1. **Depression in Students: Predictors and Challenges**

This article have a sample of 5,535 students across 26 U.S. colleges. It focuses on health-related quality of life (HRQoL) and its relationship with demographics and mental health comorbidities. The key finding of this research are:

* Female, minoritized, and lower socioeconomic status students reported lower HRQoL.
* Mental HRQoL was significantly influenced by gender and sexual orientation.
* Comorbidity (having multiple mental disorders) universally reduced HRQoL.

Depression among students is influenced by a variety of factors, including **academic pressure, socioeconomic status, sleep deprivation, and comorbid mental health conditions**. Research has consistently shown that mental health disorders are prevalent in student populations, and these disorders can significantly impair **Health-Related Quality of Life (HRQoL)** (Baik et al., 2024).

Baik et al. (2024) found that female, minoritized, and lower socioeconomic status students reported lower HRQoL compared to their peers. Additionally, the presence of comorbid mental disorders, such as anxiety and depression occurring together, further exacerbated these outcomes. This underscores the importance of understanding how **multiple stressors** impact students' mental health concurrently.

Furthermore, while their study focused on college students, the findings highlight trends that are likely present in younger populations, such as middle and high school students. These factors necessitate interventions tailored to **vulnerable groups** who experience compounded mental health challenges.

Baik, S. Y., Shin, K. E., Fitzsimmons-Craft, E. E., Eisenberg, D., Wilfley, D. E., Taylor, C. B., & Newman, M. G. (2024). The relationship of race, ethnicity, gender identity, sex assigned at birth, sexual orientation, parental education, financial hardship, and comorbid mental disorders with quality of life in college students with anxiety, depression, or eating disorders. *Journal of Affective Disorders*, *366*, 335–344.

<https://www-sciencedirect-com.central.ezproxy.cuny.edu/science/article/pii/S016503272401320X?via=ihub>

**II. Mental health consequences of academic stress,**

This article studied a sample of 395 engineering students in India. It mostly focused on Factors contributing to mental health crises, particularly academic stress and motivation. The key finding of this study were:

* Academic amotivation mediates the relationship between academic stress and mental health status.
* Factors like parental pressure, identity centrality, and upward social comparison contribute to stress.
* Male students report better mental health but lower extrinsic motivation than female students.

Research highlights that academic stress significantly impacts the mental health of engineering students, especially in India’s competitive academic environment. Factors such as intense coursework, parental pressure, and coaching experiences contribute to heightened anxiety, depression, and feelings of inadequacy. Amotivation, or the lack of drive to engage in academic tasks, mediates the relationship between stress and mental health outcomes, often leading to reduced performance and lower self-esteem. Self-Determination Theory (SDT) distinguishes between intrinsic and extrinsic motivation, emphasizing that students with diminished intrinsic motivation are more vulnerable to stress-related mental health issues. Additionally, upward social comparison and gender differences further exacerbate these challenges, with female students often reporting higher levels of stress and mental health concerns than their male peers.

Parental expectations and the pressure to excel in coaching classes can lead to mental exhaustion even before college, setting the stage for ongoing psychological issues. Literature suggests that these pressures, combined with social comparisons, create a cycle of stress and deteriorating mental health. Addressing these issues requires targeted interventions to alleviate stress and foster healthy motivation, with attention to gender-specific challenges. These insights underscore the need for comprehensive support systems for students navigating high-pressure academic environments.

Maji, S., Chaturmohta, A., Deevela, D., Sinha, S., Tarsolia, S., & Barsaiya, A. (2024). Mental health consequences of academic stress, amotivation, and coaching experience: A study of India's top engineering undergraduates. *Psychology in the Schools, 61*(9), 3540-3566.

<https://onlinelibrary-wiley-com.central.ezproxy.cuny.edu/doi/10.1002/pits.23230>

**III. Anxiety and Depression Among School Students**

Malak and Khalifeh (2018) explored the prevalence of anxiety and depression among school students in Jordan, identifying significant relationships with sociodemographic factors and Internet addiction, as well as the predictors of these mental health issues. The study focused on a sample of 800 students, aged 12-18 years, from 10 public schools in Amman, Jordan. Using standardized measurement tools, the study revealed that a significant portion of the students (42.1%) were experiencing anxiety, while a higher proportion (73.8%) showed symptoms of depression.

The research identified key risk factors for both anxiety and depression, with school class and Internet addiction being the most prominent. Notably, Internet addiction emerged as the primary predictor for both mental health problems, suggesting that excessive time spent online may be contributing to increased psychological distress among students. This finding aligns with broader international studies that have identified a growing concern over the role of digital technology in the mental health of adolescents.

The authors emphasized the importance of raising awareness about mental health issues among students and stakeholders, such as educators and parents. They also recommended the development of counseling programs and centers within schools to address the mental health needs of students more effectively. This study contributes to a growing body of research highlighting the significant impact of digital behavior, such as Internet addiction, on adolescent mental health, and stresses the need for intervention strategies aimed at mitigating these effects.

In conclusion, the findings by Malak and Khalifeh (2018) shed light on the critical relationship between Internet addiction and mental health issues like anxiety and depression among school students in Jordan. The study calls for greater attention to the mental well-being of students, suggesting that targeted interventions, including mental health education and support systems, could help alleviate the burden of these mental health challenges.

Malak, M. Z., & Khalifeh, A. H. (2018). Anxiety and depression among school students in Jordan: Prevalence, risk factors, and predictors. *Perspectives in Psychiatric Care, 54*(2), 242-250.

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