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REVIEWING THE INFLUENCE OF MENTAL HEALTH AND COPING STRATEGIES ON ACADEMIC PERFORMANCE

Noraida Saidi[1*,] Nik Zam Nik Wan[2], Syuhaila Razak[3], Suzana San[4,] Azilawati Abdullah@ Abd Aziz[5], Siti Nor Adawiah Hussin[6], Normaizatul Akma Saidi[7]

[1,2,3,4,5,6]   Faculty of Accountancy, Universiti Teknologi MARA (UiTM) Cawangan Kelantan, Malaysia
[1]   Email: noraida069@uitm.edu.my
[2]   Email: nikzam@uitm.edu.my
[3]   Email: syuhaila@uitm.edu.my
[4]   Email: suzan789@uitm.edu.my
[5]   Email: azila430@uitm.edu.my
[6]   Email: staadawiah771@uitm.edu.my
[7]   Faculty of Hospitality, Tourism and Wellness, Universiti Malaysia Kelantan, Malaysia
       Email: akma.s@umk.edu.my
[*]   Corresponding Author

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Abstract:

This study investigates the impact of mental health on academic performance among university students in Malaysia through a systematic literature review. By synthesizing findings from various peer-reviewed studies, the research identifies key themes, including the significant negative correlation between mental health issues (such as depression, anxiety, and stress) and academic performance. Additionally, it highlights the influence of broader societal issues, gender disparities, and the importance of socioemotional skills and well-being in academic success. The methodology involves a comprehensive search of electronic databases, stringent inclusion and exclusion criteria, and robust meta-analytic procedures to ensure unbiased and reliable analysis. The findings underscore the critical need for holistic approaches and effective mental health interventions to support students' academic success and overall well-being. This study provides valuable insights and recommendations for university administrators, policymakers, and mental health professionals, aiming to enhance support systems for Malaysian university students. Future research directions include exploring cultural differences, longitudinal effects, and the efficacy of various interventions for coping strategies.

Keywords:

Academic Performance, Coping Strategies, Mental Health

Introduction

There are a number of factors that give an influence on the academic performance of university students, with mental health and well-being being among the most important of these aspects. A topic that was earlier seen as less significant in the context of public health discourse is now regarded as an issue of critical importance all over the world. Based on the findings of survey that has been conducted by the Malaysian Ministry of Health in 2015, it has been determined that mental health concerns are becoming more prevalent, positioning them as the second most significant health burden, following cardiovascular diseases, by the year 2020. This concerning tendency brings to light the need of understanding and addressing issues related to mental health, particularly those that are prevalent among young people, because of the enormous influence that these issues have on academic performance and overall wellbeing.

The study's findings reveal a significant rise in mental health issues among Malaysians aged 16 and older, with the prevalence increasing from 11.2% in 2006 to 29.2% in 2015. Notably, the incidence rates are particularly high in Sarawak, Sabah, Kelantan, and Kuala Lumpur compared to other regions. Among adolescents aged 13 to 17, there is an alarming prevalence of depression, anxiety, and stress, with 10.1% of these young individuals reporting suicide attempts (Abe, 2015). Besides, Dr. Zaliha Mustafa, the Health Minister, announced that the National Centre of Excellence for Mental Health (NCEMH) will soon develop a mental health action plan for children and teenagers due to a rising trend in mental health issues among the younger generation. Speaking at the National Mental Health Day Celebration on October 22, 2023 she highlighted that approximately 424,000 children are currently facing mental health problems. According to the National Health and Morbidity Survey 2022, one in four teenagers has experienced depression, one in eight has had suicidal thoughts, and one in ten has attempted suicide (Vethasalam, 2023).

Furthermore, according to the findings of the National Health and Morbidity Survey (NHMS) conducted in 2023, one million individuals, which is equivalent to 4.6 percent of the population of Malaysia aged 15 and older, are struggling with depression. Individuals between the ages of 16 and 29 are the most affected, as indicated by the findings of the survey, which indicate that this number represents a twofold rise in comparison to 2019. A further finding of the survey was that over half of those individuals have contemplated either self-inflicted harm or suicide (Ibrahim, 2024). This increase highlights a growing mental health crisis, necessitating urgent attention and intervention. The elevated rates in specific regions suggest possible underlying socioeconomic, environmental, or cultural factors contributing to these mental health disparities.

