

Globalisation Pressures and Student Well-Being: the Role of Counselling Psychology among Secondary Schools in Ibadan North LGA, Oyo State, Nigeria

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Abstract

This study examined the predictive influence of globalisation pressures – academic workload, cultural adjustment, and economic uncertainty on student well-being in secondary schools in Ibadan North LGA, Oyo State, Nigeria. As educational environments become more competitive and multicultural, students face increasing mental, emotional, and financial stress. A correlational survey design was used, involving a stratified random sample of 250 senior secondary students from public and private schools to ensure representation across gender and socio-economic backgrounds. The data was gathered with the help of validated tools such as the Student Well-being Inventory, Academic Pressure Scale, Cultural Adjustment Inventory and Financial Strain Index; they have internal consistencies between 0.83 and 0.87. By means of Pearson's correlation coefficient and multiple regression techniques, relationships and predictive roles were analysed. The results indicated that student well-being was negatively correlated with academic/workload ($r = -0.521$, $p < 0.01$) and economic insecurity ($r = -0.404$, $p < 0.01$); however, it is positively correlated with cultural adaptation ($r = 0.463$, $p < 0.01$). Altogether these three pressures were able to explain about sixty-three-point two percent of the variance in well-being ($R^2 = 0.632$, $F = 138.526$, $p < 0.05$). As for relative contributions, it was found that

Academic/workload, along with economic insecurity, detracted from well-being; however, cultural adaptation increased resilience and emotional stability. By doing so, he underlines the need for psychological counselling to help students cope with the mental strain caused by academic burdens as well as their immersion in a new culture and financial uncertainties. Consequently, counselling interventions need to be embarked upon alongside a reasonably structured curriculum and financial advice to foster psychological, emotional, and social well-being.

Keywords: Academic workload, Cultural adjustment, Economic uncertainty, Student well-being, counselling psychology, secondary school students, Ibadan North LGA, Oyo State, Nigeria

Introduction

In an era shaped by globalisation, higher education represents both opportunity and strain, exposing students to transnational pressures that affect mental health and well-being. Academic pressures: the current generation of students must also undertake cultural adaptation and economic problems, which eventually impact the stress levels, burnouts and general life satisfaction (Zhao & Chen, 2024; Mok et al., 2022). These challenges are made more severe in Africa by

inadequate infrastructure, burgeoning student populations, and inactive help systems for students. Studies carried out in Nigeria reveal that overloaded coursework and vague academic expectations increase panic disorders, insomnia and even suicide among undergraduates (Nnaemezie et al., 2024). Stressors of cultural adjustment pose additional difficulties leading to social isolation as well as identity confusion, which further contributes to stress during transition times (Fabeku&Fasanmi, 2024; Amlashi et al., 2024). Economic instability, including increments in tuition fees, inflation, and job scarcity, has introduced another layer of pain (Park et al., 2025; Guardian Nigeria, 2025). The combined pressures described above indicate that contemporary psychologists play a vitally important role in supporting psychological resilience, emotional health and constructive ways of dealing with various types of tension in the modern secondary educational sector (Thompson & Goh, 2023). Despite being recognised worldwide as a support system in the field of higher education, many African universities find it difficult to provide counselling services that are effective enough for coping with various stresses that come into play in the course of globalisation. The interaction of academic tasks, cultural adaptation and economic insecurity resulted in the emergence of stress patterns which current counselling frameworks usually cannot manage. In terms of Nigeria's intensified academic expectations, increased workloads due to competition were observed; consequently, staff experienced burnout, anxiety and poor emotional regulation (Zhao & Chen, 2024; Mok et al., 2022). More than three-quarters of university students in Nigeria are reported to be exhausted and mentally fatigued due to too much workload without sufficient time for rest (Nnaemezie et al., 2024; Oboh&Onwuameze, 2023). The challenge of adapting to the culture also multiplies stress since students undergo isolation in addition to discrimination in addition to identity dissonance, which impedes motivation among learners (Fabeku&Fasanmi, 2024; Malota et al., 2025). Economic uncertainties whose

symptoms are high tuition fees, inflation rates, and uncertain job futures push the majority into part-time jobs, thus resulting in fatigue and anxiety (Park et al., 2025). Insufficient resources for counselling further worsened the situation as a result of the stigma associated with therapy nullifying these pressures, making it impossible for institutions to support student wellbeing.

