

Exploring the Psycho-social Well Ness among International & National Students: A Scoping Review of Evidence and Interventions

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Abstract

The results of a recent, inherently multidisciplinary body of research on happiness and human well-being are presented in this study. International evidence is the main emphasis of the article. We present the trends found in current data, talk about what has and has not been conclusively shown, and provide ideas for future study directions. In the future, we anticipate that this line of inquiry into the social sciences will progressively blend with a corresponding body of literature on biomarkers and health from the biological, epidemiological, and medical disciplines. However, we anticipate that intellectual convergence will occur gradually. International student enrolment has increased as a result of higher education's globalisation, especially in fields connected to health. These kids often deal with difficult emotional, cultural, and intellectual obstacles. The special psycho-social requirements of overseas students are still not well understood in institutional mental health discourse and support systems, despite their increasing numbers. The goal of this secondary data analysis is to compile the body of knowledge about foreign students' psycho-social wellbeing, with an emphasis on those pursuing careers in health. By examining coping techniques, institutional interventions, and recurrent stresses, it provides evidence-based insights to guide support tactics in both academic and clinical settings. With an emphasis on global data, this article offers insights from an expanding corpus of multidisciplinary research on happiness and human well-being. It highlights common trends in recent data, makes a distinction between discoveries that have strong evidence and those that are still up for debate, and suggests important avenues for further study. We predict that this social scientific conversation will gradually merge with concurrent advancements in the biological, medical, and epidemiological sciences—especially with regard to biomarkers and health outcomes. It is anticipated that this multidisciplinary integration would, nonetheless, develop gradually over time. Using nine academic databases, a thorough scoping study was carried out based on the Joanna Briggs Institute (JBI) approach. After screening peer-reviewed research published between 2005 and 2022, 53 papers were found to be suitable. Key topics pertaining to psychological stress, coping mechanisms, and systemic reactions were extracted using thematic analysis. Language hurdles, identity negotiation, financial limitations, and the demands of clinical training are some of the main obstacles experienced by overseas students. Even academically qualified students often lack the social and emotional support necessary to succeed. Promising interventions included culturally responsive pedagogy, mindfulness programs, and well-being frameworks grounded in positive psychology. The well-being of international students transcends academic metrics and requires a comprehensive, student-centered approach. Institutions should integrate mental health literacy, inclusive pedagogies, and culturally attuned mentorship to cultivate resilience and belonging. This review emphasizes the imperative for universities to evolve into supportive ecosystems holistic needs of diverse students.

Keywords: Psycho-social wellbeing, Higher education, Coping mechanisms, Mental health support, Cultural adaptation, Positive psychology, Resilience, Culturally responsive pedagogy, Globalisation, Health-related careers, Student-centered approach, Institutional interventions, Biomarkers, Stress management, Thematic analysis.

INTRODUCTION

International students have risen globally in the last few decades, and their psychological well-being has become a significant concern for policymakers, educators, and mental health professionals [1]. In many countries a number of students experienced numerous barriers, including language obstacle, culture incompetency, helplessness, and social

discomfort ability, which can impact these students' academic and psychological well-being [2]. International students have become a significant part of higher education globally. Between 2000 to 2012, the number of foreign students enrolled in higher education increased by 57% UNESCO Institute of Statistics [3]. Data from the Organization for Economic Cooperation and Development (OECD) also revealed that North American and European nations host the most with the exception of Sub Sahara African nation, the largest sender of are 22 Internationals students from various nation [4]. International students enroll in universities in different countries intending to obtain a degree, enhance their career prospects, or gain new experiences [5]. However, international students often face challenges impacting their psychological well-being, including language barriers, culture shock, discrimination, and isolation [6]. These challenges can cause stress, anxiety, and depression. They may also lead to other mental health problems, which can affect their academic performance. For example, an Australian study found that international students who experienced cultural shock and discrimination had lower academic performance and high stress and anxiety levels than students who did not experience these challenges [7]. Studying abroad represents a significant transition for young people, involving both geographical relocation and psychological adjustment. Such changes inevitably challenge one's sense of well-being, daily routines, familiar social support networks, self-perceptions, and personal identity [8]. Research from Western contexts indicates that international students come across a huge number of challenges, often linked to cultural diversities, pressure to adapt to new Communal and intellectual environments, language barriers, financial difficulties, and social isolation [9].

