

Beyond Academic Pressure: A Review of Psychological, Digital, Financial, and Educational Challenges Faced by NEET-UG Aspirants in India

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Abstract - *The National Eligibility cum Entrance Test for Undergraduate (NEET-UG) is one of the most competitive entrance examinations in India, placing substantial academic and emotional demands on aspiring medical students. Along with intensive preparation, many aspirants experience psychological stress, excessive dependence on digital learning, financial and accessibility challenges associated with coaching institutes, learning resources, and digital technologies, and challenges associated with the educational system. This review examines these interconnected issues by synthesizing evidence from relevant peer-reviewed studies, including systematic reviews, meta-analyses, and Indian empirical studies. The review indicates that academic stress, poor sleep quality, problematic internet use, prolonged screen exposure, and unequal access to educational resources can adversely influence students' mental well-being and academic performance. The findings further suggest that these challenges should not be considered in isolation, as they collectively affect the overall preparation experience of NEET-UG aspirants. The review highlights the importance of timely psychological support, healthy digital practices, supportive family and school environments, and equitable educational opportunities. The findings may assist educators, parents, coaching institutes, and policymakers in developing strategies that promote both academic success and student well-being among NEET-UG aspirants in India.*

Keywords - *NEET-UG, academic stress, psychological well-being, digital learning, internet addiction, educational inequality, coaching institutes, competitive examinations, India*

I. INTRODUCTION

The National Eligibility cum Entrance Test for Undergraduate (NEET-UG) serves as the primary gateway for admission to undergraduate medical programmes in India. Every year, millions of students compete for a limited number of medical seats, making the examination one of the most demanding academic selection processes in the country. Success in NEET-UG requires long-term preparation that combines conceptual understanding, continuous revision, regular practice, and disciplined time management.

The highly competitive nature of the examination has transformed the way students prepare for it. Traditional classroom learning has increasingly been supplemented by coaching institutes, online learning platforms, recorded lectures, mobile applications, and digital study materials. These educational technologies have expanded access to quality learning resources and provided greater flexibility in study schedules. However, the intensive use of multiple learning

resources may also increase study burden and contribute to higher levels of academic pressure among aspirants [11].

Academic stress has emerged as a common challenge during NEET-UG preparation because students often experience prolonged study hours, repeated mock examinations, uncertainty regarding examination outcomes, and high expectations from parents and society. Such factors may negatively influence emotional well-being, learning motivation, and confidence. Previous research has demonstrated that academic stress can reduce students' self-efficacy and impair their ability to cope effectively with examination-related demands [12]. Similar findings have also shown that persistent academic pressure is associated with various psychological difficulties among students pursuing highly competitive educational goals [13]. Furthermore, investigations conducted in demanding academic settings have reported a significant association between academic workload and symptoms of psychological distress [1].

Digital technology has become an integral component of contemporary NEET-UG preparation. Students increasingly rely on virtual classrooms, online assessments, educational videos, and digital question banks to support their learning. While these resources enhance accessibility and learning convenience, prolonged screen exposure and excessive internet use may produce unintended consequences. Several studies have linked high screen time with poorer mental well-being among adolescents [2]. Research has also indicated that problematic internet use may adversely affect psychological health and emotional functioning [3]. In addition, excessive dependence on digital devices has been associated with disturbances in sleep and daily behavioural routines [9].

Healthy lifestyle practices remain equally important during intensive examination preparation. Adequate sleep plays a critical role in memory consolidation, attention, cognitive performance, and effective learning. Evidence suggests that insufficient sleep can impair academic achievement and increase vulnerability to emotional and psychological problems [4]. Other studies have similarly reported that poor sleep quality adversely affects students' cognitive functioning and overall educational performance [7]. These findings highlight the importance of maintaining a balance between rigorous study schedules and personal health.

In addition to psychological and lifestyle-related concerns, socioeconomic factors also shape students' preparation experiences. Preparing for NEET-UG frequently involves

considerable expenditure on coaching programmes, reference books, test series, and digital learning tools. Such financial requirements may create unequal learning opportunities for students from different socioeconomic backgrounds [11]. Moreover, variations in educational support, coaching culture, family expectations, and access to quality learning environments further influence students' preparation experiences and academic outcomes [11], [14]. Existing evidence also emphasises the importance of supportive family and educational environments in reducing examination-related stress and promoting academic resilience [14].

