How Academic Trauma Shapes University Student's Mental Health

G. Shakthivel[1], Dr. Tejaswani Gaur[2], Aastha Nischal[3], Niyati Choudhary[4], Jagriti Sharma[5]

[1]PhD Scholar Department of Psychology, Chandigarh University, Shakthivel3363@gmail.com
[2]Assistant Professor, Department of Psychology, drtejaswanigaur@gmail.com,
[3]PhD Scholar Department of Psychology, Chandigarh University, aasthanischal016@gmail.com
[4]PhD Scholar Department of Psychology,, Niyatichoudhary02@gmail.com
[5]Assistant Professor, Department of Applied Sciences, School of Engineering and Technology, CGC University, Mohali, sharmajagriti134@gmail.com

HOW TO CITE:
G. Shakthivel, Tejaswani Gaur, Aastha Nischal, Niyati Choudhary, Jagriti Sharma (2026). How Academic Trauma Shapes University Student's Mental health. International Journal of Special Education, 41(11s), 1123-1134

COPYRIGHT STATEMENT:
Copyright: © 2026 Authors. Open access publication underthe terms and conditions of the Creative CommonsAttribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/).

ABSTRACT:

Trauma in academic has become emerging as it develop worry in university level of studies, because of which expanded demands on academic, capabilities load, and emotionally painful and academics memories. The current research inspects the control of academic stress on mental wellbeing as a result between the university students, with specific significance on stress, depression, and anxiety and mental wellbeing. A quantitative research design was engaged including 200 students from same university of different interdisciplinary area. Data were calm utilizing the Academic Stress Scale (ASS), Impact of Event Scale–Revised (IES-R), Depression Anxiety Stress Scales (DASS-21), and Warwick–Edinburgh Mental Well-being Scale (WEMWBS). Correlation and multiple regression analyses were led to rate and indicating the part of academic trauma variables. The outcome defines that educational stress didn't notably guess about anxiety, stress, or depression. Although, academic trauma revealed as a notable sign of mental health, clarifying that 14.6% of the difference in psychological wellbeing. The research pointed out the impact of uplifting educational situation and flexibility on structuring the therapy in encourage student health and mental adapting in between the university academic surrounding.

Keywords: Academic Trauma, Mental Health, Psychological Well-being, Academic Stress, University Students

Introduction:

Intruding academy scores is a main enriching growth for juvenile seniors, usually their initial expertise of liberated active apart from kin and common aid method. This fluctuation claims major accountability in handling nap, regularly habit, and general routine (Duffy et al., 2020). A learner guides these revisions, their sanity sketch progressively simulates those of the wider society, with hazards, psychosis, and dealings emulating universal movement and creating psychological disabilities a major epidemiology dispute (Auttama et al., 2021). Institute learners emerge especially exposed to angst, doldrums, and anorexia or bulimia nervosa due to acute economic strain, educational strain, and

hesitation about emerging job roles, which can guide to mental anguish, indigent educational attainment, expanded leaver hazard, and ampler collective and monetary outcome (Campbell et al., 2022). Ongoing feed indicate that circa 75% or three-fourths of campus undergrad mid at 2020 and 2021 professional expertise noticeable-to-extreme mental. Mental suffering, with over three-fifths summit ethos for at minimal sole mental chaos (Abrams, 2022). Assuming that roughly three-fourths has cradle to grave psychiatric fitness limitations arise by the halfway young adults or mid-twenties, the college periods symbolize a serious interval of susceptibility (Emmerton et al., 2024). Chasing a higher education center degree is both cognition and intensely arduous, essential steady inner labor, constancy, and buoyancy (Moore et al., 2021).

Even though Community care, scholastic burden, and economic worry are certified as a crucial factor of a student's psychological health, modes these cause engage in scholastic training surroundings stay unstudied (Moore et al., 2021). (Zada et al. 2021) cite that mental health as created or planed by it also cites to a state of stability amid emotional and psychological comfort in which person can grasp their possible, fulfill regular tasks successfully employ managing ability to handle pressure and donate significantly to their society. Simultaneously, college signing up enhances the threat of severe psychological fitness hurdles, in spite of donation vital chance for avoidance and soon mediation (Duffy et al., 2020).