The study adopts the conceptual frameworks that describe how globalisation factors like workloads in academia, cultural adaptation, and financial insecurities affect the well-being of students. Stressors are closely knit, interwoven forces which can be tackled through counselling psychology through both theoretical and practical interventions. Academic workload is the expression of the intensity and volume of learning tasks, as they frequently lead to burnout, decreased motivation and mental exhaustion (Zhao & Chen, 2024; Nnaemezie et al., 2024), which is in line with the Transactional Model of Stress and Coping that highlights appraisal of stressors for certain emotional and behavioural outcomes (Lazarus & Folkman, 1984; Arowolo, 2022). Cultural adjustment, informed by Berry's Acculturation Theory (1997), highlights identity negotiation and belonging challenges in multicultural campuses, with acculturative stress mitigated through multicultural competence theory to foster coping and social inclusion (Amlashi et al., 2024; Adaobi, Okonkwo&Eze, 2024; Fabeku&Fasanmi, 2024). Economic uncertainty, guided by Hobfoll's Conservation of Resources Theory (1989), threatens critical resources, causing anxiety and diminished concentration (Park et al., 2025; Guardian Nigeria, 2025). By integrating these stressors, the study examines their collective effect on student well-being in African higher education contexts (Thompson & Goh, 2023).

A review of contemporary scholarship indicates that, while globalisation's effects on higher education are widely studied, significant gaps remain regarding its psychological impact on students in Africa. Key issues researched on an international scale include the academic stress, economic

insecurity and cultural transitions experienced by students in Western and Asian contexts. As stated earlier, these stressors are workload, acculturative stress and financial strains (Zhao & Chen, 2024; Amlashi et al., 2024; Park et al., 2025). However, most of these studies do not look at the mediation of these stressors in counselling psychology in the third-world countries. However, most of African and Nigerian research has dealt with funding gaps and infrastructural limitations as the main obstacles, disregarding the psychological side of globalisation stress (Arowolo, 2022; Adewale & Lawal, 2023). Little attention has been paid to how factors like academic workload, cultural adaptation challenges and economic instability combine to impact student well-being vis-à-vis how counselling interventions can promote resilience. Similarly, African cultural values such as communalism or spirituality that give a direction in coping strategies are also under-researched areas. This study will try to fill this gap by examining the interrelated effects of globalisation-orientated stressors on students' well-being and advocating for counselling psychology as a crucial mediator in case of higher education institutions in Africa (Fabeku&Fasanmi, 2024).

2.0 Review of Related Literature

2.1 Academic Workload and Student Well-being

The academic workload is one of the most powerful predictors that can explain student stress and low levels of well-being worldwide. A great deal of coursework, varied forms of assessment, and tight schedules, along with competition to get the best grades, have been associated with burnout, anxiety disorders and depressive syndromes (Zhao & Chen, 2024; Mok et al., 2022). With respect to course load, many African contexts continue to overload their students while at the same time providing inadequate staffing ratios. Nnaemezie, Nwankwo, Ibe and Nwanokwara (2024) observed that more than 65% of Nigerian undergraduates are affected by chronic stress and fatigue as a result of extremely heavy academic obligations and almost no recreational activities. According to the World

Health Organization (2023), academic pressure among students is a major factor affecting youth mental health across the world. From these findings it is clear that there is a general relationship between the workload-wellbeing nexus in all countries, but there is a need for research in developing nations so that specific scenarios apply, especially in third-world nations where institutional support and coping mechanisms are limited, making learners suffer from adverse psychological effects posed by intensive academic programmes.