In the context of empirical studies, Ahmad, Idrus, Azman, & Kassymova (2022) have examined the correlation of depression, anxiety, and stress (DAS) among Sultan Idris Education University (UPSI) Perak, Malaysia's students in the context of fully implemented online distance learning. A quantitative survey approach was employed using the Depression Anxiety Stress Scale-21 (DASS-21) revealed that 30% of Malaysian vocational students experienced severe or extremely severe depression, 41% experienced anxiety, and 20% experienced stress. Besides, Samsudin, Ismail, Mohd Daud, & Yahya (2024) have examined the current state of

mental health among Malaysian youth aged 15 to 30 among 21,126 respondents from all states in Malaysia. They discovered that among the young people reporting mental health symptoms, 17% exhibited one symptom, 20% had two symptoms, and 20% experienced all three. Additionally, these symptoms and suicidal ideation showed significant gender differences, with females exhibiting a higher incidence than males. The studies highlight a critical mental health crisis among Malaysian youth, particularly in the context of online learning, with significant rates of depression, anxiety, and stress. Addressing this issue requires urgent, targeted interventions and gender-sensitive approaches to support the well-being of students.

Thus, the objective of this study is to enhance the existing knowledge on the relationship between mental health and academic performance among university students in Malaysia. By analyzing factors of academic and non-academic stress, along with coping techniques, this study explores the complex interactions that influence students' academic performance. Additionally, it delves beyond simple correlations to uncover the underlying mechanisms driving this relationship. This research not only contributes to academic literature but also offers practical guidance for policymakers and educational institutions to develop targeted interventions and support systems, fostering comprehensive student development and achievement through the integration of theoretical insights and empirical evidence. However, the scope of this study is limited to reviewing the recent studies discussing the mental health issues and academic performance.

Literatures Review

Overview of Mental Health
Mental health refers to the condition of one's mental well-being, which allows individuals to effectively manage the challenges of life, recognise and utilise their skills, perform optimally in learning and employment, and make meaningful contributions to their community. It possesses inherent and utilitarian worth and is essential to our overall welfare. Mental health issues consist of mental disorders, psychosocial disabilities, and other mental states that are characterised by considerable distress, impaired functioning, or a risk of self-harm. According to data from 2019, there were a total of 970 million individuals worldwide who were affected by a mental illness, with anxiety and depression being the prevailing conditions (World Health Organization , 2024). Furthermore, individuals suffering with mental health issues may encounter challenges in several aspects of their lives, such as their interpersonal relationships with their family, friends, and community. They can potentially be the result or the catalyst of difficulties in both academic and professional settings. The following are the discussion of the previous studies on the impact of mental health issues on academic performance.

Empirical Studies of Mental Health Issues and Academic Performance
The following is the synthesis matrix of the previous studies' papers in categorizing and comparing different studies, identifying common themes, gaps, and unique insights, and ultimately weaving them into a comprehensive narrative that supports this research objectives. By systematically organizing the sources, this synthesis matrix can present a well-rounded analysis that highlights the interplay between various factors, such as mental health and academic performance, and proposes evidence-based interventions and strategies for improvement.

The previous studies review has discovered few themes as follows:

Mental Health Issues and Academic Performance

Several studies highlight the significant impact of mental health on academic performance. Cifuentes-Faura et al. (2024), Meskini et al. (2024), and Gregory et al. (2024) emphasise the detrimental effects of anxiety and depression on students' academic outcomes. Mirhosseini et al. (2021) and Meskini et al. (2024) specifically identify a negative correlation between depression and academic performance.

Impact of Broader Societal Issues

Studies by Cifuentes-Faura et al. (2024) and Oyewobi et al. (2020) address the influence of external stressors such as economic instability and academic stress on student performance. Both studies also discuss coping strategies, with Oyewobi et al. (2020) focusing on how these strategies mediate the effects of stress on academic outcomes.