Although the literature provides substantial evidence regarding academic stress, psychological well-being, digital technology use, sleep behaviour, and educational inequalities, these topics have largely been investigated independently. Consequently, there is limited synthesis of how these interconnected factors collectively influence the overall experience of NEET-UG aspirants. This narrative review addresses that gap by integrating evidence from multiple dimensions to develop a comprehensive understanding of the psychological, digital, financial, lifestyle, and educational challenges encountered by students preparing for NEET-UG.

II. LITERATURE REVIEW

Research on students preparing for highly competitive examinations has consistently demonstrated that prolonged academic demands can adversely affect psychological well-being. Medical and pre-medical students are particularly vulnerable because of sustained academic pressure, performance expectations, and uncertainty regarding future career opportunities. An umbrella review involving medical students identified a high prevalence of psychological distress and behavioural problems, highlighting the need for comprehensive mental health support within academically demanding environments [1]. Academic stress has also been described as a multidimensional phenomenon shaped by educational expectations, individual characteristics, and social influences [8].

The psychological challenges associated with NEET-UG preparation have attracted increasing research attention in recent years. Aspirants commonly encounter examination anxiety, fear of failure, parental expectations, and intense competition throughout the preparation period. Empirical evidence suggests that elevated academic stress is associated with lower levels of self-efficacy, reducing students' confidence in managing examination-related challenges [12]. Similar observations have been reported among candidates preparing for other highly competitive entrance examinations, where continuous academic pressure contributes to increased psychological burden and emotional distress [13].

The widespread adoption of digital learning has fundamentally changed the preparation strategies of NEET-UG aspirants. Online classes, recorded lectures, digital question banks, and educational applications have improved access to learning resources and enabled flexible study schedules. Nevertheless, extensive dependence on digital technologies has introduced new concerns related to excessive screen exposure and technology overuse. A systematic review found that prolonged screen time is associated with poorer psychological well-being among adolescents [2]. Evidence has also shown

that extended use of electronic devices may contribute to sleep disturbances and declining mental health [3].

Internet use has become indispensable for educational purposes; however, uncontrolled or excessive online engagement may negatively influence students' daily functioning. Studies conducted among Indian adolescents and university students have reported that problematic internet use is associated with reduced academic performance, disrupted daily routines, and poorer psychological health [9]. A recent meta-analysis further confirmed that internet addiction remains an important behavioural concern among young people in India, with potential implications for academic success and emotional well-being [16]. Additional evidence has similarly linked problematic internet use with adverse mental health outcomes among college students [10].

Lifestyle factors, particularly sleep, are closely connected with students' cognitive functioning and emotional health. Adequate sleep facilitates memory consolidation, attention, and learning efficiency, whereas insufficient sleep can impair academic performance and increase the risk of psychological problems [4]. Research has further demonstrated that poor sleep quality is associated with reduced concentration, emotional instability, and lower educational achievement among adolescents and young adults [7].

Beyond individual behavioural factors, the educational environment also contributes significantly to students' overall learning experience. Supportive teachers, positive institutional climates, and effective student support systems can reduce stress while promoting resilience and academic engagement [14]. Various intervention studies have reported that stress-management programmes improve students' coping abilities and emotional well-being [6]. Digital well-being initiatives have also demonstrated positive outcomes by encouraging healthier technology use and improving self-regulation among learners [17]. Educational interventions designed to strengthen psychological resilience have similarly shown beneficial effects on students' mental health and academic adjustment [18].

Despite the growing body of literature on psychological stress, digital technology use, sleep behaviour, and educational support, these domains have largely been investigated in isolation. Consequently, there is limited evidence that synthesizes how these interconnected factors collectively shape the experiences of NEET-UG aspirants. By integrating findings from these diverse research areas, the present narrative review aims to provide a comprehensive understanding of the multidimensional challenges encountered during NEET-UG preparation.