The Netherlands has been a prominent destination for international students. About 112,000 Internationals students attended during the 2016-2017 academic year, 81,392 of them were enrolled in undergraduates and graduates programs. This number was the highest enrolment and the largest annual rise (6,163) that the nation has ever seen. The majority of the students were German and Chinese, although there were 164 different countries represented among the pupils [10].

In response to the growing international student population, one Dutch university launched a mindfulness program in 2013 developed using the principle of Mindfulness-Based Cognitive Therapy (MBCT). Delivered through student's psychology centre as a counselling service, the eight-week program intends to support international students in cultivating self-compassion their awareness of their thoughts and feeling, and adopt healthier coping strategies for managing stress. Although primarily designed for national and international students may join when places are available. The lived experience of overseas students who participated in the programs in 2016 are the main subject of this study. Students were interviewed both before and after the program, and the mindfulness sessions were watched order to investigate this. The aim was to understand participants' motivations for joining, identify their major stressors and concerns, and examine how they benefited from the program. This work is distinctive, as offering mindfulness training as a counselling service to international students is relatively new in higher education, and the implications of such programs in this context have received comparatively less attention than in other educational settings [11]. Moreover, most existing mindfulness research relies on quantitative methods [12], whereas few studies have applied qualitative approaches. For example, [13] analysed the experiences of 11 adults in the UK referred to an MBCT program after three or more episodes of severe depression, using in-depth interviews to explore its effects on interpersonal relationships. Similarly, [14] examined the processes, experiences, and outcomes of a two-semester training course at Tel Aviv University's School of Education through the analysis of 19 students' weekly journal entries. In contrast, our study involved conducting in-depth interviews with most participants both before and after the program, alongside direct observation of weekly sessions. This approach allowed us to explore students' expectations and the processes that contribute to positive program outcomes. Most medical research focuses on disease rather than health, yet individuals are often more interested in wellness and overall quality of life. Wellness comprises interrelated elements of physical, mental, and social wellbeing that transcend conventional definition of health. It involves intentional choices and activities that promote physical vitality, psychological resilience, social connection, a sense of achievement, and personal fulfilment. Importantly, health and wellness are not synonymous; for instance, a terminally ill person who has lived a meaningful life and is surrounded by loved ones may still experience a high level of wellness. Despite its importance, relatively little is known about the determinants of wellness, as opposed to the causes of disease. Factors such as lifestyle choices and behaviours (e.g., exercise, meditation, nutrition), technology use, social participation, genetics, work, educational environment, neighbourhood context,

and other environmental exposures may influence well-being. Nevertheless, much medical research continues to focus on the effectiveness of pharmaceutical treatments, even for conditions where non-pharmacological interventions—such as physical activity—may offer equally or more beneficial outcomes [15].

AIM OF THIS STUDY

- To know effectively support for international students in acclimating to a new academic year and cultural milieu while addressing the specific challenges they face.

Objectives:

- The overall objectives of this review was to identify, appraise and synthesize existing research evidence that explores the etiologic of poor mental health and mental well-being among students.
- We aimed to gain a better understanding of the mechanisms that lead to poor mental health among all level students and, in so doing, make evidence-based recommendations for policy, practice and future research priorities.