Gender Disparities

Gender differences in how students experience and are affected by various academic and socioemotional factors are reported in the studies by Ayllón-Salas & Fernández-Martín (2024) and Cifuentes-Faura et al. (2024).

Correlation Between Well-Being and Academic Performance

The positive correlation between students' overall well-being and their academic performance is a consistent finding in the studies by Siddiky & Haque (2024), Mou et al. (2024), and Gregory et al. (2024). These studies suggest that better mental and physical health leads to improved academic outcomes.

Socioemotional Skills and Academic Performance

The importance of socioemotional skills in fostering academic success is underscored in the research by Ayllón-Salas & Fernández-Martín (2024) and Ratanasiripong et al. (2022). Both studies demonstrate a positive correlation between socioemotional competencies and enhanced academic achievement and life satisfaction.

In conclusion, an extensive analysis of recent research sheds light on the complex relationship between mental health issues and other factors that influence academic achievement among students globally. The synthesis highlights the complex relationship between depression and anxiety and their negative impact on academic achievement, as well as the protective significance of socioemotional skills and resilience. Furthermore, students' well-being and academic performance are additionally influenced by societal concerns such as climate change, economic instability, and social media addiction. Gaining a comprehensive understanding of these interrelated processes is essential for creating comprehensive interventions that promote students' mental well-being and enhance academic success in various educational environments.

Table 1: Synthesis Matrix of the Previous Studies

Author	Purpose	Method	Sample	Findings	Similarities	Uniqueness
Cifuentes-Faura et al., (2024)	Examine the impact of climate change, price increase, energy crises, labour conditions, Ukraine war, mental health, and sexual harassment on academic performance	email survey	4707 Spanish university students, 2128 men (45.2%) and 2579 women (54.8%).	(50% of the respondents) worry about mental health. respondents overall believe the scenario does not impact their academic performance (mean 2.48 out of 5). As they get older, the impact on them increases	1) Mental Health and Academic Performance: Several studies highlight the significant impact of mental health on academic performance. Cifuentes-Faura et al. (2024), Meskini et al. (2024), and Gregory et al. (2024) emphasize the detrimental effects of anxiety and depression on students' academic outcomes. Mirhosseini et al. (2021) and Meskini et al. (2024) specifically identify a negative correlation between depression and academic performance.	This study uniquely examines the impact of a broad range of societal issues, including climate change, energy crises, and the Ukraine war, on Spanish university students. It also provides a nuanced perspective, indicating that while older students feel more impacted by these issues, overall academic performance is not significantly affected.
Meskini et al., (2024)	Examine the relationship between depressive syndromes, anxiety symptoms, and academic performance	295 students was conducted using several tools, including the Mini International	295 students of schools located in Kenitra, Morocco	Their findings emphasise the need of receiving mental health therapy early in order to improve academic success. Besides, it also emphasises the need of advocating for a positive		Utilizing specific psychological tools (MINI, HADS, PSS), this study examines the direct impact of mental health on academic performance among

Author	Purpose	Method	Sample	Findings	Similarities	Uniqueness
		Neuropsychiatric Interview (MINI), the Hospital Anxiety and Depression Scale (HADS), the Perceived Stress Scale (PSS)		and supportive school environment and increasing knowledge of student mental well-being among educators and policymakers. A significant correlation was seen between severe depressive illnesses and decreased academic performance. Students exhibiting moderate levels of anxiousness also demonstrated below-average academic performance. These findings indicate that feelings of depressed and anxiety have a direct impact on academic performance	2) Impact of Broader Societal Issues: Studies by Cifuentes-Faura et al. (2024) and Oyewobi et al. (2020) address the influence of external stressors such as economic instability and academic stress on student performance. Both studies also discuss coping strategies, with Oyewobi et al. (2020) focusing on how these strategies mediate the effects of stress on academic outcomes.	Moroccan students, emphasizing the importance of early mental health intervention.
Oyewobi et al., (2020)	Investigated the factors contributing to academic stress among undergraduate students in order to determine the	a survey questionnaire	190 undergraduate students in the Quantity Survey department at Federal	The results indicated that both academic and non-academic stress had a positive impact on student performance and that coping strategies employed by students	3) Gender Disparities: Gender differences in how students	Applying Transaction Theory, this study explores the impact of both academic and non-academic stress on performance among