Learners face blending issues such as education expenses proving friendships in recent, surviving absent out of own residence and entering native aid help entire of which can amplify mental pain (Duffy et al., 2020). Many occurring enhance and chore scholarly in order to create depression, stress, and anxiety, settle a raising psychological burden and mental health insecurity on learner's (Al-Salman et al., 2022). Varsity learners often face a grave psychological state matter form by welfare work, university conflict, and monetary trust (Abdullah et al., 2022; Posselt, 2021). Conscious educational rivalry likely to tally firmly with depression and anxiety, as long as feeling of affiliation, practical identifying-self, and auxiliary acumen are raised between exchanges with allies, bloodline, and adviser (Abdullah et al., 2022). Scholar alive solo, with restricted relation with friends or clan, low public uphold, and fragile blending among academic life usually summarize more evident psychological well-being problems (Lischer et al., 2021).

Public welfare is broadly approved as vital for emotional order and total mental wellness (Oktavia & Muhopilah, 2020). Educational rivalry, economic spirit, and public backing collectively severely form learner's psychological fitness, with university burden frequently resolved by flexibility and the caliber of fellow assist (Posselt, 2021; Anjum, 2022). Learning burden is one of the utmost rife hurdles amid at educational institution students, notably in setting namely Hasanuddin Universitas, position reviews and academic works, are constant root of stress (Campbell et al., 2022). Learning triggers, notably where blended with economic woes, are firmly linked with needy psychological well-being, results (Campbell et al., 2022; Pham et al., 2019).

Economic difficulty and minor self-reliant desire have to been shown to increase anxiety, stress, depression, and death wishes or suicidal thought amid undergraduates from Health Sciences, spotlighting the existence of scholarly shock and emphasize the necessity for uniform advisory aid and wider ecological revisions (Pham et al., 2019; Zakaria et al., 2025). Mental suffering lifted and noticeably in the past few years, with education burdens offering to elevate the standards of anxiety, depression, and overall psychological well-being decreases (Tyagi et al., 2025). Additionally, shock and skilled in prior educative context via penal training, extreme need, or civil injustices can vacate lasting effects on learner's conduct and psychological well-being (Sanders et al., 2023). Factual proof additionally reveal that initial stage or effect stress is related to extreme mental fitness results in learner's society (Gao et al., 2025).

Objective: To inspect how academic suffering controls higher educational institution scholars or learners of psychological fitness has a result, analyzing its impact on anxiety, depression, and welfare, whereas recognizing assisting elements and notifying specific, empirical data or proven facts therapeutic techniques.

Methodology

Sample and sampling techniques: The study sample consist of 200 university scholars whose age is between 18 and above till 30 years from undergraduate, postgraduate programs and doctor in philosophy from different academic interdisciplinary areas. Participant include of both the genders students enrolled in authorized university or institutions, the sample were collected from the same university or institution. Purposive sampling technique been used to select subject who have practical exposure in education value, education pressure, assessment academic with barriers, or new educational conflict linked to learning burden. This approach allows the researcher to acquire details from unique soul who instantly acceptable to the analysis guideline.

Research Design: The study follows a quantitative, descriptive correlational design to analysis the pull of academic hardship on advanced learning society graduate stress, anxiety, depression and serenity. Data was gathered from university students via structured inquiry using convenience sampling while verifying informed approval, secrecy, vagueness, elective engagement, and attendant fair to withdraw during whole at the study method.

Tools Used:

Academic Stress Scale: developed by Kimberly A. Kohn and Gregory Frazier in 1986 to evaluate academic stress, responsibility, test stress, and academic requirement amid students. The tools exhibit acceptable the Cronbach's alpha values usually scope from .70 to .90 beyond educative and mental inquiry.

Depression Anxiety Stress Scales (DASS-21): developed by Sydney H. Lovibond and Peter F. Lovibond in 1995 to examine depression, anxiety, and stress indications. The Cronbach's alpha coefficients usually oversteping that is .80, preparing it well acceptable for psychological fitness and evaluation amid students from university level.

Impact of Event Scale-Revised (IES-R): developed by Daniel S. Weiss and Charles R. Marmar in 1997 to evaluate the trauma-allied problems or distress, it also involves unwelcome, preventing, and extreme sign. The scale exhibit strong mental testing traits, reliability ranging between .79 and .94, prove its capability in trauma-centering mental study.