Heavy workload in school comes with certain consequences such as physical and cognitive exhaustion, factors that also worsen the well-being of a student. Adewale and Lawal (2023) argue that exams taken mostly are assignments in the form of continuous assessments and heavy coursework in Nigerian universities are responsible for sleep disruption, fatigue, and less interest in academics. Maseko and Olojede (2022) found that among South African undergraduate students who experienced prolonged study hours, there were headaches, decreased concentration skills and somatic stress symptoms. Sleep deprivation mediates the association between workload and mental distress, with Oboh&Onwuameze (2023) reporting insomnia-related anxiety disorders and depression among Nigerian students. Studies in Europe support these findings, indicating that course load negatively impacts subjective well-being and coping effectiveness, which can lead to anxiety-related behaviour patterns. *Frontiers in Psychology* (2022). Taken together, the studies show that psychological strain is more likely to develop when physiological effects of academic overload are taken into account, making clear the necessity of immediate implementation of institutional mental health programmes targeting the complexity of cognitive as well as physical load implemented at educational institutions to ensure a high degree of personal resilience in students and their overall well-being level.

Recent literature suggests that academic workload pressures have intensified post-COVID-19, with digital and blended learning

modalities compounding pre-existing challenges. Fabeku and Fasanmi (2024) observed that Nigerian students experienced heightened stress and reduced life satisfaction due to congested post-pandemic timetables and online coursework. Similarly, Gautam, Osei, and Paredes (2024) report that European students face increased workload expectations in blended learning environments. Limited access to counselling and cultural stigma around help-seeking exacerbate internalised stress among Nigerian students (Okolie & Ezeani, 2024). Consequently, African students are particularly vulnerable compared to Western peers. The data was gathered with the help of validated tools such as the Student Well-being Inventory, Academic Pressure Scale, Cultural Adjustment Inventory and Financial Strain Index; they have internal consistencies between 0.83 and 0.87. Using Pearson's correlation and multiple regression analyses, the relationships and predictive effects of the study variables were examined. The findings revealed that student well-being was significantly and negatively associated with academic workload ($r = -0.521$, $p < 0.01$) and economic insecurity ($r = -0.404$, $p < 0.01$), while a significant positive relationship was observed with cultural adaptation ($r = 0.463$, $p < 0.01$). Collectively, these three factors accounted for approximately 63.2% of the variance in student well-being ($R^2 = 0.632$, $F = 138.526$, $p < 0.05$). Analysis of their relative contributions showed that academic workload and economic insecurity exerted detrimental effects on well-being, whereas cultural adaptation enhanced emotional stability and psychological resilience. These findings underscore the importance of targeted psychological counselling interventions aimed at assisting students in managing academic pressures, navigating financial challenges, and adapting effectively to new cultural environments. Consequently, counselling interventions need to be embarked upon alongside a reasonably structured curriculum and financial advice to foster psychological, emotional, and social well-being.

2.4 Summary of Literature and Gaps Identified

The surveyed literature gives evidence that the phenomenon of globalisation created interconnectivity which impacted education on a worldwide level and thus increased pressure for a learner. From empirical research, it can be observed that students are being stressed, burnt out or feeling anxious as a result of high academic workloads, stiff performance expectations as well as the quest for global competitiveness (Zhao & Chen, 2024; Nnaemezie et al., 2024; Mok et al., 2022). Also noted is that there is an issue regarding the psychological health, and students enrolling in multicultural campuses may suffer from acculturative stress, identity crises and social isolation (Amlashi et al., 2024; Adaobi et al., 2024; Fabeku&Fasanmi, 2024). Economic uncertainty in the form of tuition increases, inflation and unfavourable job market conditions leads to reduced motivation, emotional stability and life satisfaction (Park et al., 2025; Seo & Kim, 2013). Even though these problems have been identified in literature, there is a tendency to address them with compartmentalisation, especially in the African context, where structural issues take precedence over psychological outcomes (Arowolo, 2011; Adewale & Lawal, 2009). The role of counselling psychology as a mediating mechanism has also not yet received adequate attention. Thus, focused on the above areas, this research introduces resilience, adaptive coping strategies and student holistic health into global higher education.

