ACADEMIC, SOCIAL, AND PSYCHOLOGICAL CHALLENGES OF UNIVERSITY STUDENTS IN THE CITY OF ROCHESTER: THE ROLE OF DEMOGRAPHIC AND SOCIOECONOMIC FACTORS

Emine Saadet UNAL

Monroe Community College, Brighton, USA

ORCID ID: 0009-0006-4391-4023, saadetu9@gmail.com

Abstract

This study aims to thoroughly examine the social, academic, psychological, financial, and career-related challenges faced by university students in Rochester. The research seeks to analyze the difficulties students encounter and provide potential solutions. Qualitative research methods and a case study approach were employed. The data was collected from 70 students who attended different universities in Rochester and analyzed by the use of web-based surveys. To achieve diversity in terms of demography, the following variables were taken into account for example university attended, department studied, class level, gender distinctions, hometown, and socio-economic status of the family. The research indicates that students undergo various challenges such as educational demands, economic hardships, and social adjustment problems, time management problems as well as (emotional problems) mental disturbances. Among the participants, 57.1% were from the Rochester Institute of Technology, 27.1% from Nazareth College, and 11.4% from the University of Rochester. Regarding parental education levels, 46% of mothers and 30% of fathers had completed 2- or 4-year university programs. Half of the students identified their families as "middle class," 25% as "lower class," 20.3% as "upper-middle class," and 4.7% as "upper class." The findings demonstrate that the challenges faced by university students significantly affect their academic and social lives. One of the major problems affecting students' progress in schools is stated as having mental health problems. Universities should thus improve counseling facilities, provide psychological help for such students as well as establish financial aid systems that can assist them during this period of time. These are very important facts which, can be used to make learners' lives better and make universities a better place to be at.

Keywords: *Psychology, Socioeconomic, University, Student, Academic, Rochester, Career.*

DOI: 10.58934/jgss.v5i20.311

1. INTRODUCTION

In some ways, a university is more than a group of schools that provide students with opportunities for their future careers in areas such as undergraduate, postgraduate, and doctoral studies. This represents a time when individuals get freedom which enables them to articulate themselves and meet new friends and in turn grow personally while at the same time developing

cognitive abilities. Universities are higher education institutions that promote research and innovation, providing services to society, and playing a key role in addressing societal issues and driving development. As a whole, they generate the necessary knowledge by creating synergies to enhance the social and economic welfare of society at both regional and global levels (Erdem, 2013; Şahin et al., 2009).

The college years are sometimes considered as times when there are worries about school performance, family expectations about choosing professions at a tender age or feelings of gloom due to puberty. In essence, it comes out as a period in which the upcoming individuals build their intellects and become self-reliant as they undergo through a lot of alterations and revelations. The university period encompasses a time frame in which social and psychological interactions occur with people from different cultures, environments, and families. To overcome these challenges, students develop effective problem-solving strategies and behaviors. This phase represents one of the most critical periods in their lives (Bülbül & Acar-Güvendir, 2014).

The transition from childhood to adolescence results in a lot of social and psychological challenges. Such challenges include problems of academic nature, financial challenges, interpersonal relationships, isolation from others, mental illnesses, misuse of time, job prospects that one might have to forego in case they are not determinate in what they want of life, cultural adaptation, language inadequacy, accommodation facilities, starvation, and health problems (Bülbül & Acar-Güvendir, 2014; Kacur & Atak, 2011). Some researchers have addressed the problems that face university students, challenges such as cultural differences, financial/academic strains, personal issues, racial discrimination, loss of friendship ties, alienation, and being away from home have been turned out (Yeh & Inose, 2003; Mallinckrodt & Leong, 1992).

In a highly competitive process, university students in the United States are admitted to higher education their expectations are different when it comes to how they will live in university life. They anticipate a future life with secured employment which would help them lead a comfortable life, achieve personal growth, moreover, excel both intellectually and academically at the university while getting scholarship support among others in housing. Nonetheless, failing to meet some of these hopes might lead to emotional reactions on the part of students whereby at times this can have significant implications for their happiness within institutions of higher learning in the world.

As per a scientific literature review, a considerable amount of studies have tackled issues that university students go through (Demirbilek, 2012; Erkan et al., 2012; Filiz & Çemrek, 2007; Korkmaz, 2000; Topkaya & Meydan, 2013; Şahin et al., 2009). Şahin et al. (2009) identified the three most significant problems encountered by university students as financial difficulties and the inability to meet basic needs, issues related to academic programs, and problems with faculty members. These challenges are followed by other difficulties, including trouble adapting to the environment, a lack of social, cultural, artistic, and sports activities, concerns about the future, personal and family problems, dissatisfaction, inadequate physical conditions, a lack of democratic atmosphere, purposelessness, intellectual dissatisfaction, administrative issues, spiritual emptiness, and a lack of self-confidence.

Kacur et al. (2011) study conducted by demonstrated that students in higher education experience difficulties with examinations, occupational choices, monetary obligations, and interaction with their surroundings. On the other hand, the study by Topkaya et al. (2013) reveals that university students have a lot of emotional challenges.

In addition, the results of the study do not only show emotional hardships but also demonstrate that young adults experience different issues related to romantic love, dating, financial status, high performance in school work, personal enhancements, adaptation, kinship bonds, and companionship. This thus shows the necessity of interviewing people when it comes to comprehending student dilemmas deeply and possibly creating some remedies. It is generally accepted that such investigations can improve the quality of both education and training at colleges besides enhancing student well-being and making various resources more available. Concentrating on various issues concerning university students is vital for any society that wants to move forward because they represent those who will determine where their respective countries head next.

The Purpose of the Study

The primary aim of this study is to identify the challenges faced by students attending universities in Rochester, New York, and to propose potential solutions to these issues. In line with this main objective, the following sub-goals have been focused on:

- What are the social challenges encountered by university students?

- What psychological challenges do university students face?

METHOD

Research Model

This study was conducted to identify the social and psychological challenges faced by students attending universities in the city of Rochester. For this purpose, qualitative data collection techniques and the case study method were employed. The case study method is a research approach that investigates factors influencing a particular situation (e.g., environment, individuals, events, processes, etc.) in a holistic manner, focusing on how these factors impact the situation and are impacted by it (Flyvbjerg, 2011; Heale & Twycross, 2015). In this study, the case study method was chosen to provide a detailed explanation of the challenges experienced by students currently enrolled in university.

Research Group

The participants of the Research consist of 70 university students attending various universities in the city of Rochester. While forming the study group, maximum diversity was prioritized, and each response was carefully analyzed. This approach ensured that participants represented a range of different characteristics and statuses. In selecting participants, variables such as university, department, class level, gender, place of birth, place of residence, parental education level, family economic status, and parental occupation were considered as sources of diversity. The demographic information of the participants is presented in tables as follows.

Universities Attended by Participants

School

70 responses

- University of Rochester
- RIT
- Nazareth
- St. John Fisher
- Roberts Wesleyan
- SUNY Brockport

27.1%

11.4%

57.1%
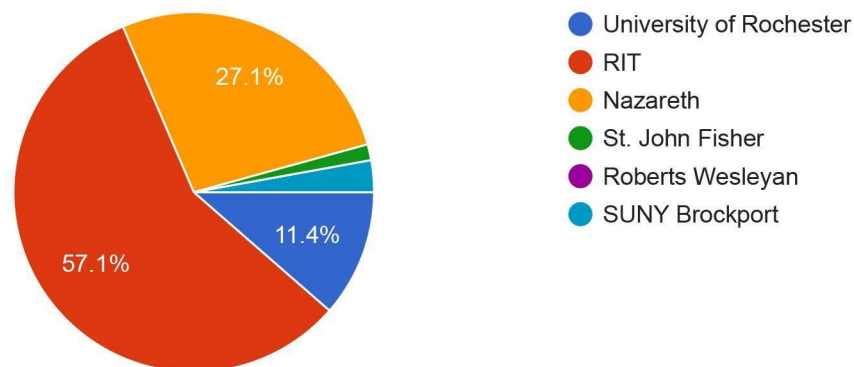
The leading institutions in the city of Rochester University of Rochester, Rochester Institute of Technology (RIT), Nazareth College, St. John Fisher University, Roberts Wesleyan University, and SUNY Brockport were included in the study. Regarding participation rates, RIT had the highest representation at 57.1%. Nazareth College contributed 27.1%, and the University of Rochester accounted for 11.4%. The remaining 4.4% was composed of participants from St. John Fisher University, Roberts Wesleyan University, and SUNY Brockport.