Warwick–Edinburgh Mental Well-being Scale (WEMWBS): developed by Sarah Stewart-Brown and Janice Janmohamed in 2008 to calibrate positive psychological wellness and emotional performance. The device present fine, with Cronbach's alpha values usually above .85, helping its relevance in greater learning and psychology studies.

Procedure: Participants has been cognizant about the research aim and proper attention. After get notified consent, Data were gathered from university students utilizing patterned psychological tools evaluating academic stress, depression, anxiety, stress, and wellness. Later acquire notified consent, participants concluded survey unknown. The gathered feedback was statistically calculated to analyze connection between learning stress and psychological effect between students from university.

Hypothesis:

H_0: There is no significant correlation between academic stress and psychological wellness, consequence amid students from university.

H_1: Academic stress significantly controls psychological outcomes amid university students, providing increased levels of depression, anxiety, stress, and decreased mental fitness.

H_2: Advanced grades of academic stress are linked with lousy in mental health issue and minor mental fitness amid students from university.

Result

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ASS Total	200	81	159	111.12	10.7687
DASS Total (Anxiety)	200	5	19	12.36	3.09488
DASS Total (Depression)	200	4	2	12.61	2.98032
DASS Total (Stress)	200	5	36	12.665	3.1388
IESR Total	199	7	24	14.9146	3.39752
WEMWBS Total	200	10	38	19.81	3.87024
Valid N (listwise)	199				

Table 1: Shows the Descriptive Statistics of Academic Stress scale, Depression anxiety and stress scale, Impact of Event Scale – Revised and Warwick-Edinburgh Mental Well-being Scale.

Descriptive statistics disclosed gentle-to-extreme academic stress and psychological distress between university students. Subjects also proven relatively minor psychological welfare, imply that academic stress may generally control emotional stability and psychological performance.

Reliability Statistics

Cronbach's Alpha	N of Items
0.161	6

Table 2: Shows the Reliability Statistics of Cronbach's Alpha.

The reliability analysis revealed a very low Cronbach's alpha value (α = .161) beyond six items, showing poor inner solidity. This imply the scale of items may not faithfully but computing the same psychological build completely.

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted

ASS Total	72.2261	50.802	0.18	-.034[a]
DASS Total (A)	171.02	180.939	0.053	0.151
DASS Total (D)	170.744	186.909	-0.011	0.181
DASS Total (S)	170.814	187.799	0	0.175
IESR Total	168.447	187.693	-0.046	0.203
WEMWBS Total	163.558	154.278	0.266	0.005

Table 3: Show the overall statistics of items- total Descriptive Statistics of Academic Stress scale, Depression anxiety and stress scale, Impact of Event Scale – Revised and Warwick-Edinburgh Mental Well-being Scale.

The reliability analysis signifies combined inner uniformity between the research factors. WEMWBS established relatively improving item connection and reliability, on the other hand IESR and DASS subscales demonstrate no strong associations. Weak and near-zero associated as total-item of link suggesting that the restricted regularity and likely assembling and coincide amid specific psychological steps.

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
183.362	194.929	13.9617	6

Table 4: Shows the scale statistics that is Mean, Variance, Std. Deviation and (N) that is No. of items to check the internal consistency of the questionnaires.

The scale signifies a mean score of 183.36 with moderate variability (SD = 13.96) across six items, revealing that fairly steady-going and the subject's feedback. The different rate plans the evident but controlled differences in scores, demonstrate agreeable allocated and complete reaction balance in the record set.

Pearson Correlations							
		ASS Total	DASS Total (A)	DASS Total (D)	DASS Total (S)	IESR Total	WEMWBS Total
ASS Total	Pearson Correlation	1	0.086	-0.027	0.02	-0.06	.308**