Purpose of the Study

It has been shown that there is globalisation of pressures through the forms of work, acculturation and economic stress; such pressures affect student well-being in higher education. Populations enrolled in universities worldwide are becoming more culturally diverse; therefore, students face a lot of mental, emotional, and financial pressure. However, there is not much research on the impact of these factors on well-being specifically in African higher education. Thus, this study

aims at providing reliable evidence concerning the systemic influence of globalisation pressures on well-being to further aid in developing effective counselling interventions as well as institutional support structures for promoting students' psychological well-being and resilience overall. Therefore, the main aims include:

- i. Examine the relationship between academic workload, cultural adjustment, economic uncertainty, and student well-being among secondary school students.
- ii. Assess the joint predictive influence of academic workload, cultural adjustment, and economic uncertainty on student well-being among secondary school students.
- iii. Determine the relative contribution of each globalisation pressure (academic workload, cultural adjustment, and economic uncertainty) to student well-being among secondary school students.

Research Hypotheses

In line with these objectives, the following null hypotheses are proposed:

H₀₁: There is no significant relationship between academic workload, cultural adjustment, economic uncertainty, and student well-being among secondary school students.

H₀₂: Academic workload, cultural adjustment, and economic uncertainty do not jointly predict student well-being among secondary school students.

H₀₃: Academic workload, cultural adjustment, and economic uncertainty do not make significant relative contributions to student well-being among secondary school students.

3.0 Methodology

This study adopted the correlational survey technique as the basis of this study, which is a technique used to examine relationships and predictive effects among variables without effecting any experimental manipulation (Creswell & Creswell, 2018). This design was most appropriate because the objective of the study was to find out if there are any predictors amongst some of the pressures of globalisation – academic workload, cultural adjustment and economic uncertainty – with

regard to the well-being of secondary students. A non-experimental quantitative approach offered an opportunity for data collection on naturally occurring variables within a school environment and finding their relative impact on student well-being. It also provided an evidence base on how global educational demands affect psychological wellbeing in adolescents for school counsellors' interventions that promote resilience and adaptive coping among students. It assisted in generating more useful information about people's actions than doing experimental manipulation and made sure that it had ecological validity, making it possible to capture the real experiences of students who were dealing with such issues as academic, cultural, and economic pressures.

The study population is made up of students who are in Senior Secondary School I (SS I) and Senior Secondary School II (SS II) in both public and private schools in the Ibadan North Local Government Area of Oyo State, Nigeria. This area was selected for its academic variability, urban sway, and constant exposure to learning trends worldwide. A sample size of 250 students was selected using stratified random sampling to ensure each gender, school type and socioeconomic status was well represented to get reliable results. Stratification ascertained that bias was reduced and generalisability enhanced given that an equal number of students from both categories were included. Using Cochran's (1977) formula, the sample size was determined for finite populations at a 95% confidence level with a 5% margin of error. The ethical guidelines were absolutely adhered to: consent was sought from the school administrators, parents and guardians since participants were guaranteed anonymity/confidentiality; hence, they would give their views openly (Cohen et al., 2018).

Data were collected using four validated instruments. Student well-being was measured with a 25-item Student Well-being Inventory adapted from Tennant et al. (2007), with $\alpha = 0.87$. Academic workload was assessed via a 15-item Academic Pressure Scale adapted from Zhao and Chen (2024), $\alpha = 0.84$; cultural

adjustment through a 20-item Cultural Adjustment Inventory adapted from Amlashi, Rezaei, and Chen (2024), $\alpha = 0.85$; and economic uncertainty using a 12-item Financial Strain Index adapted from Park, Seo, and Kim (2025), $\alpha = 0.83$. The construct validity was confirmed by the exploratory factor analysis (Hair et al., 2019) as it resulted in the item loadings being >0.50 , and the reliability coefficients surpassed Nunnally's (1978) 0.70 threshold. Data analysis was done using SPSS v27, where we used descriptive statistics, Pearson correlation and multiple regression for identification of joint and relative predictive effects of such IVs on student well-being. All hypotheses were tested at the 0.05 significance level, and linearity, normality and multicollinearity were checked before fitting the model to the data (Field,

2018). At this point it is worth noting that there can be no qualitative research study without its methodological frameworks. Therefore, the discussed framework(s) established a valid, meticulous, ethical ground for diagnosing impacts of globalisation imperatives on students' well-being from the majority standpoint despite minority practices within Ibadan North as well as recommending specific counselling intervention initiatives in Ibadan North-East Local Government Area.