Gender Status of Participants
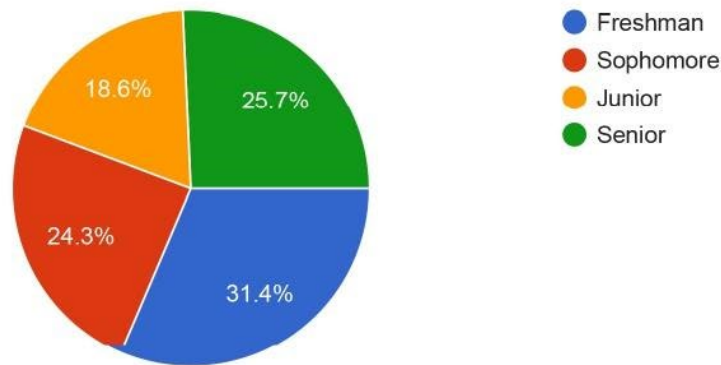
Gender

70 responses
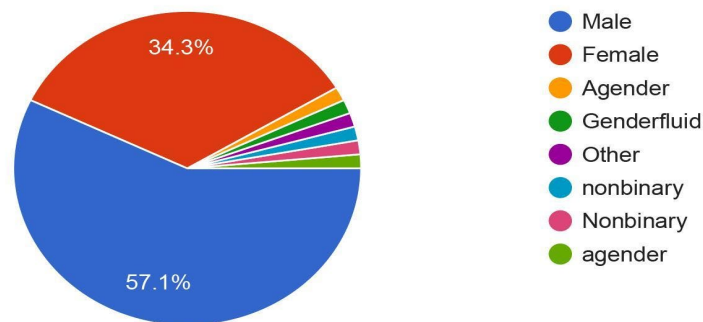
Among the participants, the proportion of male students is 57.1%, while female students make up 34.3%. Those identifying as agender, genderfluid, nonbinary, or other constitute 8.6%. Male students represent the majority of the participants.

Distribution of Participants by Class Level

Grade

70 responses

Freshman students accounted for 31.4% of the participants in the study. The participation rate for sophomore students was recorded at 24.3%, while junior students made up 18.6%. Senior students contributed 25.7% of the responses.

Departments of Study for Participants

Students participated from various departments, including Music Composition, Music, Biology, Psychology, College of Art and Design, Computer Science, Business, Russian, Science, Technology, Engineering, and Mathematics (STEM), Engineering, Art Department, Game Design and Development, Biomedical Sciences, Social Work, Finance, Psychology, Film Production, Physics, Mechanical Engineering and Computational Engineering (MECE), Golisano College of Computing and Information Sciences (GCCIS), Electrical Engineering (EE), Institute of Optics, Game Design and Development, Mechanical Engineering Technology (MET), Mechanical Engineering, Kate Gleason College of Engineering (KGCOE), National Technical Institute for the Deaf (NTID), Microbiology, School of Film and Animation (SOFA), Economics, College of Art and Design (CAD), Biomedical Engineering, Civil Engineering, Computer-Aided Design (CAD), School of Information, School of Information Sciences (SOIS), Computer Science, Information Computer Science, College of Health Sciences and Technology (CHST), Music (Composition), and Math.

Birthplaces of Participants

Place of Birth (City, State)
42 responses
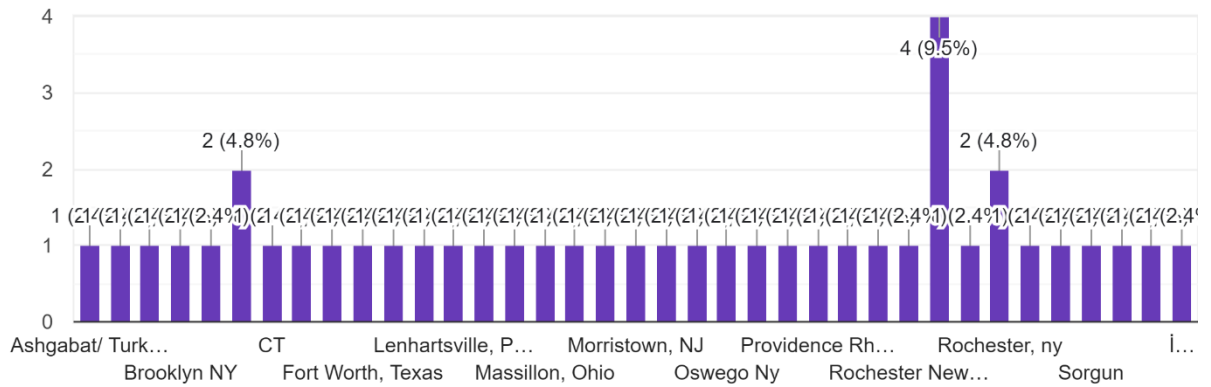
An analysis of the participants' birthplaces reveals that they include cities within the state of New York, such as Rochester, Buffalo, Brooklyn, and Oswego. Additionally, out-of-state and international students also responded to the survey questions.

Educational Background of Participants' Mothers

Mother's Educational Status
63 responses
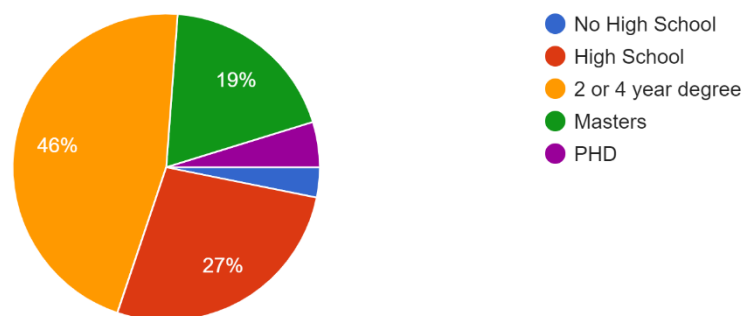
The educational background of the mothers was evaluated based on responses from 63 participants. The distribution of the mothers' education levels is as follows:

46% (Orange): Hold a 2- or 4-year college degree.

27% (Red): High school graduates.

19% (Green): Hold a master's degree.

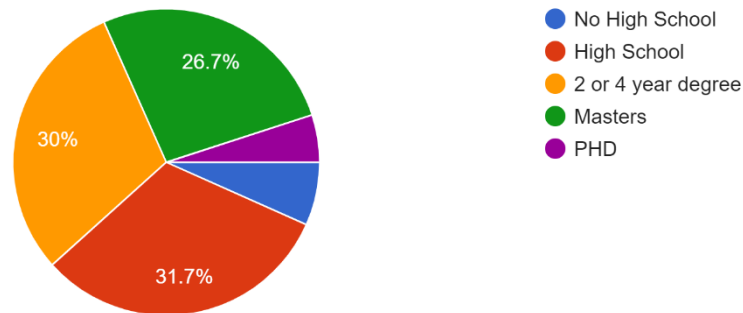5% (Blue): Did not graduate from high school.

3% (Purple): Hold a doctoral (PhD) degree.

The largest group comprises mothers with a college degree, while the smallest group is mothers who have earned a PhD.

Educational Background of Participants' Fathers

Father's Educational Status
60 responses

Education levels were represented using colors, and the distribution of the fathers' education levels is as follows:

31.7% (Red): High school graduates.

30% (Orange): Hold a 2- or 4-year college degree.

26.7% (Green): Hold a master's degree.

6.7% (Blue): Did not graduate from high school.

5% (Purple): Hold a doctoral (PhD) degree.

According to the chart, there is a group mainly composed of fathers who have high school diplomas and the smallest category comprises fathers with doctorate degrees. Essentially, the primary education levels for these fathers are often between high school graduates and college graduates.

Mother's Profession

44 responses
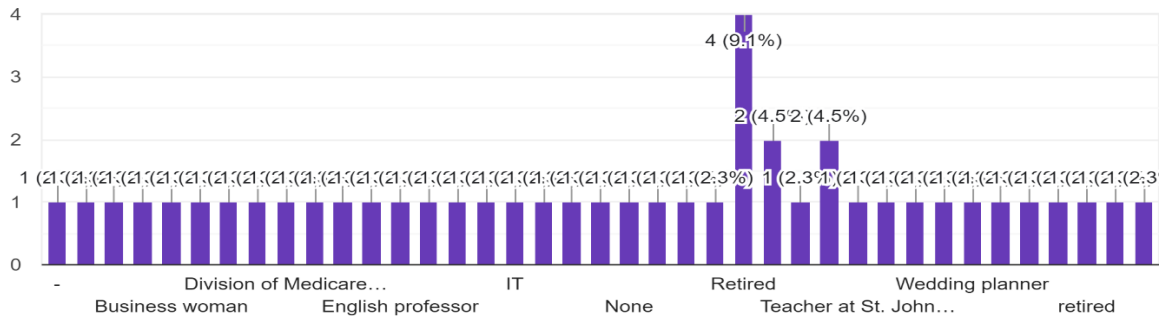
This chart shows the jobs that everybody's mother engaged in basing on the responses of 44 participants. Different occupations are listed on the horizontal axis while the number of people in each profession is represented on the vertical axis. It appears that highest engagement is in "Retired" type as ranked by 4 individuals (9.1%). In significant amount were other professions such as "Teacher at St. John's" and "Wedding Planner" which received 2 respondents each (4.5%). The rest of the jobs were chosen by one person mostly (2.3%).