	Sig. (2-tailed)		0.225	0.701	0.776	0.401	0
	N	200	200	200	200	199	200
DASS Total (A)	Pearson Correlation	0.086	1	0.064	-0.007	0.006	-0.074
	Sig. (2-tailed)	0.225		0.365	0.92	0.937	0.298
	N	200	200	200	200	199	200
DASS Total (D)	Pearson Correlation	-0.027	0.064	1	-0.132	-0.036	0.107
	Sig. (2-tailed)	0.701	0.365		0.063	0.613	0.132
	N	200	200	200	200	199	200
DASS Total (S)	Pearson Correlation	0.02	-0.007	-0.132	1	0.071	-0.001
	Sig. (2-tailed)	0.776	0.92	0.063		0.32	0.987
	N	200	200	200	200	199	200
IESR Total	Pearson Correlation	-0.06	0.006	-0.036	0.071	1	-0.022
	Sig. (2-tailed)	0.401	0.937	0.613	0.32		0.754
	N	199	199	199	199	199	199
WEMWB Total	Pearson Correlation	.308**	-0.074	0.107	-0.001	-0.022	1
	Sig. (2-tailed)	0	0.298	0.132	0.987	0.754	
	N	200	200	200	200	199	200

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 5: Shows the Pearson Correlations of, Depression anxiety and stress scale, Impact of Event Scale – Revised and Warwick-Edinburgh Mental Well-being Scale.

The Pearson correlation review and disclose a major positive relationship among the academic stress and psychological well-being ($r = .308$, $p < .01$). on the other hand, depression, anxiety, stress signs, and trauma-linked with distress and exhibited mild or none-substantial linkage that, shows the defined guide on mental authority between the subject from different university students.

Multiple Regression Correlations

		DASS Total (D)	DASS Total (A)	DASS Total (S)	WEMWBS Total	ASS Total	IESR Total
Pearson Correlation	DASS Total (D)	1				0.028	-0.036
	ASS Total	0.028				1	-0.006
	IESR Total	-0.036				-0.006	1
	DASS Total (A)		1			-0.016	0.006
	ASS Total		-0.016			1	-0.006
	IESR Total		0.006			-0.006	1
	DASS Total (S)			1		0.052	0.071
	ASS Total			0.052		1	-0.006
	IESR Total			0.071		-0.006	1
	WEMWBS Total				1	0.382	-0.022
	ASS Total				0.382	1	-0.006
	IESR Total				-0.022	-0.006	1
Sig. (1-tailed)	DASS Total (D)	.				0.347	0.306
	ASS Total	0.347				.	0.464
	IESR Total	0.306				0.464	.
	DASS Total (A)		.			0.411	0.468
	ASS Total		0.411			.	0.464
	IESR Total		0.468			0.464	.
	DASS Total (S)			.		0.234	0.16

	ASS Total			0.234		.	0.464
	IESR Total			0.16		0.464	.
	WEMWBS Total				.	0	0.377
	ASS Total				0	.	0.464
	IESR Total				0.377	0.464	.
	DASS Total (D)	199				199	199
	ASS Total	199				199	199
	IESR Total	199				199	199
	DASS Total (A)		199			199	199
	ASS Total		199			199	199
	IESR Total		199			199	199
N	DASS Total (S)			199		199	199
	ASS Total			199		199	199
	IESR Total			199		199	199
	WEMWBS Total				199	199	199
	ASS Total				199	199	199
	IESR Total				199	199	199

Table 6: Shows the Multi Regression of Depression anxiety and stress scale, Impact of Event Scale – Revised and Warwick-Edinburgh Mental Well-being Scale.

The correlation analysis discloses about the mild and statistically none-substantial link among academic trauma variables and depression, anxiety, and stress as conclusion. Still, psychological wellness proven as gentle positive connection with academic stress (r = .382, p < .001), advising that academic proficiency may significantly influence students' overall emotional wellness and flexible operation.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.046[a]	0.002	-0.008	2.99771
2	.017[a]	0	-0.01	3.10711
3	.088[a]	0.008	-0.002	2.67485
4	.383[a]	0.146	0.138	3.60227

a. Predictors: (Constant), IESR Total, ASS Total

Table 7: Shows the Model Summary of Depression (D), Anxiety (A), Stress (S) & Warwick-Edinburgh Mental Well-being Scale.

The regression analysis shows that academic trauma confirms the lowest prognostic authority on depression, anxiety, and stress as a conclusion. On the other hand, the academic stress and traumatic experiences somewhat expected that mental wellness, clarify all most 14.6% of the difference, indicating a similarly better connection with students' general emotion and mental activity.