Author	Purpose	Method	Sample	Findings	Similarities	Uniqueness
	impact of stress on their academic performance using Transaction Theory.		University of Technology, Minna, Nigeria	could also mediate the effect.	experience and are affected by various academic and socioemotional factors are reported in the studies by Ayllón-Salas & Fernández-Martín (2024) and Cifuentes-Faura et al. (2024).	Nigerian students, highlighting the role of coping strategies in mediating stress effects.
Tormon et al., (2023)	Examined if four psychological factors (perceived stress, student involvement, resilience, and growth mindset) can predict the academic performance of first-year engineering students, as measured by their grade point average (GPA)	Online survey	A total of 180 first-year undergraduate engineering students from a public research institution in Western Canada	Perceived stress was shown as a substantial predictor of GPA. Subsequent moderation studies showed that resilience acted as a buffer, weakening the association between stress and GPA at higher levels of resilience		Focusing on first-year engineering students in Canada, this study examines how psychological factors such as resilience and growth mindset predict GPA, highlighting resilience as a buffer against stress.
Gregory et al. (2024)	Investigated the mental health attributes of Australian schoolchildren by assessing their well-being, including optimism, life	Questionnaire	A total of 75,757 individuals between the ages of 8 and 18 participated in the 2019	The findings provide limited support for the dual-factor mental health hypothesis. An investigation involving a subgroup of 24,466 children revealed that students who were	4) Correlation Between Well-Being and Academic Success: The positive correlation between	Utilizing a large sample from Australia, this study identifies distinct mental health profiles among students and their association with

Author	Purpose	Method	Sample	Findings	Similarities	Uniqueness
	satisfaction, and enjoyment, as well as their psychological discomfort, including sadness and anxieties		South Australian Wellbeing and Engagement Collection.	symptomatic yet content, had intermediate mental health, or were distressed, performed worse academically compared to those with complete mental health.	students' overall well-being and their academic performance is a consistent finding in the studies by Siddiky & Haque (2024), Mou et al. (2024), and Gregory et al. (2024). These studies suggest that better mental and physical health leads to improved academic outcomes.	academic performance, providing limited support for the dual-factor mental health hypothesis
Mou et al., (2024)	Investigated the correlation between social media addiction and academic engagement	The survey comprised of the Liebowitz Social Anxiety Scale, the Bergen Social Media Addiction Scale, the Utrecht Student Work Engagement Scale for Students, and the grade point average	involving a cohort of 2661 college students of Nantong University in Jiangsu, China.	The results indicated a detrimental correlation between social anxiety and academic performance. This is consistent with the notion of self-presentation which proposes that traits of social anxiety, such as hesitancy, avoidance, and dread, impede students' engagement in learning activities, especially in contacts with teachers and academic integration. These obstacles can cause students to question their own capabilities to accomplish their objectives and reduce their expectations of results related to making an		This research investigates the detrimental effect of social media addiction on academic engagement and performance among Chinese college students, employing the PROCESS macro for SPSS to analyze the serial mediation effect of social anxiety.