The chart reveals a highly varied occupational distribution amongst mothers; however, retirement stands out as the most common. This implies more participants are mothers who have retired than those who are engaged in any other profession.

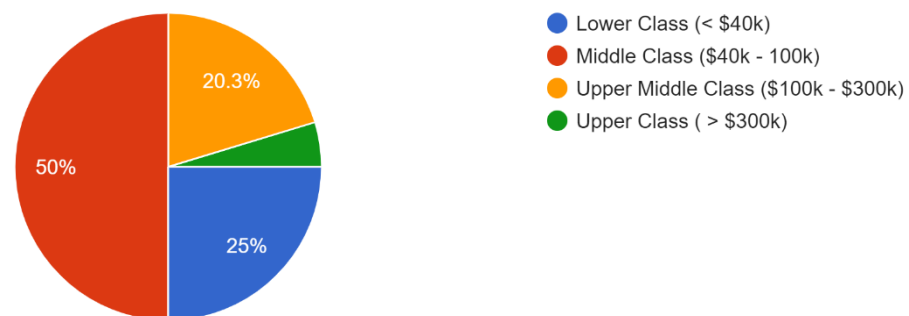**Father's Profession**

42 responses

Unal
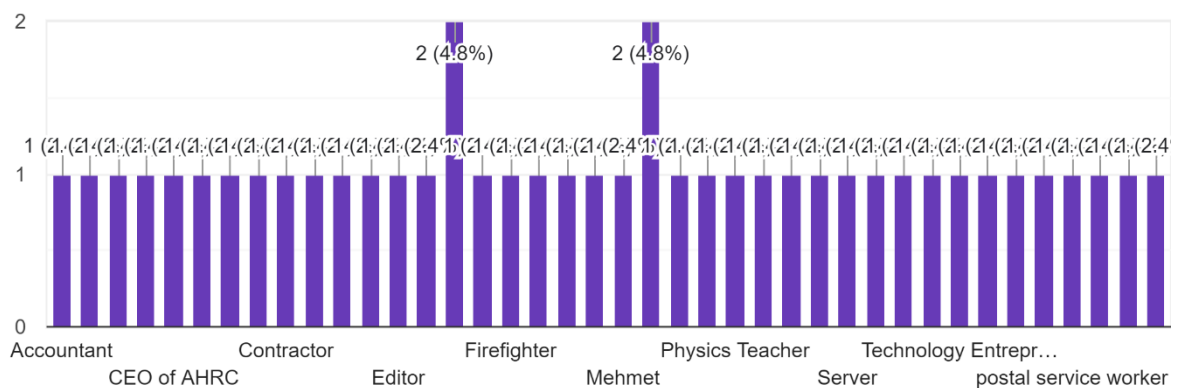
Forty-two participants' responses provided the basis for evaluating fathers' occupational situation data. The chart shows how many candidates selected each occupation and the percentage. Accountant, contractor, AHRC CEO, firefighter, physics teacher, waiter, and other related occupations are some of them listed on the horizontal axis. On the other hand, it represents how many participants are associated with these professions on the vertical axis.

In most occupational groups, responses were given by 1 person (2.4% of participants). However, the response rate was higher for those whose fathers' jobs were firefighter (4.8%) or physics teacher (4.8%). This shows that there was wide variety in participants' fathers' occupations where there was representation on average of one or two participants from each occupational group.

High occupational diversity between the participants was shown by the findings, without significant focus in any individual occupation.

Income Status of Participants

Household Income Level
64 responses

- Lower Class (< $40k)
- Middle Class ($40k - 100k)
- Upper Middle Class ($100k - $300k)
- Upper Class (> $300k)

The bar graph details the income distribution within households of 64 students who hail from universities based in the city of Rochester. It can be noted that half of the sample size is composed of individuals who have emerged from homes earmarked as "Middle Class" because they earn amounts ranging from $40,000 through $100,000 annually thereby retaining their top position on the chart. The rest belong to families perceived as "Lower Class" given that their parents earn anything below $40,000 per year an equivalent of 25%. Moreover, there are those whose mothers or fathers earn between $100,000 to $300,000 each year, amounting to 20.3%,

but just 4.7% come from households considered as very wealthy ones with more than $300.000 per annum.

The data reveal that most students at universities in Rochester are from families earning middle-class incomes. It is a fact that the social and economic class, or status of a family is an important factor that affects children's ability to do well academically and socialize with others around them. The presence of the middle class can help such students to be able to deal with economic hurdles while there is no sufficient number of such students from rich families as they are few.

Data Collection and Analytical Methods

In line with the purpose of the study, responses from 70 university students were analyzed using a web-based survey form. Each response was evaluated by comparing it with the answers of other participants. The research period was extended to reach more participants, and responses were monitored daily through the web-based system. Emails were sent out to ask faculty from different universities to push for the participation of their students into a survey. It was made clear to respondents that their names would not be attached with their responses - they could still get feedback. Data analysis was done using qualitative approach while content analysis tried to come up with themes as well as connections which help in explaining information gathered. During this process, specific themes and concepts served to collate similar data around which interpretations have been made to make accessibility easier for the readers (Fossey et al., 2002; Donat et al., 2019; Yıldırım & Şimşek, 2011). During data analysis, anonymity of all participants was ensured. In the presentation phase, heterogeneous points of view, extremal cases and diversification were considered, while attempts were made to engage more participants. To guarantee validity and reliability of the study, an unbiased and impartial approach was utilized. The research was evaluated in terms of both external and internal reliability (Golafshani, 2003; Connelly, 2016; Baltacı, 2019, p. 381). Regarding external reliability, the sources were transparently reported, and participants, along with other data sources, were clearly identified. Additionally, the events, phenomena, and theories underpinning the interpretations made in the research were explicitly stated in the report.

Political, social, and economic changes that might occur during the research process were taken into account within the scope of reports on the psychological and demographic conditions of the participants. The findings of the study were aligned with the conceptual framework, and

the results were supported by other studies. In the research report, the data that was gathered became part of it systematically and descriptively. The participation of many students enhanced the study's horizon and allowed for more critical interpretations. Integral reliability was increased by the help that was given by other researchers and specialists during the analysis process (Baltacı, 2019).

2. OPINIONS OF UNIVERSITY STUDENTS IN ROCHESTER ON THE PROBLEMS THEY EXPERIENCE

By nature, every individual, including university students, may encounter academic, personal, and social challenges. We gathered survey results highlighting the potential difficulties faced by university students in Rochester and presented them using graphical representations. The findings are outlined in the format below.
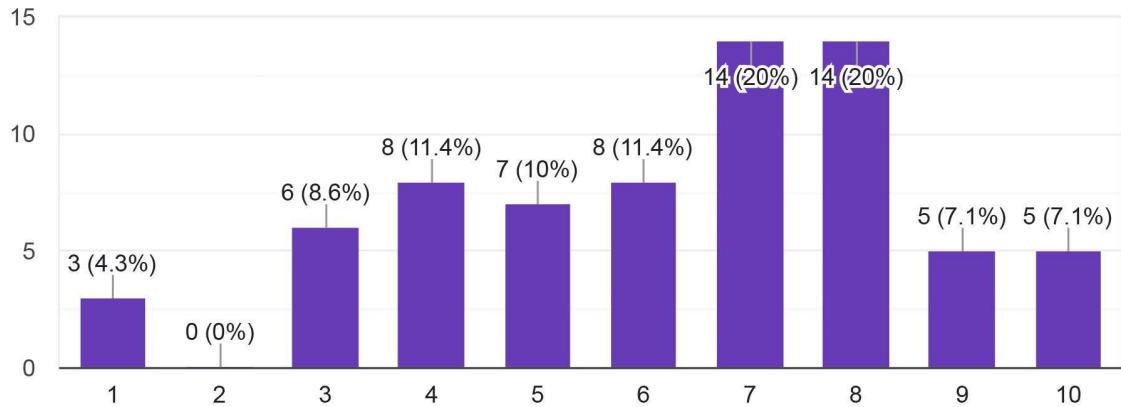
2.1. Academic Challenges

Countries typically aim to cultivate qualified individuals through education. To achieve this goal, it is essential to develop students' abilities and identify the factors that influence this development, as students' academic achievements are considered a measure of the effectiveness of the education system. Identifying the necessary methods to enhance classroom productivity, investigating variables that cause failure, and determining solutions to these problems are among the primary objectives of educational research aimed at improving the education system (Uzun & Çokluk Bökeoğlu, 2019, p. 656). In studies conducted at universities in Small Town USA, academics have identified language as the first major academic challenge faced by international students (Gautam et al., 2016, p. 502-526). Other academic challenges include a heavy course load, academic standards and expectations, differing learning styles, and teaching methods. Additionally, it has been observed that students from outside the United States face academic difficulties stemming from being away from their families and a lack of confidence in expressing themselves (Emine Saadet Unal, Personal experience).