ANOVA [a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.672	2	1.836	0.204	.815[b]
	Residual	1761.3	196			8.986
	Total	1764.98	198			
2	Regression	0.549	2	0.274	0.028	.972[b]
	Residual	1892.22	196			9.654
	Total	1892.76	198			
3	Regression	10.955	2	5.477	0.766	.466[b]
	Residual	1402.34	196			7.155
	Total	1413.3	198			
4	Regression	435.987	2	217.993	16.799	.000[b]
	Residual	2543.37	196			12.976
	Total	2979.36	198			

a. Dependent Variable: Depression (D), Anxiety (A), Stress (S) & Warwick-Edinburgh Mental Well-being Scale Totals.

b. Predictors: (Constant), IESR Total, ASS Total.

Table 8: Shows the Regression, Residual and the Total.

The ANOVA results pinpoint that Models 1, 2, and 3 were statistically none-substantial, implying that academic stress does not considerably forecast the anxiety, stress or depression. But still, Model 4 is scientifically considerably, exhibit that trauma of academic considerably govern the mental wellness between university students, $F(2,196) = 16.799$, $p < .001$.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sign.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12.196	2.482		4.915	0		
	ASS Total	0.008	0.021	0.028	0.391	0.696	1	1
	IESR Total	-0.032	0.063	-0.036	-0.503	0.615	1	1
2	(Constant)	12.798	2.572		4.975	0		
	ASS Total	-0.005	0.022	-0.016	-0.225	0.822	1	1
	IESR Total	0.005	0.065	0.006	0.078	0.938	1	1
3	(Constant)	10.216	2.214		4.614	0		
	ASS Total	0.014	0.019	0.052	0.735	0.463	1	1
	IESR Total	0.056	0.056	0.071	1	0.318	1	1
4	(Constant)	4.27	2.982		1.432	0.154		
	ASS Total	0.145	0.025	0.382	5.787	0	1	1
	IESR Total	-0.023	0.075	-0.02	-0.301	0.764	1	1

a. Dependent Variable: Depression (D), Anxiety (A), Stress (S) and Warwick-Edinburgh Mental Well-being Scale Totals**.**

Table 9: Shows the Coefficients of Unstandardized Coefficients, standardized Coefficients and Collinearity Statistics.

Multiple regression reveals the finding stating that trauma of academic exhibit the tiniest control on, stress, anxiety and depression as the effect, as all speculation stay scientifically

irrelevant. At the same time, stress of academic, considerably predicts that mental wellness, pointing out that uplift experience on academic

Discussion

Outcome demote that trauma of academic reveals the minimal proclaiming govern on anxiety, stress, and depression amid the students of university, as these links were not accurately notable. all though, the stress of academic appear as a critical outcome of mental wellness, describing about the meaningful proportion of

Conclusion

The research ends that trauma of academic does not notably forecast the anxiety, stress or depression between university students. Still, stress of academic shows a notable relationship with mental wellness, focus on its value in creating the students' general emotional and massively manipulate the students' sweeping the emotional operative and mental fitness.

variance in mental wellness. The results propose that students 'who has experiences of academic may act on positive mental operation and strongly extra than negative emotional symptoms. Hence, encouraging helpful environments of academic and strength the-upgraded therapy may give essentially to enhance student wellness.

psychological active. These statements indicate that positive academic biography and successful manage the assets may act as a key player in encourage psychological fitness. Universities should emphasize and blocking the mental health drives, uplifting academic exercise, and wellness and steady therapy to strengthen the students' mental strength and educational adaptation.

Reference

Abrams, Z. (2022, October 1). Student Mental Health Is in crisis. Campuses Are Rethinking Their Approach. American Psychological Association. https://www.apa.org/monitor/2022/10/mental-health-campus-care

Al-Salman, S., Haider, A. S., & Saed, H. (2022). The psychological impact of COVID-19's e-learning digital tools on Jordanian university students' well-being. The Journal of Mental Health Training, Education and Practice, 17(4), 342–354. https://doi.org/10.1108/jmhtep-09-2021-0106

Anjum, R. (2022). Role of Hardiness and Social Support in Psychological Well-Being Among University Students. MIER Journal of Educational Studies Trends & Practices, 89–102. https://doi.org/10.52634/mier/2022/v12/i1/2172

