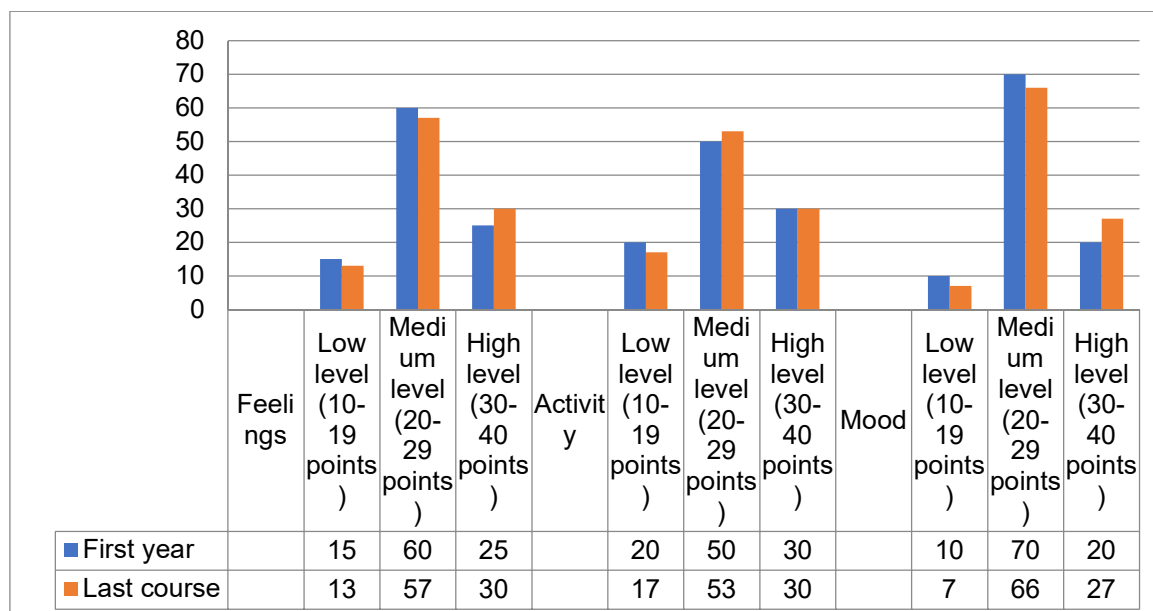


Figure 4 - Diagnostic results of V.A. Doskina of the WAM test to assess the general psychological well-being of students

The analysis of the results allows us to draw the following conclusions. In the first year, students showed lower levels of well-being (15% vs. 13% in the final year), which may indicate more physical

stress and fatigue. However, in the final year, there was an increase in the number of students with high levels of well-being (30% vs. 25%), which may indicate better physical fitness and less fatigue.

In the first year, there was a significant percentage of students with a low activity level (20% vs. 17% in the final year), which may indicate a lack of energy and motivation. In the final year, there was an increase in the average activity level (53% vs. 50%), which may indicate an increase in performance and stamina.

In the first year, there was a significant number of students with low mood levels (10% vs. 7% in the final year), which may indicate more frequent negative emotions and low mood. In the final year, there was an increase in average mood levels (66% vs. 70% in the first year), which may indicate an improved emotional state and greater resilience to stress.

The results of the questionnaire on the perception of learning load are shown in Table 1.

Table – 1. Results of the questionnaire survey on the perception of training load