Author	Purpose	Method	Sample	Findings	Similarities	Uniqueness
				impression. As a result, their ability to complete tasks may be diminished, ultimately having a detrimental impact on their academic achievement.		
Siddiky & Haque (2024)	Examined factors affecting students' academic performance, mediated by motivation for learning	The study used a cross-sectional survey	206 randomly selected undergraduate students at a public institution in Bangladesh.	The study found a significant positive correlation between student academic performance and motivation for learning. The study identified factors such as gender, academic interests, past academic performance, physical and mental health, class participation, co-curricular activities, family economic situation, parental guidance, job opportunities, financial independence, departmental learning facilities, and teachers. The study demonstrated a positive correlation		Investigating Bangladeshi undergraduates, this study examines the role of motivation in mediating the relationship between various factors, such as health, family, and economic situation, and academic performance

Author	Purpose	Method	Sample	Findings	Similarities	Uniqueness
				between the physical and mental well-being of pupils and their academic performance. Put simply, optimal physical and mental well-being enhances kids' drive to learn and thus impacts their academic performance.		
Ayllón-Salas & Fernández-Martín (2024	Examined the socioemotional skills of 1,270 secondary school students and their relationship with life satisfaction and academic achievement.	They employed the Social and Emotional Learning Scale, Spanish Life Satisfaction Scale, and a custom questionnaire to evaluate sociodemogr aphic factors such as gender, age, and academic performance	1,270 secondary school students in Spanish	The study revealed notable gender disparities in social and emotional aptitudes, but no apparent discrepancies were observed based on age. The findings also revealed a robust and significant positive association across all social and emotional skills, life happiness, and academic achievement. Developing social and emotional skills can result in individuals having a more favourable evaluation of their situation, which can in turn enhance their	5) Socioemotional Skills and Academic Achievement: The importance of socioemotional skills in fostering academic success is underscored in the research by Ayllón-Salas & Fernández-Martín (2024) and Ratanasiripong et al. (2022). Both studies demonstrate a positive correlation between socioemotional competencies and	Focused on secondary school students, this study employs multiple statistical tests to analyze the relationship between socioemotional skills, life satisfaction, and academic achievement, with a particular emphasis on gender disparities.

Author	Purpose	Method	Sample	Findings	Similarities	Uniqueness
				academic performance and ultimately improve their overall well-being.	enhanced academic achievement and life satisfaction	
Ratanasiri pong et al., (2022)	Examined the psychosocial elements that influence the academic achievement of nursing students.	A cross-sectional study. The instruments used in the study were the Counselling Centre Assessment for Psychological Symptoms and the Rosenberg Self-Esteem Scale. They used path model analysis with the maximum likelihood method to investigate the proposed model.	767 nursing students from three nursing colleges in Thailand.	The findings of the study revealed that nursing students' academic performance was influenced by characteristics such as family difficulty, emotional negativity, self-esteem, and substance use. Research has demonstrated that family distress has a substantial influence on both self-esteem and emotional negativity, which subsequently have an effect on academic achievement. It was discovered that, in addition to low self-esteem, negative emotions motivate substance use, which subsequently affects academic performance		Investigating psychosocial elements influencing academic performance among nursing students in Thailand, this study uses path model analysis to explore the effects of family distress, self-esteem, and substance use on academic outcomes.

Coping Strategies in Handling Mental Health Issues

Wijbenga et al., (2024) have investigated whether executive functional skills (EFS) had a mediating role in the relationship between emotional disorders and academic performance among 2,531 Dutch undergraduate students representing several faculties at a university of applied sciences. They have evaluated emotional difficulties utilising the Depression Anxiety Stress Scale-21, five executive function skills (cognitive inhibition, task initiation, sustained attention, planning, time management), and academic performance (study delay; yes/no). Mediation analyses were conducted using the Hayes PROCESS macro, with gender as a covariate. Their study revealed that cognitive inhibition, task beginning, sustained attention, planning, and time management had a role in connecting emotional difficulties with academic achievement. However, there were no significant disparities discovered in relation to distinct EFS. The results indicate that enhancing all executive functioning skills (EFS) in undergraduate students who are facing emotional difficulties could be an effective approach to prevent academic delays.