TABLE I. SUMMARY OF REVIEWED STUDIES

Research Area	Key Findings	Research Implication	References
Academic stress and psychological well-being	Competitive examinations create academic pressure, anxiety, fear of failure, and reduced confidence among students. Academic stress is influenced by personal expectations,	Need for counselling support, stress management programmes, and emotionally supportive learning environments for aspirants.	[1], [8], [12], [13]

	educational demands, and social factors.		
Digital learning and screen exposure	Digital resources improve access to learning materials, but excessive screen exposure and prolonged device use may affect mental health, sleep quality, and daily routines.	Balanced technology use and digital well-being awareness are required during online-based preparation.	[2], [3], [15]
Problematic internet use and digital addiction	Excessive internet use among Indian students is associated with reduced concentration, behavioural concerns, and negative psychological outcomes.	Students require guidance regarding responsible internet use and healthy digital habits.	[9], [10], [16]
Sleep quality and academic performance	Adequate sleep supports memory, concentration, and academic performance, whereas sleep deprivation increases psychological difficulties among adolescents.	Healthy sleep practices should be considered an important part of competitive examination preparation.	[4], [5], [7]
Financial & accessibility challenges	NEET-UG preparation often requires expenditure on coaching institutes, digital learning platforms, study materials, and internet-enabled devices. Differences in access to these educational resources may create unequal preparation opportunities among students.	Affordable learning resources, scholarships, open educational resources, and improved digital accessibility can reduce educational inequalities and support equitable preparation.	[11]
Educational environment and student support	Supportive school environments, positive teacher interactions, and structured interventions improve emotional health and academic outcomes.	Schools and coaching institutes should combine academic guidance with psychological support.	[6], [14], [17], [18]

III. RESEARCH GAP

Current literature provides substantial evidence on the individual factors influencing students preparing for competitive examinations. Psychological health, academic stress, digital technology use, sleep behaviour, and educational support have each received considerable attention in earlier investigations. An umbrella review among medical students reported high levels of psychological distress in demanding academic settings [1]. Research involving NEET-UG aspirants has further demonstrated that examination-related stress, fear of failure, and reduced self-efficacy are common challenges during preparation [12]. Similar findings have also been

reported among students preparing for other highly competitive entrance examinations [13].

The rapid expansion of digital learning has generated another important area of research. Existing evidence suggests that prolonged screen exposure may adversely affect adolescents' psychological well-being [2]. In addition, internet addiction has emerged as a growing concern among Indian students, with studies reporting its negative influence on mental health, daily functioning, and academic engagement [16].

Despite these important contributions, the available literature remains fragmented because most investigations focus on a single dimension of the NEET-UG preparation experience. The combined influence of psychological stress, dependence on digital learning technologies, financial constraints associated with coaching and educational resources, and differences in learning environments has received comparatively little scholarly attention. Understanding these factors in isolation may overlook their cumulative impact on students' overall well-being and academic preparedness.

To address this limitation, the present narrative review synthesizes evidence from psychological, digital, financial, and educational perspectives. By integrating findings across these interconnected domains, the review provides a more comprehensive understanding of the challenges experienced by NEET-UG aspirants in India and identifies directions for future empirical research.

IV. REVIEW METHODOLOGY

A. Literature Search Strategy

This narrative review was conducted through a structured search of published literature addressing the multidimensional challenges encountered by NEET-UG aspirants. The search focused on studies related to academic stress, psychological well-being, digital learning, internet use, sleep behaviour, educational environments, and financial accessibility during examination preparation. Peer-reviewed articles published between **2020 and 2026** were primarily considered to ensure that the review reflected recent developments in educational and psychological research. Systematic reviews, meta-analyses, original research articles, and relevant Indian studies were prioritized because they provided both high-quality evidence and context-specific insights into the NEET-UG preparation ecosystem [1]. Research specifically involving Indian NEET-UG aspirants was incorporated whenever available to strengthen the contextual relevance of the review [11]. Recent investigations on digital well-being, responsible technology use, and student support initiatives were also examined to capture emerging trends in the literature [17].

B. Eligibility Criteria

The selection of literature was guided by predefined eligibility criteria. Articles were considered relevant if they investigated at least one of the major themes addressed in this review. These themes included academic stress and psychological well-being among students preparing for competitive examinations [12], digital learning, screen exposure, or internet-related behaviours affecting student outcomes [2], sleep quality and its relationship with academic performance [5], educational support systems and learning environments [14], or financial barriers influencing access to

coaching and educational resources [11]. Publications that did not focus on students, competitive examination contexts, or the review objectives were excluded from further consideration.

C. Data Extraction and Thematic Synthesis

Information extracted from the selected publications included the study objective, participant characteristics, research design, major findings, and relevance to NEET-UG preparation. Rather than performing a quantitative meta-analysis, the evidence was synthesized using a narrative thematic approach. Four broad themes emerged from the reviewed literature: **(i)** psychological challenges, **(ii)** digital and technology-related challenges, **(iii)** financial and accessibility challenges, and **(iv)** educational and system-level challenges. Similarities and differences across studies were critically examined to identify recurring patterns, consistent evidence, and areas where further research is required.