Auttama, N., Seangpraw, K., Ong-Artborirak, P., & Tonchoy, P. (2021). Factors Associated with Self-Esteem, Resilience, Mental Health, and Psychological Self-Care Among University Students in Northern Thailand. Journal of Multidisciplinary Healthcare, Volume 14, 1213–1221. https://doi.org/10.2147/jmdh.s308076

Campbell, F., Blank, L., Cantrell, A., Baxter, S., Blackmore, C., Dixon, J., & Goyder, E. (2022). Factors that influence mental health of university and college students in the UK: a systematic review. BMC public health, 22(1), 1-22

Duffy, A., Keown-Stoneman, C. D., Goodday, S. M., Horrocks, J., Lowe, M., King, N., Pickett, W., McNevin, S. H., Cunningham, S., Rivera, D. E., Bisdounis, L., Bowie, C. R., Harkness, K. L., & Saunders, K. E. A. (2020). Predictors of mental health and academic outcomes in first-year university students: Identifying prevention and early-intervention targets. British Journal of Psychiatry Open, 6(3). https://doi.org/10.1192/bjo.2020.24

Emmerton, R. W., Camilleri, C., & Sammut, S. (2024). Continued deterioration in university student mental health: inevitable decline or skirting around the deeper problems? Journal of Affective Disorders Reports, 15, 100691. https://doi.org/10.1016/j.jadr.2023.100691

Fauzi, M.F.; Anuar, T.S.; Teh, L.K.; Lim, W.F.; James, R.J.; Ahmad, R.; Mohamed, M.; Abu Bakar, S.H.; Mohd Yusof, F.Z.; Salleh, M.Z. Stress, Anxiety and Depression among a Cohort of Health Sciences Undergraduate Students: The Prevalence and Risk Factors. Int. J. Environ. Res. Public Health 2021, 18, 3269. https://doi.org/10.3390/ ijerph18063269

Gao, X., Mu, S., Zhang, D., Li, P., Wang, W., Hu, X., & Wang, P. (2025). The association between childhood trauma and suicidal ideation in medical students: The role of alexithymia and resilience. Frontiers in Psychiatry, 16, 1675266. https://doi.org/10.3389/fpsyt.2025.1675266

Lischer, S., Safi, N., & Dickson, C. (2021). Remote learning and students' mental health during the Covid-19 pandemic: A mixed-method enquiry. PROSPECTS, 51(4), 589–599. https://doi.org/10.1007/s11125-020-09530-w

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, 205031212110181. https://doi.org/10.1177/20503121211018122

Oktavia, W. K., & Muhopilah, P. (2021). Model Konseptual Resiliensi di Masa Pandemi Covid-19: Pengiran Religiusitas, Dukungan Social dan Spiritualitas. Psikologika (Yogyakarta), 26(1), 1–18. https://doi.org/10.20885/psikologika.vol26.iss1.art1

Pham, T., Bui, L., Nguyen, A., Nguyen, B., Tran, P., Vu, P., & Dang, L. (2019). The prevalence of depression and associated risk factors among medical students: An untold story in Vietnam. PloS one, 14(8), e0221432

Posselt, J. R. (2021). Discrimination, competitiveness, and support in US graduate student mental health. Studies in Graduate and Postdoctoral Education, 12(1), 89–112. https://doi.org/10.1108/sgpe-07-2020-0042

Sanders, J., Joseph-McCatty, A., Massey, M., Swiatek, E., Csiernik, B., & Igor, E. (2023). Exposure to adversity and trauma among students who experience school discipline: A scoping review. Review of Educational Research, 94(5). https://doi.org/10.3102/00346543231203674

Tyagi, V., Arora, N., Saran, B., & Debapriya. (2025). Academic stress and its clinical implications among college students. International Journal of Research in Medical Sciences, 13(10), 4206–4211. https://doi.org/10.18203/2320-6012.ijrms20253166

Zada, S., Wang, Y., Zada, M., & Gul, F. (2021). Effect of Mental Health Problems on Academic Performance among University Students in Pakistan. International Journal of Mental Health Promotion, 23(3), 395–408. https://doi.org/10.32604/ijmhp.2021.015903

Zakaria, A., Ahmad, S. S., Khairul, A. A., & Mustapha, S. N. S. (2025). Academic learning and its effects on mental health: A study among university students. International Journal of Education, Psychology and Counseling, 10(58), 1179–1187. https://doi.org/10.35631/IJEPC.1058075