Psychological Well-being:

Emotional well-being is linked to psychosocial well-being. Psychological well-being refers to a person's overall sense of satisfaction, emotional adequacy, and happiness. Psychological well-being is a multifunctional construct encompassing various aspects of an individual's mental and emotional health, including relationships, physical health, personal growth, life purpose, and spirituality [16]. In other words, refers to people's ability to cope with trauma, stress, and adversity [17]. Research on psychological well-being has shown that it is not just the absence of adverse mental health outcomes and disorders such as depression, anxiety, and mental disorders. Instead, it is a positive and holistic mental and emotional health [18]. Positive emotions and experiences, such as happiness, satisfaction with life, and healthy relationships, are crucial components of psychological well-being. In addition, people with a sense of purpose and who feel they are making a positive impact are more likely to experience optimum psychological well-being [19]. One of the most used models of psychological well-being is the PERMA model, developed by [20]. The model identifies five essential elements of well-being: positive emotions, engagement, relationships, meaning, and accomplishment. Positive emotions refer to experiencing a range of positive emotions and experiences, such as joy, contentment, and happiness. Engagement refers to feeling fully immersed and involved in enjoyable and fulfilling activities. The model describes relationships as a critical component of well-being, as social connections and supportive relationships contribute to a sense of belonging and security. Meaning and purpose in life refer to having a sense of direction and purpose and feeling that one's life is meaningful and worthwhile. The last component of the model - accomplishment - refers to a sense of achievement and accomplishment, whether through work, hobbies, or other activities. Studies have also shown that spiritual well-being, or a sense of connection to a higher power or purpose, is another crucial component of psychological well-being [21]. A connection has been established between spirituality and several beneficial results, such as increased resilience, reduced stress, and anxiety levels [22], and an augmented sense of life's purpose [23]. Physical health is also closely linked to psychological well-being. Regular physical exercise, a nutritious diet, and sufficient sleep can enhance mental well-being, whereas physical illness and chronic pain can adversely affect one's psychological state [24]. Several factors can impact psychological well-being, including socio-demographic factors, life events, and personality traits. For example, individuals with higher education and income levels tend to have positive well-being. In contrast, individuals who experience chronic stress, trauma, or loss may struggle with their mental and emotional health [25]. In addition, several studies have identified the factors responsible for the negative psychological well-being of international students [26]. These factors include language barriers, financial difficulty, discrimination, racial profiling, loneliness, lack of social connection, and homesickness.

Positive Psychology and Well-Being:

Recent theoretical advances in psychology emphasize the importance of examining not only the difficulties individuals encounter but also the strengths and constructive processes that contribute to improved well-being. Shifting attention from human weaknesses to psychological strengths, positive psychology arose as a response to the traditional, pathology-focused perspective of human functioning [27]. Within this framework, a key aim of psychology is to identify and promote actions that foster well-being.

Activities Undertaken

Worked on Evidence based synthesis from secondary data of Psychological Well-Being of International Students. Prepared draft concept notes for Psychological Well-being:

This centre will work for students to cope with their mental stress during their collage time. Proposed services include:

- Well-being conversations
- Factors affecting Psychological Well-Being.
- Referral and follow-up services
- Wellbeing café
- Positive Psychology and Well-Being
- Digital wellbeing resources
- Crisis intervention
- Interactive workshops

Factors affecting psychosocial well-being of International Students:

Academic pressure, Transition and changes, Social Isolation, Financial stress, Performance comparison, Uncertain future, Relationship issues, Cultural and diversity factors, Lack of sleep and poor lifestyle habits, Lack of coping skills, Stigma around mental health, Pressure to excel in Extracurricular Activities, Dietary problem.