| Questions                                                                                              | Descriptors                       | 1 course | 4th course |
|--------------------------------------------------------------------------------------------------------|-----------------------------------|----------|------------|
| 1. How would you rate your current teaching load?                                                      | High                              | 55       | 80         |
|                                                                                                        | Medium                            | 30       | 15         |
|                                                                                                        | Low                               | 10       | 5          |
|                                                                                                        | Very low                          | 5        | 0          |
| 2. What subjects cause you the most difficulty?                                                        | General education                 | 60       | 20         |
|                                                                                                        | Special (in the chosen specialty) | 40       | 60         |
| 3. How much time per week do you usually spend doing homework and preparing for class?                 | Less than 3 hours                 | 10       | 5          |
|                                                                                                        | From 3-5 hours.                   | 50       | 30         |
|                                                                                                        | From 6-10 hours                   | 40       | 65         |
|                                                                                                        | More than 10 hours                | -        | -          |
| 4. Do you often have to miss lectures or seminars because of a large amount of independent work?       | Yeah, a lot of times              | 5        | 40         |
|                                                                                                        | Sometimes.                        | 50       | 50         |
|                                                                                                        | Rarely                            | 25       | 10         |
|                                                                                                        | Never                             | 20       | 0          |
| 5. How effectively, in your opinion, is the educational process organized in your university?          | Quite effective                   | 60       | 35         |
|                                                                                                        | Medium                            | 30       | 55         |
|                                                                                                        | Not enough                        | 10       | 10         |
| 6. Do you have the opportunity to receive feedback from faculty regarding your performance?            | Always                            | 80       | 90         |
|                                                                                                        | Often                             | 10       | 5          |
|                                                                                                        | Sometimes.                        | 5        | 5          |
|                                                                                                        | Never                             | 5        | 0          |
| 7. Are you given enough time to prepare for exams or credits?                                          | Enough                            | 40       | 85         |
|                                                                                                        | Not enough                        | 60       | 15         |
| 8. What percentage of your study time is taken up by independent work outside the ?                    | Less than 25%                     | 20       | 10         |
|                                                                                                        | 26% to 50%                        | 50       | 40         |
|                                                                                                        | 51% to 75%                        | 20       | 35         |
|                                                                                                        | More than 76%                     | 10       | 15         |
| 9. Do you think that the number of practical sessions within the training courses is high?             | Totally agree.                    | 20       | 5          |
|                                                                                                        | On average agree (a)              | 75       | 80         |
|                                                                                                        | No I do not agree (a)             | 5        | 15         |
| 10. Would you like to have more/fewer lectures, seminars, laboratory works in the educational process? | More lectures                     | 10       | 5          |
|                                                                                                        | Less lectures                     | 5        | 10         |
|                                                                                                        | More seminars                     | 30       | 20         |
|                                                                                                        | Fewer seminars                    | 5        | 5          |
|                                                                                                        | More lab work                     | 40       | 50         |
|                                                                                                        | Less lab work                     | 5        | 5          |
|                                                                                                        | I'm fine with it.                 | 5        | 5          |



The analysis of the obtained data shows the following: final year students evaluate their study load higher than first year students. Thus, 80% of final-year students consider it high, while among first-year students this indicator is 55%. This may indicate that senior students face a greater volume of tasks and requirements as they progress through the educational program.

First-year students more often experience difficulties with general subjects (60%), while final-year students - with specialized disciplines (60%). This indicates that the first year of study requires mastering basic knowledge, while in the final years the emphasis shifts to professional specialization.

Students in both courses spend a significant amount of time doing homework and preparing for classes, but seniors spend more time on this. Among final year students, 65% spend 6 to 10 hours or more per week on homework, while among freshmen the same figure is only 40%.

More students of the last year (40%) compared to freshmen (5%) miss classes due to a large amount of independent work. This confirms the assumption about the increased workload in senior courses.

Assessments of the effectiveness of the organization of the educational process are similar between the groups. However, it is worth noting that 55% of final year students consider the organization to be average, which may indicate some shortcomings in the educational process.

The possibility of receiving feedback from teachers is rated highly by both groups. However, this score is slightly higher among final year students (90% vs. 80%).

First-year students more often note the lack of time to prepare for exams and credits (60% vs. 15% for final-year students). This may be due to the lack of experience in planning their time among beginners.

Independent work is given a significant part of time by both groups, but final year students put more emphasis on it (more than 50% are engaged in independent work from 51% to 75% of the study time).

The majority of first year students are satisfied with the amount of practical training (95%), while final year students have divided opinions: 85% believe that the classes are sufficient and 15% would like to see more practical training.

Both courses express a desire to increase the number of laboratories works (40% and 50% respectively). There is also a desire to increase the number of seminars among first-year students (30%).

Thus, we can draw a general conclusion that final year students face a greater academic load and require more time for independent work than first-year students. At the same time, they also demonstrate a greater need in the practical component of the educational process.

Table 2 shows the results of the questionnaire survey of students regarding psycho-emotional health.