D. Quality Assessment of the Evidence

To enhance the reliability of the review, greater importance was assigned to systematic reviews and meta-analyses because they summarize evidence from multiple investigations and generally provide stronger scientific support [1]. High-quality peer-reviewed empirical studies were also included, particularly those examining NEET-UG aspirants or comparable student populations within the Indian educational context [11]. Preference was given to recent publications with transparent research methods and clearly reported findings, thereby ensuring that the conclusions of this review were supported by current and credible evidence.

V. CHALLENGES FACED BY NEET-UG ASPIRANTS

A. Psychological Challenges

Psychological pressure is one of the most significant challenges experienced by students preparing for NEET-UG. The highly competitive nature of medical admissions, limited seat availability, prolonged preparation periods, and uncertainty regarding examination outcomes create sustained academic pressure throughout the preparation process. Evidence from studies involving students in demanding academic environments indicates that such conditions are associated with elevated levels of stress, anxiety, and emotional distress [1].

Research involving NEET-UG aspirants has identified examination pressure, fear of failure, and expectations from parents and society as major contributors to psychological stress. These factors can influence students' confidence, motivation, and ability to cope with academic demands. A study among NEET aspirants reported that higher academic stress was associated with lower self-efficacy, suggesting that excessive stress may reduce students' confidence in achieving their academic goals [12].

The psychological burden of competitive examination preparation extends beyond academic workload. Social comparison, concerns about future career opportunities, and uncertainty regarding admission outcomes further contribute to emotional strain. Similar findings among NEET and JEE aspirants indicate that performance expectations and future

uncertainty are important sources of examination-related stress [13].

B. Digital Learning and Technology-Related Challenges

Digital technologies have become an integral part of NEET-UG preparation through online classes, recorded lectures, educational applications, digital question banks, and virtual assessments. These resources have improved access to educational content and enabled greater flexibility in learning. However, increased reliance on digital platforms has also introduced challenges related to prolonged screen exposure and excessive internet use.

Studies have reported that excessive screen time among adolescents is associated with poorer psychological well-being and increased emotional difficulties [2]. Continuous engagement with electronic devices for educational activities may also interfere with sleep quality and daily routines. A systematic review found that prolonged electronic device use is associated with sleep disturbances and mental health concerns among adolescents [3].

Problematic internet use represents another emerging challenge. Research conducted among Indian adolescents reported that excessive internet use can adversely affect concentration, daily activities, and academic functioning [9]. Similar findings among Indian college students have identified internet addiction as an important behavioural concern with implications for psychological well-being and academic performance [10].

C. Financial and Accessibility Challenges

Financial factors play an important role in shaping the preparation experiences of NEET-UG aspirants. Successful preparation often requires expenditure on coaching institutes, study materials, mock examinations, online learning platforms, and digital educational resources. These costs may create unequal preparation opportunities for students from different socioeconomic backgrounds.

Access to digital infrastructure is another important consideration. Students with limited availability of smartphones, computers, or reliable internet connectivity may encounter difficulties in accessing online lectures, digital learning materials, and practice assessments. Previous research suggests that differences in access to educational technologies can influence learning opportunities and student engagement [15].

Studies focusing on NEET preparation have also highlighted the importance of home learning environments and educational support in influencing students' preparation experiences and overall well-being [11]. Variations in financial resources and educational accessibility therefore remain important factors contributing to disparities in preparation quality among aspirants.

D. Educational and System-Level Challenges

The experiences of NEET-UG aspirants are shaped not only by individual effort but also by the broader educational environment. Coaching culture, institutional support, family expectations, and learning environments collectively influence students' academic experiences and psychological well-being.

A highly competitive educational system can increase performance pressure because admission outcomes are closely associated with future professional opportunities. Research has shown that supportive educational environments, positive teacher–student interactions, and healthy school climates are associated with improved emotional well-being and better academic outcomes among adolescents [14].

The expanding coaching culture has become a defining characteristic of NEET-UG preparation. While coaching institutes provide structured instruction, regular assessments, and examination-oriented guidance, they may also contribute to increased academic pressure through frequent testing and continuous performance evaluation. Consequently, the overall educational environment plays an important role in shaping both students' academic preparation and their psychological experiences during the examination period.