Data 1

Academic Challenges

70 responses

Academic challenges item had responses from 70 students drawn from universities in the city of Rochester in Data 1. 3 students selected the first option, making up 4.3%, compared to 5 students who went with the tenth option, which accounted for 7.1%. The seventh and eighth options were the most selected, with 14 students (20%) marking them.

Evaluation of Academic Challenges

The Academic Challenges Study highlighted some problems folks experience while learning. It was done among 70 people studying at universities within Rochester. Although according to statistics most of them undergo hard times, especially in some parts of life; this shows how important it is for them to improve various aspects responsible for them scoring low grades in school.

a. Students Experiencing Low Academic Challenges

According to the survey results, 4.3% of students (3 students) selected the first option. This suggests that these students experience minimum difficulties academically and are mostly successful in their academic pursuits. Among them may be students who perform well in class work as they have better study patterns already developed within them. Moreover, we can assume that these students get considerable help from their academic backgrounds.

b. Students Experiencing Moderate Academic Challenges

The data shows that the two most selected choices were the seventh and eighth with 14 students (20%) choosing them. Therefore, it implies that although many students have academic issues, they do not appear severe because they can be easily dealt with. Students might have a hard time due to heavy coursework, exam pressure, or poor time management skills. It follows that higher institutions should provide the necessary help and advice service to learners of such kind.

c. Students Experiencing High Academic Challenges

In the survey, a group of 7.1% (5 students) selected the tenth option, indicating that they experience high levels of academic challenges. These students face significant difficulties in managing course loads, exams, time management, and academic expectations. To enhance the academic success of this group, universities may need to offer specialized support programs.

d. Conclusions and Recommendations

Academic challenges appear to be prevalent among university students in Rochester. Considering that 20% of students experience significant academic difficulties, it becomes clear that universities need to enhance their efforts to provide support and help students cope with these challenges.

Recommendation 1: Academic Support Programs

Universities can organize workshops on study techniques, exam anxiety management, and time management to help alleviate students' academic challenges.

Recommendation 2: Guidance and Counseling Services

Providing students with individual academic counseling can offer tailored solutions to their academic challenges.

Recommendation 3: Time and Stress Management

Seminars and guidance programs focused on time and stress management can be organized to help students enhance their academic performance.

Although some of the students who participated in the survey experience academic challenges, the majority of these challenges are at a manageable level. However, providing additional academic support to students facing significant difficulties will be instrumental in improving their success.
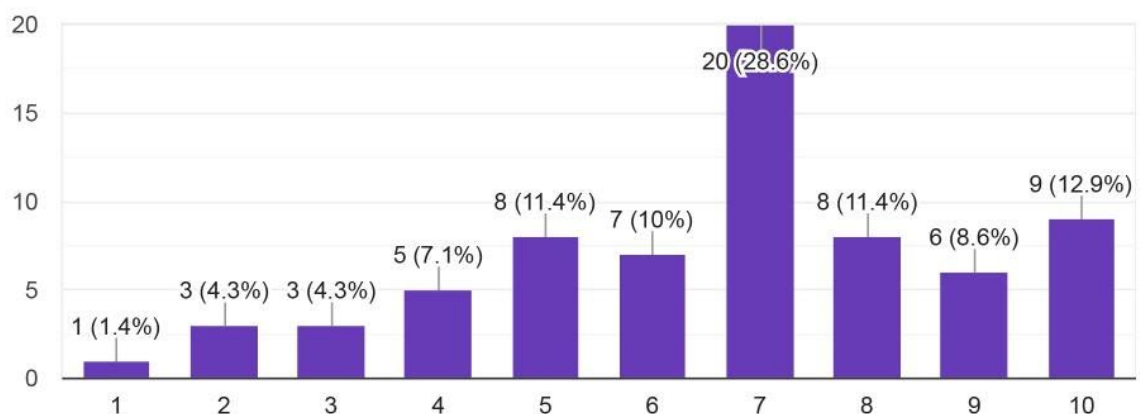
2.2. Financial Problems

The impact of factors such as the socio-economic income levels of countries and families, as well as education levels, on academic achievement is steadily increasing and has become undeniable (World Bank, 2013; Oral & McGivney, 2013; Organisation for Economic Cooperation and Development [OECD], 2012). Among the primary financial challenges faced by university students aiming to improve their education levels are tuition fees, housing, food, and other basic needs, as well as expenses for materials such as textbooks, health insurance, healthcare costs, personal expenses, loan debt, and insufficient family economic support. A one-month study conducted in 2021 at a major university in the United States found that students who struggled to meet their financial obligations or experienced financial difficulties faced significant stress, negatively affecting not only their academic but also their social lives. Students experiencing financial stress often reported struggling to maintain relationships with their more affluent peers, leading to feelings of isolation and shame (Moore et al., 2021). A survey conducted to identify the financial issues of students attending universities in the city of Rochester revealed the following results, ranked from the lowest to the highest levels.

Data 2

Financial Problems

70 responses

In Data 2, 70 students from universities in the city of Rochester responded to the financial problems item. The first option was selected by 1 student (1.4%), while the tenth option was chosen by 9 students (12.9%). The seventh option was the most selected, with 20 students (28.6%) marking it.

Evaluation of Financial Problems

The financial problems survey, conducted with 70 students from universities in Rochester, reveals the financial difficulties students face. The data show that financial struggles are common among students. According to the survey results, students experience financial problems at various levels, which impact both their academic and social lives.

a. Students Experiencing Low Financial Problems

In the survey, 1.4% of participants (1 student) selected the first option. This student belongs to the group experiencing the lowest level of financial difficulties. This low percentage may indicate that some students receive financial support or are in a more comfortable financial situation. These students may have minimized their financial challenges through scholarships, family support, or part-time jobs.

b. Students Experiencing Moderate Financial Problems

The data show that the seventh option was the most selected, with 28.6% (20 students) choosing it. This percentage indicates that a significant portion of students experience moderate financial problems. This group faces challenges such as education expenses, housing costs, and daily living expenses; however, these difficulties do not completely disrupt their lives. Many students in this category may seek external support to maintain their academic performance despite these financial challenges.

c. Students Experiencing High Financial Problems

In the survey, the tenth alternative was preferred by 9 (12.9%) students who represented those who were more financially challenged. These students have a lot of financial problems mostly because of high tuition charged and other costs related to their stay in school while attending classes on regular bases. Some urgent interventions may be needed for their schooling to go on as this might hamper their academic success.

d. Conclusions and Recommendations

These findings indicate that almost a third of all students in Rochester (28.6%) are struggling with money. It has been shown that the economic background is the main thing affecting the academic success and quality of life for students. It can be seen that higher institutions should do more in terms of granting scholarships to their students thus protecting them from money troubles.

Recommendation 1: Scholarship and Financial Aid Programs

Universities can provide additional financial aid and scholarship programs for students who experience economic hardship.

Recommendation 2: Part-Time Job Opportunities

Allocating job positions either on-campus or off-campus for the students can reduce their financial strains.

Recommendation 3: Financial Counseling Services

Providing students with budget management and financial planning counseling is a necessary investment ensuring that dealing with financial difficulties becomes easier for the student

There are financial difficulties when it comes to paying off tuition and living costs for most of the learners found at Rochester's institutions of higher learning. Coming up with effective answers that meet these students' requirements is imperative for improving their academic as well as social standing.

When I was a sophomore in college, I also worked part-time at the university's daycare center. It had become my responsibility to sustain myself by all means. Many and frequent were the times I visited the mechanic for my car, without which life was very difficult in USA. It was at a time when my psychology class had an exam, the course textbook was $70 thus necessary for passing the exam. However my sponsor had financial problems that involved not always supporting me fulltime. I wanted purchase the book as psychology exam was almost due but I had no finances for it. I chose to spend my credit card balance on buying it since I had no money. Two days prior to the exam I visited the bookshop and got the book. The credit card cashier presented. It was declined by the cashier twice because my credit card had exceeded its

limit. This saddened me because I had paid for my car repair just recently. It was a great disappointment since I left empty-handed and could not buy anything then went out of store. Whilst walking towards my vehicle, at a fast pace came closer towards me the staff of the bookstore. He handed over the book and commented that: "I'm giving this to you as a gift." I was overjoyed. I used the book very carefully and kept it in excellent condition. After the exam, I returned it (Emine Saadet Unal, Personal experience).

2.3. Fitting in Problems

During the years in college, the question of building and maintaining peer friendships becomes very important, since one must adapt to a totally new environment and make friends (Silverman, 1993).