In addition, Rasouli et al., (2024) have conducted an online survey with 1054 undergraduate students to determine their perceptions and preferences for using intelligent agents (e.g., virtual agents, social robots, etc.) to support their mental well-being, particularly to cope with stress and anxiety in university social situations. A questionnaire was given to students on their university stress and anxiety experiences and their preferences for deploying intelligent agents to manage them. This study identified several essential characteristics, such as the ability to comprehend conversations and adjust its behaviour based on the user's requirements and preferences. It also highlighted important factors and considerations, including confidentiality, accessibility, and enjoyment, that an intelligent agent must possess in order to effectively support students' mental health. According to this survey conducted with students, it was found that intelligent agents, such as social robots, have the potential to enhance students' mental well-being by providing activities and tasks such as meditation, yoga, maintaining a good diet, and assisting with relaxation and positive thinking.

Siluvai et al., (2023) examined the negative effects of social media on Indian college students. A conceptual model was developed and tested to show how excessive social media use (ESMU) affects college students' academic performance. The study also investigated psychological well-being and avoidance methods as moderators. Survey instrument development was part of the research design. A sample of 557 southern Indian college students provided data. The psychometric properties of the measures were first examined using Lisrel, a covariance-based structural equation modelling software. The structural model's validity was also tested using PROCESS macros. The findings initially suggest that the utilisation of social media has a detrimental effect on the academic performance of students. Social media does improve academic performance, but if students become hooked on non-academic activities and social media, their performance will drop. Second, this study found that ESMU significantly reduces college student anxiety. Thirdly, anxiety inversely correlated with college students' academic performance. This study also supported the mediation theory that ESMU indirectly affected academic achievement through anxiety.

Wang et al., (2024) have investigated the moderating influence of psychological suzhi on the association between acute and chronic stress and mental health, using a dual-factor model of mental health. Study 1 investigated the influence of psychological suzhi on the connection between chronic stress and mental health in 919 Chinese college students. The study utilised

the Adolescent Self-Rating Life Events Check List, College Student Psychological Suzhi Scale Brief Mental Health Version, Satisfaction with Life Scale, and 12-item General Health Questionnaire. A hierarchical regression model was utilised to investigate the moderating effects. Study 2 investigated how psychological suzhi influences the connection between acute stress and mental health. A total of 56 participants were divided into two groups based on their scores on the Psychological Suzhi Scale: a high suzhi group consisting of 30 participants, and a low suzhi group consisting of 26 participants. The participants underwent the Trier Social Stress Test for Groups as well as a special control condition, and their degrees of state anxiety and happiness were evaluated. The data were examined using a mixed-design repeated-measures analysis of variance (ANOVA). The findings from Study 1 showed that psychological suzhi played a moderating role in the impact of chronic stress on the negative aspect of mental health, specifically psychological symptoms. The regression analysis indicated a significant negative relationship. The findings from Study 2 indicated that psychological suzhi played a moderating role in the impact of acute stress on the negative aspect of mental health, specifically state anxiety. Psychological suzhi has the ability to regulate the impact of both long-term and short-term stress on the poor aspects of college students' mental health. However, it does not have the ability to moderate the impact on the positive aspects of mental health.

In conclusion, the investigation into coping mechanisms for managing mental health issues among students reveals various methods to mitigate the impact of emotional challenges on academic achievement and well-being. Wijbenga et al. (2024) highlight the crucial role of executive functional skills in linking emotional illnesses to academic performance, suggesting that enhancing these skills can reduce academic setbacks. Rasouli et al. (2024) explore how intelligent agents like social robots aid in stress and anxiety management. Siluvai et al. (2023) examine the negative impact of excessive social media use on academic performance and how psychological well-being can moderate this effect. Wang et al. (2024) find that psychological suzhi can regulate the effects of stress on college students' mental health. These studies underscore the importance of diverse coping strategies tailored to individual needs, such as improving cognitive abilities, leveraging technology, and fostering psychological resilience, to help students manage mental health challenges amid academic pressures.