VI. DISCUSSION

The findings of this narrative review indicate that the experiences of NEET-UG aspirants are shaped by multiple interconnected factors rather than by academic demands alone. Psychological stress, extensive use of digital learning technologies, financial constraints, and characteristics of the educational environment collectively influence students' preparation experiences. These dimensions interact with one another, suggesting that the challenges associated with NEET-UG preparation should be understood from a multidimensional perspective instead of being examined in isolation.

Psychological stress emerged as a recurring theme across the reviewed literature. Sustained preparation, high competition, uncertainty regarding admission, and expectations from family and society contribute to considerable emotional pressure among aspirants. Evidence indicates that increased academic stress is associated with reduced self-efficacy, potentially limiting students' confidence and their ability to cope effectively with examination demands [12]. Similar observations have been reported among medical students, where prolonged academic pressure is linked to psychological distress and behavioural problems [1]. These findings suggest that emotional well-being is closely associated with students' academic experiences throughout the preparation period.

The review also highlights the dual role of digital technology in competitive examination preparation. Digital learning platforms have expanded access to educational content and enabled flexible learning opportunities, making them an indispensable component of NEET-UG preparation. At the same time, prolonged screen exposure and excessive internet use have been associated with poorer psychological well-being and disturbances in sleep behaviour [2]. Evidence further indicates that extended electronic device use may adversely affect sleep quality, an important determinant of cognitive performance and academic functioning [3]. These observations demonstrate that the educational benefits of digital technology should be considered alongside its potential effects on students' health and daily routines.

Financial accessibility represents another important dimension influencing preparation opportunities. Coaching programmes, digital learning platforms, study materials, and technological infrastructure often require considerable financial investment, creating disparities among students from different socioeconomic backgrounds. Variations in access to

educational resources and digital technologies may therefore influence both learning opportunities and academic engagement [15]. Studies conducted among NEET aspirants also emphasize the contribution of home learning environments and educational support to the overall preparation experience [11].

The educational environment further shapes students' academic and psychological experiences. Supportive institutional climates, positive teacher–student relationships, and favourable learning environments have been associated with improved emotional well-being and educational achievement [14]. These findings indicate that students' preparation experiences are influenced not only by individual effort but also by the broader educational ecosystem in which learning occurs.

Taken together, the available evidence demonstrates that the challenges encountered by NEET-UG aspirants are multidimensional and mutually reinforcing. Psychological, digital, financial, and educational factors should therefore be viewed as interconnected components of the preparation process rather than as separate issues. Integrating evidence from these domains provides a broader understanding of the complex circumstances faced by NEET-UG aspirants and identifies important directions for future empirical research.

VII. IMPLICATIONS AND RECOMMENDATIONS

The findings of this review have practical implications for students, parents, educators, coaching institutes, and policymakers involved in NEET-UG preparation. Since the challenges experienced by aspirants arise from multiple interconnected factors, effective support should extend beyond academic instruction and address students' overall well-being.

Promoting psychological well-being should be considered an important component of examination preparation. Evidence suggests that sustained academic pressure can adversely affect students' emotional health and coping ability. Incorporating counselling services, mental health awareness programmes, and stress-management initiatives within schools and coaching institutes may help students manage examination-related stress more effectively [6].

Maintaining healthy lifestyle practices is equally important during prolonged preparation. Adequate sleep, regular physical activity, planned study schedules, and sufficient breaks contribute to improved cognitive functioning, learning efficiency, and emotional stability. Previous research has consistently demonstrated the positive relationship between healthy sleep patterns and academic performance among students [4].

The increasing dependence on digital learning resources highlights the importance of responsible technology use. Although online platforms have expanded access to educational content, prolonged screen exposure and excessive internet use may adversely influence students' psychological well-being and daily routines. Promoting digital literacy and healthy technology-use practices may help students derive greater educational benefits while minimizing potential risks [17].

Financial accessibility remains an important consideration for ensuring equitable preparation opportunities. Differences in access to coaching, digital devices, internet connectivity, and

quality learning materials may create disparities among aspirants from different socioeconomic backgrounds. Expanding affordable educational resources and improving access to digital learning infrastructure may contribute to a more inclusive preparation environment [11]. Previous studies also emphasize the role of educational accessibility in supporting student engagement and learning outcomes [11].