METHODOLOGY OF THIS STUDY

Retrieval procedures:

A targeted literature search was performed to find peer reviewed journal articles in English published between November 2005 and January 2022 that explored predictors of psychosocial adaptation among transnational undergraduate students. This timeframe was selected after an initial review indicated that the majority of relevant research—encompassing both early work and recent developments in the Indian context—was published during this period, subsequent to Church's (1982) foundational review on international student adaptation. The literature search encompassed the following database: communication studies, Education, ERIC, Health science, MEDLINE, Social services abstract, Sociological abstract and Sociology. The search strategy used key terms such as *international students*, *stress*, *depression*, *mental health*, and *psychological well-being*. Moreover, the reference lists of all included papers were examined to uncover additional investigations. The review concentrated on synthesizing evidence regarding the psychological wellbeing of international students in health profession programs, with the primary inquiry: what factor affecting psychological wellbeing have been documented among internationals students in the health professions. Its purpose was to map the scope of existing research, highlight gaps in the evidence base, and identify priorities for future investigation to improve institutional and psychosocial support for this student group. The review protocol was developed in accordance with the *Joanna Briggs Institute Methodology for JBI Scoping Reviews* [28].

Inclusion criteria:

Participants

The participants of this study were included from both National and International from different Institute also included of health professionals.

Concept

The concept is to identify the mental issue of the National and International Level students and health professionals.

Background

The context for the review pertained to international pupils.

Sources:

Secondary literature such as review articles was included. All the data taken from previous published article.

Search strategy:

Numerous databases including CINAHL, MEDLINE, Scopus, ProQuest and ERIC were included in the literature search. Combination of the psychological or social with wellbeing and international or overseas with students and healthcare were among the search terms used. Only full text article published in English between 2009-2020 were included in the search. In order to find any possible patients' studies that were missed by the original database search, grey literature sources, reference list, and Google search.

Screening & Extraction

From the five databases searched, 53 abstracts were initially identified, along with two additional records from grey literature sources. After removing duplicates, 50 unique records remained. Title screening for relevance reduced this number to 27, all of which were assessed in detail for alignment with the research question. Application of the inclusion criteria led to the exclusion of 14 studies, resulting in 13 papers being selected for the final review. Data extraction focused on key aspects such as the country of origin, study design and objectives, sample characteristics, methodology, main findings, and limitations. An inductive thematic analysis—guided by cross-study comparisons—was then conducted to identify recurring patterns. This process involved thoroughly reviewing each study's findings, generating initial codes, and grouping these codes to identify emerging themes. The themes were subsequently reviewed, refined, and consolidated into the final set presented in the paper [29].