The researchers suggested that a dearth of social abilities from childhood could lead to adjustment problems in adulthood (Parker & Asher, 1987). Academic achievement and social behavior are closely linked according to the emerging evidence and experiences (Algozzine et al., 2010; Anderson, 2007; Finn & Pannozzo, 2004; Giannopulu et al., 2008). As students enter college, they must confront the challenge of adjusting to an entirely different environment, way of living, and system of education. Within the education process, which is directly related to adjustment, students encounter a range of issues, including:

1. Socializing and merging academic life,
2. Managing freedom and being responsible,
3. Adapting to an environment different from their accustomed lifestyle,
4. Language and cultural diversity,
5. Schoolwork overload,
6. Adjustment problems associated with lack of finances,
7. Adaptation difficulties stemming from being away from family.

There are several definitions suggested by experts for adaptation. Certain qualities that seem to be essential in individuals who adapt easily can be observed from these definitions. These qualities include fulfilling social roles as per societal norms, productivity, forming good networks, problem-solving ability, objective assessment of situations, and self-development (Kurç, 1990, p. 14-76).

Data 3

Fitting in

70 responses
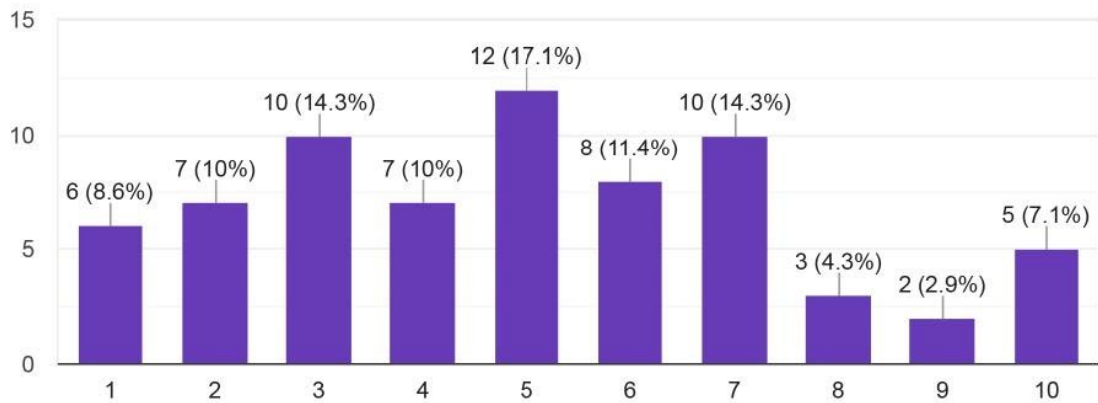
In Data 3, 70 students from universities in Rochester participated. The first alternative had a preference of 6 respondents (8.6%) while 5 respondents (7.1%) chose the tenth option. The fifth alternative had the highest preference and was selected by 12 students (17.1%).

Evaluations of Fitting in problem

The research used data from a survey that was conducted among 70 students from colleges in Rochester to analyze the problems that are faced by students together with their university life adaptation strategies. According to this finding, students are experiencing different levels of adjustment problems

a. Students Experiencing Low Fitting in Problems

Six of the participants in the survey (8,6%) is represented by the first alternative. Therefore, the participants with minimal challenges in adapting are in this cluster. These individualities are able to adapt fast to university environment and have good social as well as academic ties building skills. This cluster believed to have gone through the adjustment process successfully by making use of social activities or support programs offered by the institutions as part of their core activities.

b. Students Experiencing Moderate Fitting in Problems

The information analysis implies that the fifth choice appeared highly selected which constituted 17.1% (12 learners). Clearly, this figure shows that many learners undergo somewhat mild transition challenges. Possibly, such students faced isolated problems while trying to cope with life on campus though these problems were not so much of a challenge. Nonetheless, such learners are thought to need more help to fit well in both academic and social settings.

c. Students Experiencing High Fitting in Problems

A group of 7.1% (5 students) who chose the tenth choice have high degrees of adjustment problems. These students have great challenges in fitting into life at the university largely possibly as a result of academic standards social isolation or disparities in cultures. This is another way of saying that this segment does not need only partial student-based programs but rather all-round ones that are to help them adjust well enough while schooling at a university.

d. Conclusions and Recommendations

The disclosed data shows that learners in Rochester struggle when it comes to adapting to new environments. Specifically, 17.1% undergo some form of moderate adjustment challenges whereas 7.1% have serious issues.

Recommendation 1: Guidance and Counseling Services

Expansion of guidance and counseling services is necessary in order to assist students in adjusting their selves or surviving school challenges. In addition, access to these services has to be made easier for them.

Recommendation 2: Social Support Programs

To reinforce social connections among students and endorse freshmen, various social gatherings and orientation groups can be organized.

Recommendation 3: Academic Support Programs

To speed up students' process of adapting to studies, there is need for formation of counseling sections, study groups, and orientation programs.

A significant challenge among the university students of Rochester is experiencing adjustment problems. This includes 17.1% with mild adjustment challenges pointing out that it is important for universities to give more support on this end.

2.4. Mental Health

Each individual is unique, and mental health issues vary accordingly. According to 34 different studies, mental health disorders are significantly more prevalent compared to the general population (Otto et al., 1992). Furthermore, these findings are consistent with results obtained from adult treatment centers (Teplin, 1990).

Some of the main conditions affecting mental health are depression, anxiety issues, eating disorders, obsessive-compulsive disorder (OCD), attention deficit hyperactivity syndrome (ADHD), psychotic problems, post-traumatic stress syndrome (PTSD), substance addiction problems, bipolar, and personality disorders.

The significance of mental health services in universities is emphasized by the breakdown of mental issues distribution in college students. Such issues can affect students' academic accomplishments negatively especially when they reach some moderate or high degrees. It is hence advisable that students be offered psychological counseling sessions as well as stress management programs and other forms of social support. By such expansion, on these programs universities will increasingly become instrumental in the protection and encouragement of academic students in addition to their personal development

Data 4

Mental Health
70 responses
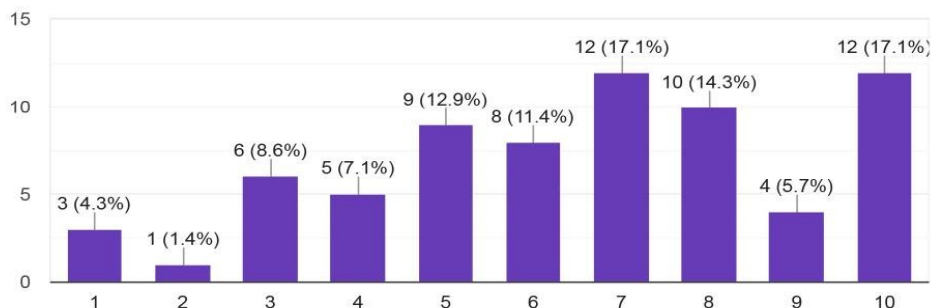
In data 4, seventy (70) students from universities within Rochester City responded to the mental health issues. Three (3) students (4.3%) selected the first option while twelve (12) students (17.1%) chose the tenth one. When asked, students picked the seventh and tenth options more frequently since they were marked by twelve students (17.1%) each.

Evaluation of Mental Health Issues

This analysis, based on the responses of 70 students from universities in Rochester regarding mental health issues, evaluates the students' mental well-being and the challenges they face. According to the survey results, students experiencing varying levels of difficulties related to mental health issues have been identified. A detailed examination of this data is provided below.

a. Students Experiencing Low Levels of Mental Health Issues

According to the data, three participants (4.3%) chose option 1, the latter of which has the least number of people with mental health problems at university. Thus only a few students might not face mental health issues with the majority portraying psychological equilibrium. Mainly, this set comprises learners who cherish supportive familial bonds.

b. Students Experiencing Moderate and High Levels of Mental Health Issues

The seventh and tenth options were the most frequently chosen ones by 12 students each (17.1%) in the survey. That implies that a decent proportion of students have a moderate to high mental health issues. Fifth option picking students experience some particular problems related to mental health which however they may not be able to adequately manage due to the lack of available resources among them. Within this category, we may have students who are experiencing moderate levels of anxiety, stress management and general mental pressure.

Students who were seen as being most challenged psychologically were those who went with tenth option. These were characterized as respondents making up 17.1% of the sample suffering from severe abnormalities in their minds needing immediate assistance. These could have caused lack of interest in life because of sadness throughout ones life or gone through serious mental health challenges including depression, anxiety disorders, and other mental health problems. It's important that university institutions enhance their current assistance towards

improving feelings alongside promoting the growth of mental health management programs among such populations.

c. Conclusions and Recommendations

These outcomes demonstrate that close to 34.2% of students in Rochester encounter moderate to high levels of mental health problems (options seven and ten). This is an issue that needs more funding from universities for their efforts to enhance mental health care.