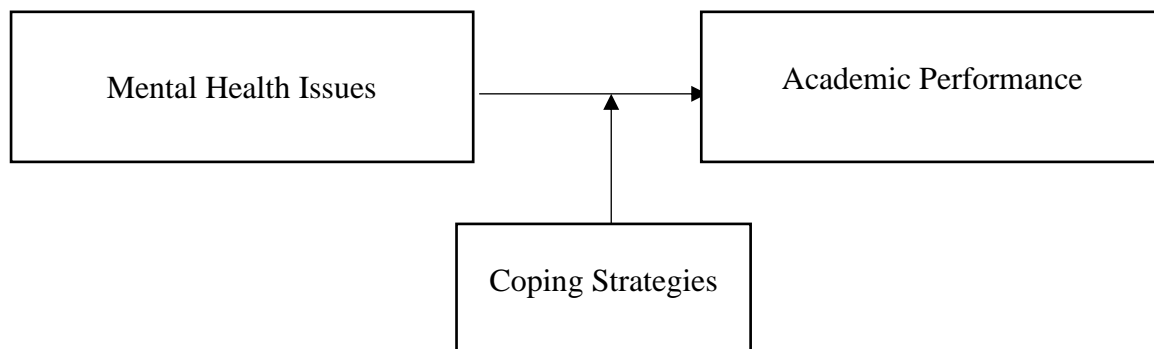From the above discussion, this study proposes the following conceptual framework:

Figure 1: The Conceptual Framework of Mental Health and Academic Performance

Research Methodology

This literature review investigates the influence of mental health on academic performance among university students, identifying the coping strategies they utilize. The process begins with an exhaustive search on Google Scholar. Relevant studies published between 2020 and 2024 are located using keywords such as "mental health," "academic performance," "university students," "coping strategies," "depression," "anxiety," and "stress." Inclusion criteria are set for peer-reviewed journal articles in English that focus on students and explore the relationship between mental health and academic performance or coping strategies. Exclusion criteria filter out non-English articles, studies not focused on students, and non-empirical works like editorials and opinion pieces. Initial screening by titles and abstracts identifies potentially relevant studies, which are then thoroughly reviewed in full to confirm their inclusion.

In addition, key information extracted from each selected study includes authors, publication year, study design, sample characteristics, measurement instruments, main findings, and conclusions. A narrative synthesis approach is employed to integrate these findings, highlighting the impact of mental health factors such as depression, anxiety, and stress on academic performance, and identifying various coping strategies used by students. Themes and patterns are analyzed to provide a comprehensive understanding of the relationship between mental health and academic performance. The quality of the included studies is assessed using a standardized checklist evaluating the clarity of research questions, methodological appropriateness, rigor of data collection and analysis, and the validity and reliability of findings. This review adheres to ethical standards by ensuring proper citation of sources and objective analysis. Although limitations such as potential publication bias and heterogeneity of study designs are acknowledged, the systematic approach ensures a thorough and reliable synthesis of the current state of knowledge, offering valuable insights for educational institutions and policymakers.

Discussion and Conclusion

The synthesis of recent research on coping techniques for addressing mental health issues in students sheds light on the various approaches required to promote student well-being and academic success. One significant discussion point is the importance of personalised interventions that suit children' varying needs across various cultural, social, and educational contexts. According to studies from countries such as the Netherlands, Iran, India, and China, the efficiency of coping techniques varies depending on cultural norms, resource availability, and individual psychological characteristics.

Furthermore, incorporating technology, such as intelligent agents and social media platforms, into mental health support systems creates new opportunities for contacting and aiding students. However, it raises concerns about privacy, accessibility, and the possibility of exacerbating existing mental health disorders, particularly those involving social media use. In addition, the findings on the moderating effects of psychological factors, such as executive functional skills and psychological suzhi, on the relationship between stress and mental health highlight the importance of comprehensive approaches that take into account both individual characteristics and environmental influences. These previous findings indicate that therapies targeted at improving cognitive ability, boosting psychological resilience, and providing social support may be more effective when tailored to specific needs and circumstances.

In conclusion, the discussion emphasises the importance of interdisciplinary collaboration, informed by research findings from psychology, education, technology, and public health in developing comprehensive and culturally sensitive strategies for supporting student mental health and academic success in diverse educational settings. By addressing the complex interaction of factors influencing mental well-being and academic achievement, stakeholders may work together to create supportive learning environments in which students can thrive both personally and intellectually.

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