4.0 Results

Hypothesis 1: There is no significant relationship between academic workload, cultural adjustment, economic uncertainty, and student well-being among secondary school students in Ibadan North LGA, Oyo State.

Table 1: Zero-Order Correlation Matrix Showing the Relationship between Globalisation Pressures and Student Well-being.

| Variables | N | Mean | SD | 1 | 2 | 3 | 4 |
|----------------------|-----|-------|-------|--------|------|-------|------|
| Student well-being | 250 | 67.34 | 8.11 | 1.00 | | | |
| Academic Workload | 250 | 69.68 | 9.52 | .561** | 1.00 | | |
| Cultural Adjustment | 250 | 58.94 | 11.75 | .577** | .092 | 1.00 | |
| Economic Uncertainty | 250 | 74.65 | 7.59 | .201** | .040 | -.066 | 1.00 |

Correlation: Significant at $p < 0.05$

Table 1 presents the correlation coefficients between globalisation pressures and student well-being. Results show that student well-being was negatively correlated with academic workload ($r = -.521^{**}$, $p < 0.01$) and economic uncertainty ($r = -.404^{**}$, $p < 0.01$), but positively correlated with cultural adjustment ($r = .463^{**}$, $p < 0.01$). This implies that higher academic and financial stress are associated with reduced well-being, while better cultural adjustment enhances

psychological stability. Since significant correlations exist among the variables, the null hypothesis (H_{01}) is rejected, confirming that globalisation pressures significantly relate to student well-being among secondary school students in Ibadan North LGA.

Hypothesis 2: Academic workload, cultural adjustment, and economic uncertainty do not jointly predict student well-being among secondary school students in Ibadan North LGA, Oyo State.

Table 2: Summary of Multiple Regression Analysis Showing the Joint Prediction of Academic Workload, Cultural Adjustment, and Economic Uncertainty on Student Well-being.

| Multiple R = .795 ^a | | | | | |
|--|----------------|-----|--------------|---------|-------|
| R-Square = .632 | | | | | |
| Adj. R-Square = .627 | | | | | |
| Standardized error of estimate = 5.03321 | | | | | |
| Model | Sum of Squares | Df | Mean Squares | F | Sig. |
| Regression | 10523.217 | 3 | 3507.739 | 138.526 | .000b |
| Residual | 6231.482 | 246 | 25.336 | | |
| Total | 16754.699 | 249 | | | |

a. Dependent Variable: student well-being

b. Predictors: (Constant), Academic Workload, Cultural Adjustment, Economic Uncertainty

Table 2 shows the joint predictive influence of academic workload, cultural adjustment, and economic uncertainty on student well-being. The results indicate a multiple correlation coefficient (R) of 0.795 and an R^2 value of 0.632, showing that the three predictors jointly accounted for 63.2% of the variance in student well-being. The adjusted R^2 value of 0.627 confirms that the model is robust and generalisable. The F-ratio ($F = 138.526$, $p < 0.05$) further shows that the overall regression model is statistically significant, meaning the combined effects of the independent variables

significantly predict student well-being. This means that the general effects of globalisation together reflect on students' psychological and emotional health. Hereby, the null hypothesis (H_{02}) is rejected, so it can be concluded that academic workload, cultural adjustment and economic uncertainty jointly predict student well-being among secondary school students in Ibadan North LGA, Oyo State.

Hypothesis 3: Academic workload, cultural adjustment, and economic uncertainty do not make significant relative contributions to student well-being among secondary school students in Ibadan North LGA, Oyo State.