The review further highlights the importance of supportive educational and family environments. Encouragement from parents, constructive teacher–student interactions, and positive learning environments can strengthen students' motivation and emotional resilience throughout the preparation period. Research has consistently associated supportive educational climates with improved psychological well-being and academic achievement [14].

Overall, the evidence suggests that improving the NEET-UG preparation experience requires coordinated efforts from educational institutions, coaching centres, families, and policymakers. Addressing psychological, digital, financial, and educational challenges together is likely to create a more supportive learning environment that promotes both academic success and student well-being.

VIII. LIMITATIONS

The findings presented in this narrative review should be interpreted in light of several limitations. First, the review is based exclusively on previously published literature and does not incorporate primary data collected directly from NEET-UG aspirants. Consequently, the conclusions depend on the quality, scope, and methodological characteristics of the available studies.

Second, the reviewed evidence was drawn from diverse study populations, including adolescents, school students, college students, medical students, and candidates preparing for competitive examinations. Although these populations share several characteristics with NEET-UG aspirants, differences in educational settings, demographic profiles, and research methodologies may limit the direct generalizability of some findings to the NEET-UG context.

Another limitation arises from the current state of the literature. Existing research has largely examined psychological well-being, digital behaviour, financial accessibility, and educational environments as separate areas of investigation. Relatively few studies have explored the interactions among these dimensions within the specific context of NEET-UG preparation. As a result, the integrated conclusions presented in this review are derived through narrative synthesis rather than direct empirical evidence.

Finally, because this review adopted a narrative methodology rather than a systematic review or meta-analysis, the synthesis reflects qualitative interpretation of the available evidence. Although every effort was made to include recent and relevant peer-reviewed literature, it is possible that some eligible studies were not identified or included.

IX. FUTURE RESEARCH

The limited availability of integrated research on NEET-UG aspirants highlights several opportunities for future investigation. Large-scale empirical studies involving students from different regions of India would provide a more

comprehensive understanding of the academic, psychological, digital, financial, and educational challenges encountered during examination preparation.

Longitudinal research following students throughout the preparation period could offer valuable insights into how stress, technology use, sleep behaviour, and learning experiences evolve over time. Such studies would help identify critical periods during which students may require additional academic or psychological support.

Future investigations should also examine the combined influence of family environment, coaching culture, socioeconomic status, digital learning practices, and institutional support on both academic performance and student well-being. Mixed-methods research incorporating surveys, interviews, and focus group discussions could provide a richer understanding of students' lived experiences and the complex interactions among these factors.

Further evidence generated through multidisciplinary research will contribute to the development of more effective educational policies and student support strategies while advancing the understanding of the multidimensional challenges associated with NEET-UG preparation.

X. CONCLUSION

Preparing for the National Eligibility cum Entrance Test for Undergraduate (NEET-UG) involves challenges that extend beyond academic learning. The evidence synthesized in this narrative review indicates that aspirants encounter a combination of psychological, digital, financial, and educational factors that collectively shape their preparation experiences and overall well-being. These dimensions are closely interconnected, suggesting that examination preparation should be understood as a multidimensional process rather than solely an academic activity.

The reviewed literature consistently highlights academic stress as a major concern among NEET-UG aspirants, with prolonged preparation, intense competition, and uncertainty regarding admission contributing to psychological burden. The increasing use of digital learning technologies has expanded educational opportunities while simultaneously introducing challenges related to excessive screen exposure, problematic internet use, and sleep disturbances. Financial constraints and unequal access to coaching, digital infrastructure, and learning resources further influence the quality of preparation, whereas educational environments, institutional support, and family involvement play important roles in shaping students' academic experiences.

By integrating evidence from diverse research domains, this review provides a comprehensive understanding of the multiple challenges encountered during NEET-UG preparation. Unlike previous studies that have largely examined psychological, digital, financial, or educational factors independently, the present review synthesizes these dimensions to highlight their interrelationships and collective influence on students' well-being and learning experiences.

Although the available evidence provides valuable insights, further empirical research is needed to examine these interconnected challenges specifically among NEET-UG aspirants across different regions and socioeconomic backgrounds in India. Such research would strengthen the

evidence base and support the development of more effective educational practices and student support strategies.

Overall, this review emphasizes that successful NEET-UG preparation depends not only on academic competence but also on the broader psychological, technological, financial, and educational context in which students prepare. Recognizing these interconnected factors may contribute to a more comprehensive understanding of the NEET-UG preparation experience and provide a foundation for future research in this area.

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