OBSERVATION/ FINDINGS/RESULTS**General Description:**

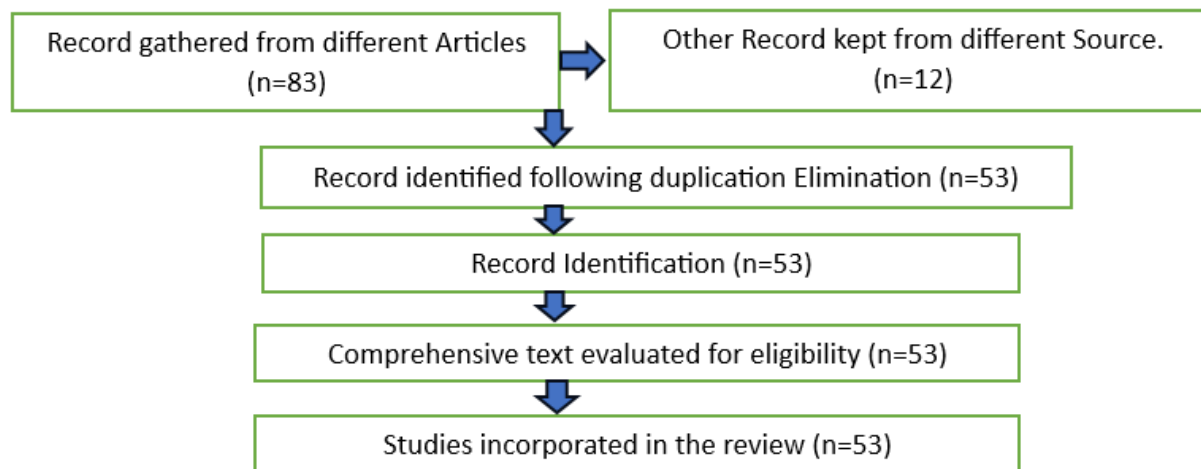
An aggregate of 83 studies examining transnational scholars were anatomized, covering the period from 2005 to 2022. Utmost studies, 36, concentrated solely on transnational scholars in Australia, while 26 concentrated solely on transnational scholars in the USA. The remaining studies consider transnational scholars in Malaysia, Canada, India, the UK, and the Netherlands. The sample sizes of the studies varied, with a sample size from 14 to 5,276, out of which 40 had over 500 actors. With the cerebral well-being of transnational scholars was the length of their position of English language proficiency, their amenability to seek help, their stay in the host country, their gests of depression, and their acculturation process. Overall, 53 studies were met the inclusion criteria (Table 1). Geographically, five were conducted in Australia, three in Singapore, five in the United Kingdom, twenty-eight in the United States, one in New Zealand, one in Finland, and ten in India. In terms of discipline, the largest proportion (n = 12) examined nursing students, followed by twelve in medicine, three in speech–language pathology, and the remainder in public health-related programmes. The methodological approaches varied: fifteen employed qualitative designs, five used quantitative methods, and thirteen adopted mixed-method designs. Participant demographics were also diverse. Thirteen studies concentrated on Asian students, five on Australian studies, nine on African students, twenty-eight on American studies five on studies from the United Kingdom, and one on studies from respectively New Zealand and Finland, while two studies did not specify the student's origin. Although the majority of studies focused on the undergraduates and graduates' students, a few investigated another cohort. Evans (2007) and Evans Stevenson (2011) concentrated on doctoral candidates; Hillis et al. (2007) encompassed both undergraduates) ungraduated entry students and Wang et al. (008) investigated both undergraduate and graduate participants Cultural adjustment challenges were a recurring theme. For instance, Taiwanese students studying in Australia reported difficulties adapting to local customs, food, and language, which contributed to feelings of isolation and disconnection. As one participant expressed: *"Everything here is different—customs, food, language. I don't know the right way to do things. I don't feel like I belong here at all"* [31].

Table 1: Description of Number of Studies

Country	Number of Studies	Disciplines Represented	Study Design(s)
Australia	5	Nursing, Medicine, Public Health	Qualitative, Quantitative, Mixed
Singapore	3	Nursing, Medicine	Qualitative, Mixed
United Kingdom	5	Nursing, Medicine	Qualitative, Mixed
United States	28	Nursing, Medicine, Public Health	Qualitative, Quantitative, Mixed
New Zealand	1	Public Health	Qualitative
Finland	1	Public Health	Qualitative

India	10	Nursing, Medicine, Speech-Language Pathology, Public Health	Qualitative, Quantitative, Mixed
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Flow chart of the Studies: Table: 01



Communication and learning:

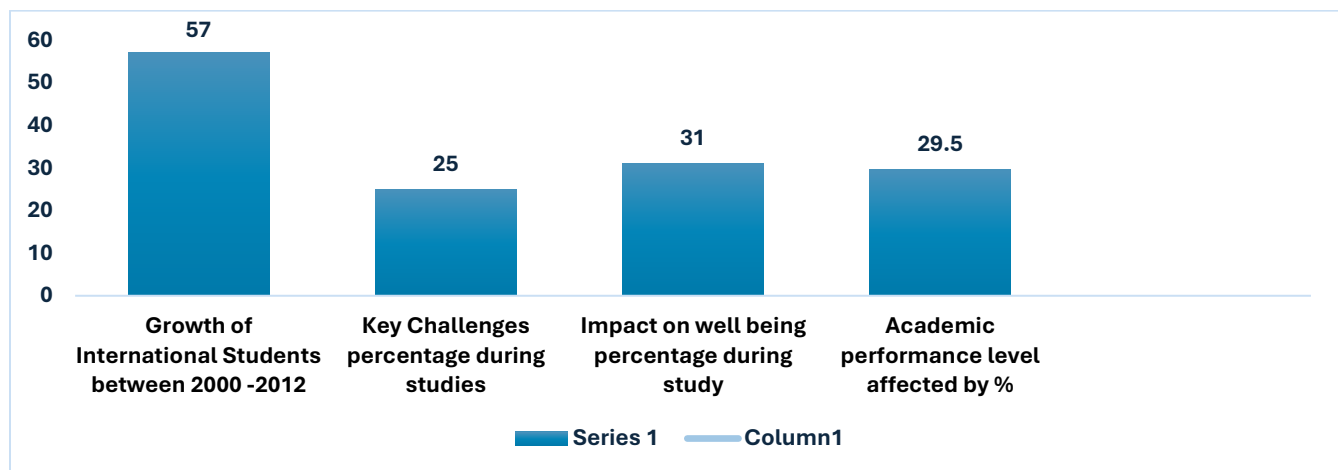
Although international students may meet the required English language proficiency standards, evidence suggests that their skills are not always sufficient for managing everyday situations, which can affect both learning and academic performance and contribute to additional stress. McDermott-Levy (2011) noted that varying contexts demand different levels of English, and students may have learned a form of English that differs from what is commonly used in their host country. Some students reported difficulties with routine tasks such as making phone calls or shopping [32]. Understanding slang and navigating different accents posed further challenges for those studying in Australia [33] and the United States [34]. Moreover, studying in English often required extra time and effort, as students frequently switched between two languages to comprehend material, thereby increasing cognitive load and mental demands [35].

DISCUSSION

International students have risen globally in the last few decades, and their psychological well-being has become a significant concern for policymakers, educators, and mental health professionals [36]. In many countries, these students encounter numerous hurdles, such as linguistic obstacles, cultural disorientation, Isolation, and discrimination which can impact these students' academic and psychological well-being [37]. International students have become a significant part of higher education globally. There has been a 57% increase in international students enrolled in higher education between 2000 and 2012 [38].The Organization for Economic and Cooperation and Development (OECD) data indicated that European Union and North American nations accommodates the largest number of international students, while Asian countries are the predominant sources, succeeded by sub-Saharan African nations[39]. International students enroll in universities in different countries intending to obtain a degree, enhance their career prospects, or gain new experiences [40]. However, international students often face challenges impacting their psychological well-being, including language barriers, culture shock, discrimination, and isolation and the percentage was more than 25% [41]. These challenges can cause stress, anxiety, and depression. They may also lead to other mental health problems that was 31% we found which can affect their academic performance. For example, an Australian study found that international students who experienced cultural shock and discrimination had lower academic performance and high stress and anxiety levels than students who did not experience these challenges [42].Despite the growing number of international students and the potential impact of their psychological well-being on their academic performance, there needs to be more research on the relationship between the two [43].