Table 3: Regression Analysis Showing the Relative Contribution of Academic Workload, Cultural Adjustment, and Economic Uncertainty to Student Well-being.

| | Unstandardized coefficients | Standardized coefficients | | | |
|----------------------|-----------------------------|---------------------------|--------|---------|------|
| Model | B | Standard Error | Beta | T | Sig |
| Constant | 5.243 | 3.821 | - | 1.372 | .171 |
| Academic Workload | -0.417 | 0.038 | -0.482 | -10.974 | .000 |
| Cultural Adjustment | 0.356 | 0.029 | 0.462 | 12.276 | .000 |
| Economic Uncertainty | -0.271 | 0.042 | -0.248 | -6.452 | .000 |

Dependent Variable: Student Well-being

Table 3 below summarises the relative predictive roles played by academic workload, cultural adjustment and economic uncertainty when it comes to student well-being. As far as the results are concerned, they say that the academic workload ($\beta = -0.482$, $t = -10.974$, $p < 0.05$) as well as economic insecurity ($\beta = -0.248$, $t = -6.452$, $p < 0.05$) had significant negative impacts, which means that more work in class and financial instability affect students' mental health and emotional stability negatively. On the other hand, cultural adjustment ($\beta = 0.462$, $t = 12.276$, $p < 0.05$) has an impressive positive impact, mainly because students who do well in adjusting themselves to the learning environment and social life show higher levels of well-being and ability to cope with difficulties. All those three predictors are significant; it means each of them has its own effects on student wellbeing. Therefore, the null hypothesis (H_{03}) is rejected, which confirms the fact that academic workload, cultural adjustment, and

economic uncertainty each make significant relative contributions towards the wellbeing of students in public secondary schools in Ibadan North LGA, Oyo State.

Discussion of Findings

Specifically, this study found that there are other factors that affect students' well-being; they include globalisation pressures – academic workload, cultural adjustment, and economic uncertainty in Ibadan North LGA, Oyo State. Student well-being showed a negative relationship with both academic workload ($r = .521$, $p < 0.01$) and economic uncertainty ($r = .404$, $p < 0.01$), while it was positively correlated to cultural adjustment ($r = -.463$, $p < 0.01$). These findings imply that as pressure to perform academically and financially increases, people's overall state of physical and mental health declines, and better integration into the new culture promotes psychological wellbeing. Research bears these findings out; according to it, overloaded curriculum, tight deadlines and fierce

competition for high grades contribute towards burnout syndrome worldwide (Zhao & Chen 2024; Mok, Jiang & Zhang 2022). In an African setting, high coursework requirements, poor student-lecturer ratios and negligible leisure result in stress and weariness (Nnaemezie et al., 2024; Adewale & Lawal, 2023). Following the pandemic outbreak, the implementation of blended learning coupled with overloaded timetables heightened academic demands, hence decreased satisfaction with life (Fabeku&Fasanmi 2024; Gautam, Osei, & Paredes 2024). Thus, counselling psychology is called upon to implement preventive measures which enable the development of resilience factors and the capacity for adaptive ways of dealing with hardship on the part of students, together with the provision of comprehensive mental health care within the sphere of pursuing various educational and culturally determined value systems along with financial obligations (Thompson & Goh, 2019).

From the results obtained in Table 2, we can see that academic workload, cultural adjustment, and uncertain economy were the joint predictors of students' well-being in Ibadan North LGA of Oyo State among secondary school students. Together, these three predictors have a multiple correlation coefficient (R) equal to 0.795 and an R^2 equal to 0.632 that explains approximately two-thirds of students' well-being variance – an adjusted R^2 of 0.627 indicates the rigour and generalisability of findings. F-ratio ($F = 138.526$, $p < .05$) further shows that the regression model is statistically significant, thus rejecting the null hypothesis (H_{02}). These results imply that it is worth considering the combined effects of all the globalisation pressures for understanding students' psychological as well as emotional healthy lifestyles. The findings are also confirmed by empirical studies which draw attention to the fact that cultural adjustment is a very important factor for well-being. So far Berry's (1997) Acculturation Theory has stated this issue: that if a person acculturates himself/herself into a new cultural context, he/she may experience time-to-time stressors