Table - 2. Results of questionnaire survey of students regarding psycho-emotional health

| Questions                                                                                | Descriptors           | 1 course | 4th year |
|------------------------------------------------------------------------------------------|-----------------------|----------|----------|
| 1. How would you rate your overall emotional state?                                      | Good                  | 25       | 36       |
|                                                                                          | Normal                | 45       | 44       |
|                                                                                          | Bad                   | 30       | 20       |
| 2. Do you experience anxiety before upcoming, exams, or other important academic events? | All the time          | 68       | 35       |
|                                                                                          | Sometimes.            | 18       | 55       |
|                                                                                          | Rarely                | 10       | 10       |
|                                                                                          | Never                 | 4        | 0        |
| 3. To what extent does your study load affect your psycho-emotional state?               | Severely impairs      | 50       | 40       |
|                                                                                          | Moderately worsens    | 25       | 36       |
|                                                                                          | No significant impact | 20       | 24       |
|                                                                                          | Improves              | 5        | 0        |
| 4. do you have the opportunity to have a full rest after your studies?                   | Yeah, always.         | 20       | 25       |
|                                                                                          | Sometimes.            | 46       | 60       |
|                                                                                          | Rarely                | 19       | 15       |
|                                                                                          | No, never.            | 25       | 10       |

|                                                                                                               |                                                         |    |    |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|----|----|
| 5. Do you suffer from lack of sleep due to learning activities?                                               | All the time                                            | 45 | 30 |
|                                                                                                               | Rarely                                                  | 30 | 48 |
|                                                                                                               | I have no trouble sleeping                              | 25 | 22 |
| 6. Do you feel overloaded or overworked in connection with the learning process?                              | All the time                                            | 32 | 20 |
|                                                                                                               | Periodically                                            | 28 | 43 |
|                                                                                                               | Rarely                                                  | 30 | 16 |
|                                                                                                               | I don't                                                 | 10 | 5  |
| 7. Do you use any relaxation methods or stress management techniques?                                         | Regularly                                               | 12 | 18 |
|                                                                                                               | Once in a while                                         | 58 | 56 |
|                                                                                                               | I don't                                                 | 40 | 26 |
| 8. Have you ever experienced symptoms of depression or severe anxiety related to school?                      | Yeah, on a regular basis.                               | 15 | 8  |
|                                                                                                               | There were isolated episodes                            | 71 | 60 |
|                                                                                                               | No, I haven't had any of those symptoms                 | 24 | 32 |
| 9. Did you receive support from someone (family, friends, teachers) during difficult moments of your studies? | I always get                                            | 58 | 43 |
|                                                                                                               | Sometimes.                                              | 30 | 30 |
|                                                                                                               | Almost never got one.                                   | 12 | 15 |
|                                                                                                               | You don't need support                                  | 5  | 12 |
| 10. What would improve your psychological well-being in the context of your studies?                          | Remove unnecessary subjects for study                   | 18 | 22 |
|                                                                                                               | More flexible scheduling                                | 18 | 16 |
|                                                                                                               | Provide, in some cases, the possibility of a free visit | 22 | 20 |
|                                                                                                               | Less homework                                           | 32 | 32 |
|                                                                                                               | Open space for discussion of problems                   | 5  | 5  |
|                                                                                                               | More faculty counseling                                 | 5  | 5  |
|                                                                                                               | Other options (specify)                                 | 0  | 0  |

The analysis of the results of the questionnaire survey of the first and last year students regarding their psycho-emotional health allowed us to draw the following conclusions.

In the first year, more students rate their emotional state as "good" (25%) compared to the last year (36%). However, in the first year there are also more of those who assess their state as "bad" (30%) compared to the last courses (20%).

First-year students are much more likely to experience a constant feeling of anxiety before tests and exams (68%) compared to the last courses (35%). Such results may indicate greater stress among first-year students associated with adaptation to new study conditions at the first stages of education.

A large proportion of first-year students believe that the study load strongly worsens their psycho-emotional state (50%), while in the final year this indicator is lower (40%). At the same time, in the last year there are more students who believe that the workload moderately worsens their condition (36% vs. 25% in the first year).

A significant proportion of first year students (25%) notes that they never have the opportunity to have a full rest after studying, in contrast to final year students (10%). On the contrary, there are more students in the last year who rest sometimes (60% vs. 46% in the first year).

Lack of sleep due to academic activities is a problem for significant proportion of students in both courses, particularly in the first year (45% are consistently affected), although the situation is slightly better in the final year (30%).

About one third of first-year students (32%) constantly feel overloaded and overworked, while in the final year this figure is lower (20%). But periodic feelings of overload are more frequent in the final year (43% vs. 28% in the first year).

The majority of students in both courses use these methods only occasionally (58% in the first year and 56% in the final year), there are more students in the final year who use these methods regularly (18% vs. 12% in the first year).