Recommendation 1: Expansion of Psychological Counseling Services

Expanding individual counselling services and increasing their accessibility is crucial, especially for learners going through severe mental issues. Anxiety, stress and depression are some of the problems students can overcome through these services.

Recommendation 2: Stress and Anxiety Management Training

It is advisable to put up programs that can help a student who is having moderate difficulties and needs guidance; programs that teach them how to manage their emotions, stay focused during classes or even relax whenever they feel overwhelmed.

Recommendation 3: Community Support and Social Activities

Social support has a significant impact on mental health in the form of group activities, social events, and club activities. Group activities, social events, and club events are considered beneficial for supporting the mental health of students in order to prevent social isolation.

Mental health issues appear to be prevalent among university students in Rochester. Schools need to introduce long-term projects as well as create better support systems aimed at helping their pupils with these issues which will boost their overall well-being and academic achievements.

2.5. Time Management

The more intricate the systems of the world, the more crucial becomes the importance of attaining and maintaining order. To adapt to these changes and produce outstanding goods, time must be controlled, and used efficiently (Akyürek, 2021, p. 139). Passig (2002) divides time into psychological and physical dimensions, noting that physical time is measured by

clocks, while psychological time is linked with consciousness and awareness (Passig, 2002). According to Covey (1995) time is not linear but an existential concept; what matters is not its quantity but its quality. In other words, the issue is not the amount of time spent on a task but the value derived during that period. The concept of "time management", defined as the act of managing one's time effectively, was born out of the need for tools that could help people manage their daily schedules. Originating around 1950s, it became well-known through business and personal growth work (Covey, 1995). Studies on the efficiency of work, practices of organizations as well as individual productivity led to the evolution of today's modern time management, especially from the beginning of the 20th century (Hafner & Stock, 2010; Güçlü, 2001; Demirbilek, 2021).

Students face various challenges related to time management. These difficulties vary depending on factors such as the student's age, learning style, stress levels, and other personal factors. Common time management challenges that students may encounter include procrastination, difficulty prioritizing tasks, lack of time management skills, challenges in planning, distractions, an overload of tasks and responsibilities, sleep and rest issues, and motivation problems.

Data 5

Time Management
70 responses
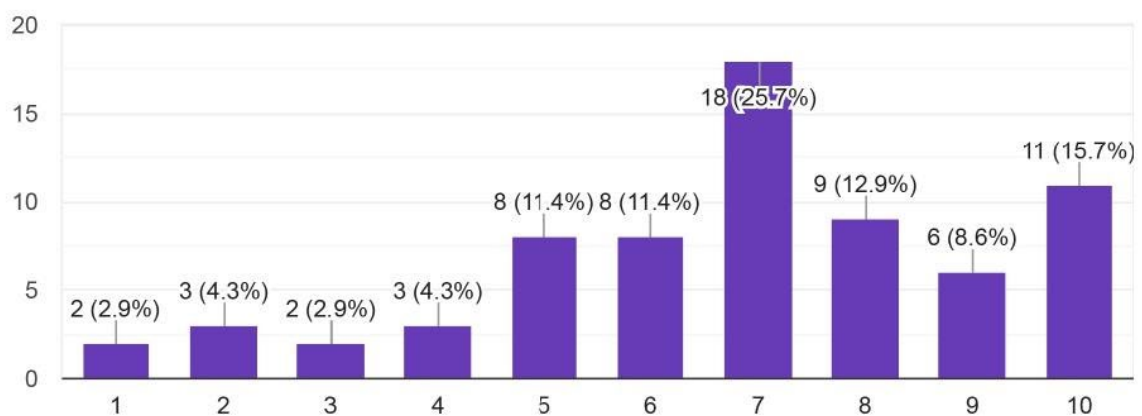
In Data 5, 70 students from universities in the city of Rochester responded to the item on time management challenges. The first option was selected by 2 students (2.9%), while the tenth

option was chosen by 11 students (15.7%). The seventh option was the most selected, with 18 students (25.7%) marking it.

Evaluation of Time Management Challenges

The time management challenges survey, conducted with 70 students from universities in Rochester, highlights their experiences and the difficulties they encounter in managing their time effectively. The data indicates that students face varying levels of challenges related to time management.

a. Students Experiencing Low Time Management Challenges

Among the survey participants, 2.9% (2 students) selected the first option, indicating the lowest level of time management challenges. This low percentage suggests that a small number of students possess strong time management skills and do not experience significant difficulties in planning their time. These students are likely individuals who can balance academics, social life, and other activities effectively, maintaining their academic success through this balance.

b. Students Experiencing Moderate and High Time Management Challenges

The seventh most popular answer choice for the poll was picked by 25.7% of people surveyed (18 students). The data from this indicates that many students are not good at managing their available hours quite well. These students find it hard to divide their free hours between academic responsibilities and their social lives but they are not entirely incapable of overcoming these challenges. Achieving a balance between academics, studying, and socializing is often challenging for students in this group.

The tenth option was selected by 15.7% of those surveyed, which is eleven respondents representing high time management challenges among the students.   These are students who have serious problems planning their own time as well as managing their assignments efficiently. Such a category is expected to find it hard to balance between schoolwork, assignments, and social life thereby prejudicing against their academic achievements and affecting general welfare.

c. Conclusions and Recommendations

Based on the data, 41.4% of students in Rochester (those who picked seventh and tenth choices) have real problems with managing their time. For university students, who wish to be successful academically and personally develop themselves, managing time wisely is very important. Therefore, it is essential for such universities to have academics in their curriculum, which help students in managing their time well.

Recommendation 1: Time Management Training

Workshops and seminars can be organized for students in order to help them effectively manage their time. During these sessions, it is important that the focus should center on time planning, prioritizing, and setting goals.

Recommendation 2: Counseling and Support Services

Students facing problems concerning time management should receive private guidance services, as well as tailored programs that will help them to succeed in academics.

Recommendation 3: Technological Support

Digital tools and applications can be introduced to students who help them facilitate time management. This allows learners to keep track of their tasks in an organized manner.

Many university students in Rochester seem to have difficulty managing their time. It is crucial for higher institutions to lend such students more support since 41.4% have reported struggling with time issues. Besides improving academic performance, mastering time control techniques have the additional advantage of helping students lead healthier lives by balancing social engagements with study demands.

2.6. Career Concerns

The career concern concept denotes a state when a person has uncertainty or is faced with a situation that can affect their occupation (Aguna et al., 2021). It is a well-known fact that most young adults in universities, especially those who are below the age of thirty years, face heightened levels of anxiety during the time they start shaping either positive or negative opinions on what their jobs could be (Pisarik et al., 2017; Savickas, 2005). Concerns about post-graduation career choices, securing a job, finding internship opportunities, achieving

work-life balance, developing skills and abilities, and reaching career goals place significant pressure on students.

Data 6
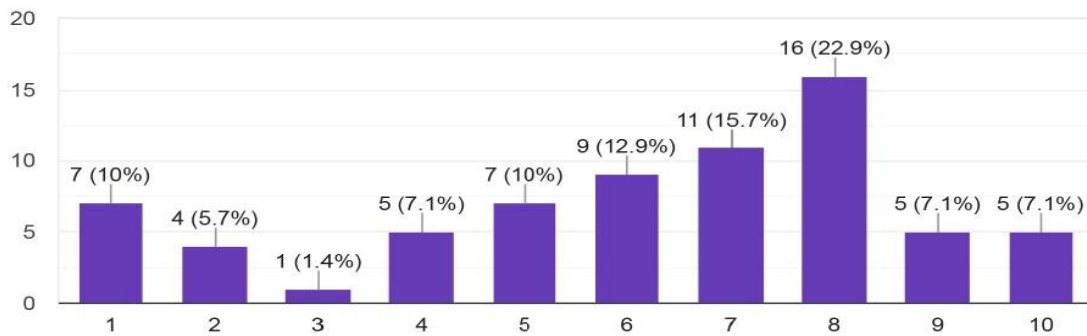
The career anxiety item was responded to by 70 students from Rochester universities in Data 6. The first option was chosen by seven students (10%). The tenth option was selected by five students (7.1%). With 16 students (22.9%) choosing it, the eighth option was the most selected.

Evaluation of Career Concerns

The study focuses on issues and difficulties students encounter in planning for jobs they will get after graduating. Based on data obtained from a sample of 70 students at different universities in Rochester, it provides an understanding of career planning among young people and their coping mechanisms for dealing with un-certainties in relation to professional ambitions.

a. Students Experiencing Low Career Concern

At the lowest level of career concern, seven of the students surveyed (10 %) chose the first alternative. According to this percentage, some students are less worried about their careers or employment prospects in the long term, being hence more assertive regarding it. This group likely consists of students who have clarified their career goals and maintained a more positive outlook on future job prospects.

b. Students Experiencing High Career Concern

In the survey, the choice that students selected most was that of the eighth option, which 16 students chose, making up 22.9%. This shows that a sizeable number of students are preoccupied with careers. Uncertainties regarding where to work after college, employment opportunities in the future, and job security make many students feel lost. Those who chose the eighth option also have trouble planning their careers and are anxious given the level of rivalry for jobs.