We analysed and found that International students get depressed and their academic performance getting lower which was 29.5%. Currently, current literature needs to be more cohesive and often focuses on specific aspects of the relationship or populations of international students. There is a need for a comprehensive review that synthesizes the existing evidence and identifies the relationship between international students' psychological well-being and academic performance. The studies reviewed consistently highlighted the challenges international students face in navigating unfamiliar structures and systems. Differences in higher education systems, which often demand new forms of student engagement, are well-documented in the literature on international students [44] and were identified in this review as stressors that can affect psychological well-being. Additionally, this review found that participating in clinical placements within health care systems for which students are insufficiently prepared can be especially stressful, further increasing their potential vulnerability. This underscores the need to assess how effectively international students are prepared for clinical placements and how well clinical support staff are equipped to help them navigate unfamiliar health care systems and models of care delivery. The article contends that many existing efforts to articulate the nature of wellbeing have primarily focused on its dimensions, rather than offering a clear and comprehensive definition. Among the theoretical frameworks considered, the dynamic equilibrium theory of wellbeing [45], the concept of homeostasis in response to life challenges [46] (Cummins, 2010), and the lifespan model of development [47] (Hendry & Kloep, 2002) are particularly noteworthy. Drawing on these perspectives, the authors argue that wellbeing is best understood as a state of equilibrium or balance, which can be disrupted or influenced by life events and challenges. The article concludes by proposing a new definition of wellbeing—one that is simple, universally applicable, optimistic, and measurable. This proposed definition captures the multi-dimensional nature of wellbeing and aims to guide both individuals and policymakers in developing a deeper and more practical understanding of the concept. Since the 1930s, scholars from a wide range of disciplines have been engaged in assessing and comparing quality of life across different geographic contexts. Early work focused on comparisons within U.S. cities [49], later extending to cross-national analyses (Estes, forthcoming). In recent decades, increasing attention has been given to the complex task of examining “happiness” through systematic and empirical methods. Researchers from psychology, economics, epidemiology, medicine, statistics, sociology, political science, and management science have all contributed to this growing field. Although methodological approaches vary—and limited cross-referencing between disciplines has sometimes led to parallel claims of similar findings—a more unified methodological framework is now emerging. This article outlines the central findings and developments within this expanding literature on happiness [50].

Graphical explanation of the Discussion:



Objective measures and Subjective experience of Wellbeing:

The concepts of subjective and objective approaches, along with dimensions and indicators, are frequently discussed. The term “subjective” is clearly defined and pertains to individuals’ attitudes, opinions, and values. Subjective

wellbeing encompasses the various evaluations—both positive and negative—that people make about their lives. This includes cognitive assessments, such as life satisfaction and job satisfaction, as well as affective responses to life events, such as joy or sadness [51] (Diener, 2006; OECD, 2013). Thus, subjective wellbeing serves as an umbrella term for the diverse ways individuals appraise their experiences, bodily and mental states, and surrounding circumstances. Wellbeing and illbeing are inherently subjective in that they are experienced internally by individuals. In survey research, “subjective” refers to the perceptions and responses expressed directly by the people being assessed. As Diener [52] (2006) notes, although current measures of subjective wellbeing are not without limitations, they still provide valuable insights. All scientific measurements include some degree of error; hence, it is important for researchers to be aware of the potential biases and artifacts in these tools and to mitigate them wherever possible. Conversely, the concept of “objective” in quality-of-life research is less commonly defined. However, as Veenhoven [53] (2002) and Noll [54] (2002) suggest, objective indicators refer to elements of reality that are recognized and assessed by scientific experts with specialized knowledge in a particular domain. These objective aspects are especially relevant in situations where the public may lack awareness of potential threats or conditions—such as ozone depletion, radioactive exposure, or global temperature rise. In such cases, experts equipped with specific tools and methodologies identify and monitor these issues, even when they are not immediately evident to the public. There is often a complex interplay between subjective and objective realities. At times, they may align; at others, they may diverge significantly. What is accepted as true within the scientific community may differ from the beliefs and perceptions of non-experts. Understanding these divergences is essential for developing a comprehensive perspective on wellbeing.

Monitoring and Analysing Wellbeing:

In the social sciences, there is a tendency among researchers to prioritize innovation in measurement over replication. Yet, studying social change—an explicit goal of quality of life and wellbeing research—requires consistent and repeated measurements over time [55] (Noll, 2002; Michalos, 2017). Time-series data, rather than one-time studies, are fundamental to capturing genuine societal shifts and improvements. The Global Handbook on quality of life focuses on this need for sustained monitoring, emphasizing the importance of time intervals, repeated measurements, and the use of multiple indicators. However, in data analysis, there is a tension between employing advanced statistical methods to achieve precise results and the need to present indicators that are accessible to a broader, educated audience. Striking a balance between methodological rigor and public intelligibility is critical for fostering social understanding and meaningful interpretation [56]. This handbook project aims to integrate diverse strands of knowledge about global society. It strives to ensure clarity and accessibility, while preserving the complexity necessary to convey the truth through sophisticated analytical methods.