Symptoms of depression and severe anxiety related to studies were seen in the majority of students in both courses, with more cases in the first year (86% had isolated episodes or regular occurrences vs. 68% in the final year).

Most first year students manage to get support from family, friends or teachers always (58%) or sometimes (30%), whereas in the final year support is less frequent (only 73% get it always or sometimes).

There is, for example, a correlation between average anxiety levels and absenteeism, as a really high frequency of absenteeism may be accompanied by higher levels of anxiety. This is usually explained by the fact that students who frequently skip classes may feel more anxious about incomplete homework or unsatisfactory performance. In doing so, they are likely to spend more time doing, worry about their grades, and all of this can cause additional stress. We can also assume that most undergraduates start to work part-time, which may increase the rates of absenteeism.

There is also a relationship between anxiety level and sleep quality, as students with high levels of anxiety are more likely to suffer from poor sleep quality or lack of sleep time. At the same time, disrupted sleep patterns tend to increase their anxiety about their academic performance and so on. In addition, lack of quality sleep leads to a general feeling of fatigue and irritability, which reduces the ability to cope with academic tasks and increases a person's overall emotional instability.

There is also a correlation between the frequency of skipping classes and indicators of the level of general anxiety. Since skipping classes can lead to an increase in anxiety, as it disrupts the student's daily routine and thereby increases the stress in relation to successful academic work. In addition, skipping classes due to large amounts of work can then lead to fear of passing exams, which further increases the general level of anxiety.

**CONCLUSION.** The general conclusion from the diagnosis of students on the Spielberger-Hanin scale is that some students have a small level of anxiety. At the same time, in the first-year students are characterized by a higher level of anxiety, both situational and personal, which indicates that they are more vulnerable to stress and emotional fluctuations. Over time, in the course of study, there is an adaptation to stressful and other conditions, as the level of anxiety, especially reactive, in the last courses, decreases.

The diagnostic results of the BDI scale show that students are characterized by some depression. At that, in the first-year students tend to experience more pronounced depression, especially in the form of moderate and pronounced levels. However, in the last courses there is a noticeable decrease in the level of depression, which may indicate the acquisition of stress management skills and the development of resilience to emotional fluctuations.

The general conclusions of diagnostics by the test V.A. Doskina of the WAM to assess the general psychological well-being of students also indicate that many students do not have a sufficient level of general psychological well-being by some indicators. In the first-year students have a lower level of well-being, which may be associated with physical and emotional stress at the initial stage of training. In the final year, there is an improvement in well-being, which may indicate better physical fitness and less fatigue. The first year also records a significant number of students with low activity, which may indicate a lack of energy and motivation. In the final year, there is an increase in the average activity level, which may indicate an increase in performance and stamina. A large number of students with low mood level was also observed in the first year, which may indicate an increased tendency to negative emotions and low mood, which may be related to academic load. In the last year of study, an increase in the average level of mood was recorded, which may indicate an improved emotional state and greater resistance to stress and adjustment to academic loads.

The results obtained during the questionnaire survey make it possible to draw general conclusions. The study load has a stronger impact on the psycho-emotional state of first-year students, causing more anxiety and worry, as well as problems with sleep and rest. Despite this, first-year students are more likely to rate their emotional state as good, possibly due to adaptation and support from others. In the final year, despite the decrease in the level of constant stress, there is still a significant number of

students experiencing a moderate deterioration of psycho-emotional state under the influence of academic load. An important factor in improving the psycho-emotional well-being of students can be an increase in the availability and regularity of support from the environment, as well as improving the conditions for rest. The comparative analysis of individual indicators showed that there is a direct or inverse between some indicators of academic workload and psycho-emotional health in students. For example, in first-year students there is a direct relationship between the time spent on homework and the quality of sleep, as well as between the frequency of absences and the level of anxiety. While in final year students such relationships are less pronounced, which may indicate better adaptation to the learning process.

The use of effective practices of support and prevention of emotional and psychological health in higher education institution will help to provide students with more successful completion of the educational process and reduce the risks of emotional and mental disorders. As they all contribute to the creation of a more favorable environment in the learning process, which, even under conditions of heavy academic load, supports and strengthens the mental health of students. In addition, it ultimately improves their academic performance and overall quality of student life.

Recommendations for the application of the findings

- scientific application, with further research to expand scientific understanding of factors affecting students' psycho-emotional health, and to further analyze and develop new approaches to studying the relationships between academic workload and emotional well-being.
- practical application in educational institutions: to implement programs for diagnostics and psychological support of students

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