Those who selected the tenth option include 5 students who are in the group representing 7.1%. They have the highest levels of career concern. Career planning as well as job chances are significant for these students. The major concerns they express include getting a job after graduation, establishing a successful career in their area of study, and achieving financial stability. Utilizing career counseling and guidance services could be beneficial in helping these students navigate uncertainties and alleviate their concerns.

c. Conclusions and Recommendations

From the data, a total of around 30% of students in Rochester (those who chose the eighth and tenth) undergo severe complications with regards to career issues while in university. University students regard career planning as a primary cause of tension. Schools should come up with different ways of providing help in this area. Removing such anxieties can help improve the academic and professional growth of learners by giving them support.

Recommendation 1: Career Counseling Services

It is important to extend career counselling services for students on issues like career planning, job search strategies, and writing resumes.

Recommendation 2: Job and Internship Opportunities

Before graduating universities should provide internship and job opportunities to help students gain work experience and therefore alleviate career concerns.

Recommendation 3: Career Planning Workshops

It is important to have regular training workshops for students. This aims at enlightening them on their career goals and making them acquire skills that will enable them to be flexible in the workplace for economic purposes.

Concerns about career among university students in Rochester is a common issue, with a lot of them not sure what they are going to do in the future. The expansion of counseling and support systems to deal with these problems helps make students better prepared and optimistic as they begin seeking employment.

3. DISCUSSION

The findings of this study have highlighted the diversity of social and psychological issues faced by university students in Rochester. The top challenges listed include mental health-related ones, followed by the often mentioned academic pressure as well as lack of finances among other things such as time management struggles, and social adjustment problems. These results align with common challenges experienced by students during their university years, as noted in other studies (Fook & Sidhu, 2015, p. 604-612).

Many students in the United States are now facing increased cases of mental health problems that have huge effects on how well they do in school and their general well-being as a whole. According to the ACHA-NCHA Spring 2021 scales, 86% of participants reported experiencing moderate to high levels of stress within the past 12 months, indicating that stress is a widespread concern among students. Most frequently cited mental health challenges were found to be that of depression and anxiety, which each represent a rate of 18% and 22%, respectively. These figures are ratified with previous ones (e.g., 2018). While 79% of the participants expressed thoughts about turning to mental health professionals for help, the reported period figures stood at only 21% and related to provision of psychological or mental well-being assistance. This discovery signifies that there is a need for more mental health support services. In addition, 26% of those surveyed disclosed they had undergone counselling at CAPS (Counseling and Psychological Services). Alarmingly,9% of the respondent engaged in intentional self-harm while in the last twelve months, 28 students reported to have attempted suicide (American College Health Association [ACHA], 2021). Beiter et al. (2015) discovered that the majority of pupils undergo high levels of tension or pressure, brought about by loads of academic work, financial matters, or problems and worries about what is yet to come (Beiter

et al., 2015, pp. 90-96). Students study in the US using a lot of pressure imposed by academics that affects both their success in their studies and their psychological well-being. Particularly, there is an oppressive study environment as a result of overly high terms achievement and performance that leaves the students with no self-esteem causing anxiety, stress, and depression. Conley et al. (2013) conducted studies on this in the article titled "Promoting Psychosocial Adjustment and Stress Management in First-Year College Students: The Benefits of Engagement in a Psychosocial Wellness Seminar" and found that academic pressure affects the general health of students and brings with it some problems in adjustment. The research suggests that academic pressure is a common and influential stressor and highlights the urgent need to address stress management in students. The authors recommend a psychosocial health program to manage stress. The program is reported to provide improvements in perceived stress management and psychosocial adjustment for participants. The findings reveal the need for practical interventions to support college students in coping with the academic pressures they face (Conley, 2013, p. 75-86).

Academic pressure affects students not only in the United States but also in other countries. In South Korea, Lee and Larson's (2000) study, "The Korean 'Examination Hell': Long Hours of Studying, Distress, and Depression" highlighted the adverse effects of prolonged study hours, such as distress and depression, emphasizing the significance of the issue (Lee & Larson, 2000, pp. 249-271). Deb et al. (2015) reported in their article that in a study conducted in India where students participated, 63% of the participants reported that they were under academic pressure (Deb et al., 2015, pp. 26-34). In addition, another scientific study conducted, "Academic Stress as a Measure of Health and Its Relationship with Emotion Patterns in Collectivist and Individualistic Cultures: Similarities and Differences" measured academic stress levels between university students in Iran, which is economically less developed, and in Sweden, which has a higher income level. Despite the differences in developmental levels and cultural structures between the two countries, the study revealed similarities in the academic challenges faced by students (Kormi-Nouri et al., 2015, pp. 92-104).

As seen in Data 1, students in Rochester demonstrated their propensity for academic difficulty by emphasizing that they face similar challenges to other students around the world.

4. FINDINGS

The article's critical discovery is the mental health problems among students. The outcomes indicate that many students deal with some themes of mental health including depression, anxiety, and stress that hinder their academic achievement and general welfare. Data 1, 2, 4, 5, and 6 fall into the high-risk category, while Data 3 (Fitting in Problems) seems to have relatively less risk compared to other findings. This highlights the need for universities to take these results into consideration, and allocate more resources to psychological support services and implement improvement projects.

5. CONCLUSION

This article comprehensively examines various challenges that students in Rochester are prone to academically, socially, psychologically, financially, and in their career paths. The research identifies mental health problems, and school-related anxiety among many other issues as the major problems students face. Participants varied widely in their demographics. Rochester Institute of Technology topped the list with 57.1%, while Nazareth College came second with 27.1%. Freshmen took part more often (31.4%) than juniors did (18.6%). The response came from all parts of the institution ranging from local to out-of-state. They include out-of-state representatives, even though most participants live around here in Rochester.

This analysis displayed that 46% of moms went through a two-year or four-year college program, 27% finished high school, 19% obtained a master's degree, 5% had less than a high school education and 3% were PhD holders. For fathers, 31.7% had finished high school, 30% had a two or four-year college degree, 26.7% held master's degrees, 6.7% were dropouts and 5% had a PhD.

Among the 64 respondents whose income levels were analyzed, it was established that 50% referred to their families with 50% saying middle class, 25% said lower class and others 20.3% mentioned it as upper-middle class, in addition 4.7% referred to it as upper class. Additionally, participants provided information about their parents' occupations, with 44 specifying their mothers' professions and 42 detailing their fathers' professions.

The results indicated that university students in Rochester face many difficulties that relate to their socioeconomic status and demographic diversity. Additionally, the paper shows that there is a necessity to offer more help within this framework but at the same time puts forth an

excellent beginning point that can be studied further because it involves many individuals within the system.

REFERENCES

Aguna, H., Üçok, D. I., & Aydın Küçük, B. (2021). Kariyer dönemlerinin değişmeyen gerçeği: Kariyer endişesi. *İş ve İnsan Dergisi, 8*(1), 59-72. doi: 10.18394/iid.807278

Akyürek, M. (2021). Üniversite öğrencilerinin zaman yönetimi becerileri. *Yükseköğretim Dergisi, 11*(1), 139–147. doi:10.2399/yod.19.644818

Algozzine, B., Wang, C., & Violette, A. S. (2010). Reexamining the relationship between academic achievement and social behavior. Journal of Positive *Behavior Interventions, 13*(1), 3-16.

American College Health Association. (2021). ACHA-NCHA Spring 2021. CSULB Division of Student Affairs, Student Health Services, Office of Wellness & Health. https://www.acha.org/ncha/data-results/survey-results/all-ncha-survey-reports/ncha-iii-survey-reports/

Anderson, E. M. (2007). *Managing challenging behaviors in early childhood: Effect of theoretical orientation on strategy recommendation* (Doctoral dissertation, University of Florida, Gainesville, FL, USA). ProQuest Dissertations Publishing.

Baltacı, A. (2019). Nitel araştırma süreci: Nitel bir araştırma nasıl yapılır? *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 5*(2), 368-388.

Beiter, R., Nash, R., McCrady, M., Rhoades, D., Linscomb, M., Clarahan, M., & Sammut, S. (2015). The prevalence and correlates of depression, anxiety, and stress in a sample of college students. *Journal of Affective Disorders,* 173, 90-96. https://doi.org/10.1016/j.jad.2014.10.054

Bülbül, T., & Acar-Güvendir, M. (2014). Üniversite birinci sınıf öğrencilerinin yükseköğretim yaşamına uyum düzeylerinin incelenmesi. *Eğitim Bilimleri Araştırmaları Dergisi, 4*(1), 397-418.