RESEARCH GAP OF THIS STUDY

A substantial amount of Literature exists regarding the mental health of overseas students; yet, significant research gaps remain, especially for those studying in health related fields notwithstanding the expansion.

Limited Focus on Health Profession Students:

Current research disproportionately addresses general international student populations, with minimal attention to the unique psychological stressors faced by students in health professions (e.g., nursing, public health, medicine). These students often confront intensified pressures due to clinical training, patient interactions, and culturally unfamiliar healthcare systems, which remain insufficiently explored.

Unclear Link between Well-being and Academic Performance:

Although Anxiety, stress and depression are frequently observed in overseas students, the causal link between psychological wellbeing and academic achievements lacks substantial empirical evidence. Current Research frequently yields disjointed or ambiguous results, underscoring the necessity for thorough, evidence driven inquiries in this domain.

Under-researched Impact of Clinical Placements:

The clinical education environment presents significant challenges for international students, including communication barriers, limited cultural competency support, and heightened performance expectations. However, there is scant research on how these experiences directly influence students' psychological resilience and adaptation processes.

Insufficient Evaluation of Interventions:

Although interventions such as mindfulness programs, culturally responsive pedagogies, and mentoring have been introduced, few studies rigorously assess their effectiveness, scalability, or cultural appropriateness across diverse student populations.

Lack of Culturally Adaptive Mental Health Frameworks:

Many support systems fail to consider the socio-cultural backgrounds, stigma perceptions, and help-seeking behaviors of international students. There is a need to develop and evaluate context-sensitive and inclusive mental health models tailored to the lived realities of culturally diverse learners.

Methodological Limitations in Existing Research:

The current literature is dominated by cross-sectional, quantitative studies, limiting insights into the long-term adaptation, coping trajectories, and emotional transformations of international students. Longitudinal and qualitative approaches are essential to capture the depth and complexity of their well-being journeys.

Neglect of Digital and Peer-Support Mechanisms:

With the rise of digital mental health tools and peer-led initiatives, their effectiveness, acceptability, and integration into institutional systems remain largely under-investigated, particularly among international students navigating social isolation or technological disparities.

Geographical and Demographic Imbalances:

A significant portion of the current Research is focused on Western contexts, particularly Australia, the United States and the United Kingdom. This creates a substantial void in regional viewpoints from south Asia, Africa, Latin America, and the Middle East areas that represents a considerable portion of outbound students movements[57][58]

CONCLUSION

This systematic review explored the relationship between the psychological well-being of international students and their academic performance. While global organizations such as the WHO and various policymakers have acknowledged the importance of this issue, existing research in this domain remains limited and presents inconsistent findings. Although several studies have investigated the connection between mental health and academic achievement, the current evidence base is neither robust nor conclusive, indicating a pressing need for further comprehensive research. Understanding this relationship is vital for researchers, university administrators, and faculty members, especially in the context of supporting international students. Those enrolled in health-related programs often face challenges similar to their peers in other disciplines. However, they also encounter additional stressors due to the demands of adapting to unfamiliar healthcare systems and communicating effectively within culturally diverse environments. Research suggests that these students frequently experience discrimination and social isolation from fellow students, clinical staff, and even patients. There is a clear need for targeted studies that examine how specific aspects of clinical training environments affect overall well-being of international students in the health professions. Such insights are the mental health and crucial for developing appropriate and effective support mechanisms. Moreover, educators and clinical supervisors require training to better assist and mentor these students during their academic and practical experiences. With universities increasingly enrolling international students, they hold a responsibility to support them not only academically but also in addressing the broader factors that may influence their psychological well-being. Doing so is essential to reducing potential risks and fostering a supportive and inclusive learning environment.

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