such as identity conflict and social isolation, which are explained as factors negatively influencing mental health (Amlashi, Rezaei& Chen, 2024; Malota et al.; Yilmaz et al.; Leung, 2025; Xiong et al.; Li & Tan, 2025). In Africa higher education institutions' ethnic diversity, multilingualism and socio-religious heterogeneity cause these particular challenges with adaptation issues to occur more often than in other regions' higher education institutions (Fabeku&Fasanmi, 2024; Adaobi et al., Okonkwo et al., Eze, 2024; Okolie & Ezeani, 2024). Therefore, counselling psychology should create culturally competent measures aimed at strengthening the resilience-building process within student populations exposed to multicultural learning environments as well as integrating fragmented identities into one coherent whole or decent narrative along with enhancing overall student well-being and self-esteem level.

Relatively, academic workload and cultural adjustment, together with economic uncertainty, are presented in Table 3 regarding student well-being. This means that it was found by the study that these predictors significantly influence students' psychological health. Academic Workload ($\beta = -0.482$, $t = -10.974$, $p < 0.05$) and Economic Uncertainty ($\beta = -0.248$, $t = -6.452$, $p < 0.05$) show a significant negative contribution, meaning that emotional stability, motivation and level of generality are hampered as a result of high academic demands and financial instability. Conversely, cultural adjustment ($\beta = 0.462$, $t = 12.276$, $p < 0.05$) makes a positive contribution, implying that those who adapt to their academic and social environment can exhibit better resilience as well as psychological balance if compared to those who do not adapt effectively to their environments. These findings, which also supported empirical studies showing that academic overload results in stress and burnout syndrome (Ibid), while economic uncertainties lead to anxiety disorders and depression, especially within the African contexts where there is limited institutional support (Park, Seo & Kim, 2015), further

effective cultural adjustment alleviates stress in promoting wellness; hence, counselling and adoption should be given priority. Hence, schools need embassies for survival; therefore, H_{03} is rejected. Thereby, each globalisation pressure uniquely predicted student wellbeing significantly in Ibadan North Local Government Area Secondary Schools.

Conclusion

Consequently, the purpose of this study was to find out if the effects of academic globalisation as elucidated above influence high school students in Ibadan North LGA, Oyo State. Thus, relative to his peers who live in normal economies, a student living in an economy that is unstable may experience difficulties that will negatively affect his psychological well-being and, by extension, stress, burnout and low life satisfaction levels. Conversely, positive acculturation increases resilience and emotional stability factors. When combined together, these factors also occupy a great part of the variance in student well-being, making clearer interdependent effects of educational, cultural, and financial facets. The results have consequences for psychotherapy as an example of how focus can be considered to develop effective strategies for supporting individuals as they consider ways to appropriately address challenges and buffer stress while facilitating overall health within diverse multicultural and limited-resource learning settings. In order for students' emotional, social and cognitive development to be promoted, measures need to be put in place so that these pressures are reduced.

Implications for Counselling Psychologists

It is expected that they understand that the consequences of globalisation pressures, particularly in the student well-being issues, require more proactive interventions. They should introduce skill-based plans on stress management, adaptation with regard to culture and proper ways of handling finances. Interventions may involve resilience training, emotional regulation and problem-solving classes, as well as construction of social

support networks. Psychologists need to cooperate with educators in working out balanced academic timetables and giving financial guidance and open policies. These approaches equip counselling psychologists with tools to accomplish holistic development in students, which results in mental health enhancement and provision of a stable sense of well-being within competitive and multicultural educational contexts.

Recommendations

There should be an improvement in guidance and counselling services in the secondary schools to address academic, cultural, and financial challenges. Measures encompass a balanced timetable, extension of assignments' deadline, programmes on culture adaptation, financial advice seminars, scholarship help and resources management strategies. Health promotion activities among students and health education enlightenment on the necessity of maintaining good health will take precedence over other measures. These measures will enable the learners to cope with the academic pressure loads as they meet the demands of their cultures, along with cutting down on their economic levels for increased positivity in both psychological functioning and socio-emotional well-being.

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