Conley, C.S., Travers, L.V., & Bryant, F.B. (2013). Promoting psychosocial adjustment and stress management in first-year college students: The benefits of engagement in a psychosocial wellness seminar. *Journal of American College Health, 61(*2), 75-86. https://doi.org/10.1080/07448481.2012.754757

Connelly, L.M. (2016). Trustworthiness in qualitative research. *Medsurg Nursing, 25*(6), 435-437.

Covey, S.R., Merrill, A.R., & Merrill, R.R. (1995). *First things first.* Simon and Schuster.

Deb, S., Strodl, E., & Sun, H. (2015). Academic stress, parental pressure, anxiety and mental health among Indian high school students. *International Journal of Psychology and Behavioral Science, 5*(1), 26-34. https://eprints.qut.edu.au/86092/

Demirbilek, M. (2012). Yurtlarda kalan öğrencilerin arkadaşlık ilişkileri, arkadaşlık ilişkileriyle bağlantılı sorunları ve çözümüne yönelik bir model denemesi. *Ankara Sağlık Bilimleri Dergisi, 1*(3), 1-24.

Demirbilek, N. (2021). Time Management from the Perspectives of University Students. *Mersin Üniversitesi Eğitim Fakültesi Dergisi, 17*(2), 375-391. DOI: 10.17860/mersinefd.935488

Donat, A., Bilgiç, B., Eskiocak, A., & Koşar, D. (2019). Üniversite Öğrencilerinin Sorunları ve Çözüm Önerileri. *Yükseköğretim ve Bilim Dergisi, 9*(3), 451-459. https://doi.org/10.5961/jhes.2019.345

Erdem, A.R. (2013). Bilgi Toplumunda Üniversitenin Değişen Rolleri ve Görevleri. *Yükseköğretim Dergisi, 3*(2), 109-120.

Erkan, S., Özbay, Y., Cihangir-Çankaya, Z., & Terzi, Ş. (2012). Üniversite Öğrencilerinin Yaşadıkları Problemler ve Psikolojik Yardım Alma Gönüllükleri. *Eğitim ve Bilim, 37*(164), 94-107.

Filiz, Z., & Çemrek, F. (2007). Üniversite öğrencilerinin barınma sorunlarının uygunluk analizi ile incelenmesi. *Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Dergisi, 8*(2), 207-224.

Finn, J., & Pannozzo, G. (2004). Classroom organization and student behavior in kindergarten. *The Journal of Educational Research, 98*(2), 79-92.

Flyvbjerg, B. (2011). Case study. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (4th ed., pp. 301-316). SAGE Publications.

Fook, C.Y., & Sidhu, G. K. (2015). Investigating learning challenges faced by students in higher education. *Procedia-social and Behavioral Sciences,* 186, 604-612. https://doi.org/10.1016/j.sbspro.2015.04.001

Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002). Understanding and evaluating qualitative research. *Australian and New Zealand Journal of Psychiatry, 36*(6), 717-732. https://doi.org/10.1046/j.1440-1614.2002.01100

Gautam, C., Lowery, C., Mays, C., & Durant, D. (2016). Challenges for global learners: A qualitative study of concerns and difficulties of international students. *Journal of International Students, 6*(2), 501-526.

Giannopulu, I., Escalano, S., Cusin, F., Citeau, H., & Dellatolas, G. (2008). Teacher's reporting of behavioral problems and cognitive-academic performances in 111 children aged 5-7 years. *British Journal of Educational Psychology,* 78, 127-147.

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report, 8*(4), 597-606.

Güçlü, N. (2001). Zaman yönetimi. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi,* 25, 87-106.

Hafner, A., & Stock, A. (2010). Time management training and perceived control of time at work. *The Journal of Psychology, 144*(5), 429-447.

Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-Based Nursing, 18*(4), 66–67. https://doi.org/10.1136/eb-2015-102129

Kacur, M. & Atak, M. (2011). Üniversite öğrencilerinin sorun alanları ve sorunlarla başetme yolları: Erciyes Üniversitesi Örneği. *Sosyal Bilimler Enstitüsü Dergisi,* 31, 273-297.

Korkmaz, A. (2000). Yükseköğretim gençliğinin problemleri. *Milli Eğitim Dergisi,* 145, 41-45.

Kormi-Nouri, R., MacDonald, S., Farahani, M.-N., Trost, K., & Shokri, O. (2015). Academic stress as a health measure and its relationship to patterns of emotion in collectivist and individualist cultures: Similarities and differences. *International Journal of Higher Education, 4*(2), 92-104.

Kurç, G. (1990). Kişisel, Sosyo-Ekonomik ve Kültürel Bazı Değişkenlerin Gençlerin Uyum Alanları ve Uyum Yöntemlerine Etkisi. *Eğitim ve Bilim,* 14-76.

Lee, M., & Larson, R. (2000). The Korean "examination hell": Long hours of studying, distress, and depression. *Journal of Youth and Adolescence, 29*(2), 249-271.

Mallinckrodt, B., & Leong, F.T.L. (1992). International graduate students, stress, and social support. *Journal of College Student Development,* 33, 71-78.

Moore, A., Nguyen, A., Rivas, S., Bany-Mohammed, A., Majeika, J., & Martinez, L. (2021). A qualitative examination of the impacts of financial stress on college students' well-being: Insights from a large, private institution. *SAGE Open Medicine,* 9, 1-10. https://doi.org/10.1177/20503121211018122

Okusolubo, G. S. (2018). Academic and social challenges faced by African international students in collegiate institutions in America. *International Journal of Economics & Management Sciences, 7*(514). https://doi.org/10.4172/2162-6359.1000514

Oral, İ., & McGivney, E. (2013). Türkiye'de matematik ve fen bilimleri alanlarında öğrenci performansı ve başarının belirleyicileri: TIMSS 2011 analizi. *Eğitim Reformu Girişimi.* https://www.egitimreformugirisimi.org/wp-content/uploads/2017/03/ERG-TIMSS-2011-Analiz-Raporu.pdf

Organisation for Economic Co-operation and Development. (2012). *Equity and quality in education: Supporting disadvantaged students and schools.* OECD Publishing. https://doi.org/10.1787/9789264130852-en

Otto, R. K., Greenstein, J. J., Johnson, M. K., & Friedman, R. M. (1992). Prevalence of mental disorders among youth in the juvenile justice system. In J. J. Cocozza (Ed.), *Responding to the mental health needs of youth in the juvenile justice system* (pp. 7–48). Seattle, WA: The National Coalition for the Mentally Ill in the Criminal Justice System.

Parker, J. G., & Asher, S. R. (1987). Peer relations and later personal adjustment: Are low-accepted children at risk? *Psychological Bulletin, 102*(3), 357-389. https://doi.org/10.1037/0033-2909.102.3.357

Passig D (2002). Melioration as a High-Order Cognitive Skill of Future Intelligence. http://www.passig.com/pic/MelionationHeb.htm

Pisarik, C.T., Rowell, P. C., & Thompson, L. K. (2017). A phenomenological study of career anxiety among college students. *The Career Development Quarterly,* 65, 339-352. https://doi.org/10.1002/cdq.12112

Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 42–70). Hoboken, NJ: Wiley.

Silverman, L. K. (1993). *Counseling the gifted and talented.* Denver, CO: Love.

Şahin, İ., Şahin-Fırat, N., Zoraloğlu, Y.R., & Açıkgöz, K. (2009). Üniversite öğrencilerinin sorunları. *E-Journal of New World Sciences Academy, 4*(4), 1435-1449.

Teplin, L. A. 1990. The prevalence of severe mental disorder among male urban jail detainees: Comparison with the epidemiological catchment area program. *American Journal of Public Health 80*(6), 663-669.

Topkaya, N., & Meydan, B. (2013). Üniversite öğrencilerinin problem yaşadıkları alanlar, yardım kaynakları ve psikolojik yardım alma niyetleri. *Trakya Üniversitesi Eğitim Fakültesi Dergisi, 3*(1), 25-37.

Unal, E. S. (2024). My personal experience of struggling with financial difficulties as a student.

Unal, E. S. (2023). During my time at Monroe Community College (USA), I noticed that students experienced a lack of confidence due to language barriers.

Uzun, G., & Çokluk Bökeoğlu, Ö. (2019). Akademik Başarının okul, aile ve öğrenci özellikleri ile ilişkisinin çok düzeyli yapısal eşitlik modellemesi ile incelenmesi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 52*(3), 655-684.

World Bank. (2013). Promoting excellence in Turkey's schools. World Bank. Retrieved from http://www.worldbank.org/tr

Yeh, C.J., & Inose, M. (2003). International students reported English fluency, social support satisfaction, and social connectedness as predictors of acculturative stress. *Counseling Psychology Quarterly, 16*(1), 15-28.

Yıldırım, A., & Şimşek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri* (8th ed.). Seçkin.