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Emerging Themes and Research Frontiers in Student Academic Well-Being: Insights from a Bibliometric Study

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Abstrak

Students academic well-being telah muncul sebagai area perhatian kritis dalam penelitian pendidikan, khususnya karena lembaga-lembaga pendidikan bergulat dengan meningkatnya tingkat stres, kelelahan, dan ketidakaktifan di kalangan pelajar. Studi ini bertujuan untuk memetakan struktur intelektual, tema-tema yang muncul, dan batas-batas penelitian masa depan dalam bidang Students academic well-being melalui pendekatan bibliometrik. Analisis bibliometrik kuantitatif digunakan, dengan memanfaatkan basis data Scopus sebagai sumber data utama, yang mencakup publikasi dari tahun 2010 hingga 2026. Sebanyak 518 dokumen yang memenuhi kriteria inklusi diambil dan dianalisis menggunakan perangkat lunak bibliometrik seperti VOSviewer dan/atau Biblio Shiny untuk memeriksa tren publikasi, pola sitasi, jaringan kepenulisan bersama, kemunculan bersama kata kunci, dan evolusi tematik. Analisis tersebut mengungkapkan peningkatan yang stabil dalam output ilmiah tentang Students academic well-being selama dekade terakhir, dengan lonjakan yang signifikan setelah tahun 2020, kemungkinan dipengaruhi oleh dampak pandemi COVID-19 terhadap pendidikan. Tema-tema dominan yang diidentifikasi meliputi stres akademik dan kelelahan, pembelajaran mandiri, ketahanan, dukungan kesehatan mental, dan peran lingkungan pembelajaran digital. Pemetaan tematik lebih lanjut menyoroti area yang muncul dan kurang dieksplorasi seperti kesejahteraan dalam konteks pembelajaran daring/campuran, intervensi yang responsif secara budaya, dan integrasi kecerdasan buatan dalam penilaian kesejahteraan. Studi ini menyimpulkan bahwa penelitian tentang Students academic well-being bersifat multidisiplin dan berkembang pesat, namun tetap terfragmentasi di berbagai bidang psikologi pendidikan, ilmu kesehatan, dan teknologi. Disarankan agar penelitian di masa mendatang mengadopsi desain longitudinal dan lintas budaya yang lebih banyak, memperkuat kerangka kerja teoritis, dan mengeksplorasi intervensi berbasis teknologi untuk mendukung kesejahteraan mahasiswa yang berkelanjutan. Temuan ini menawarkan panduan berharga bagi para peneliti, pendidik, dan pembuat kebijakan yang berupaya merancang inisiatif kesejahteraan berbasis bukti di pendidikan tinggi.

Kata kunci: Academic Well-being; Analisis Bibliometrik; Pendidikan Tinggi; Tren Penelitian; Kesehatan Mental Siswa.

Abstract

Student academic well-being has emerged as a critical area of concern in educational research, particularly as institutions grapple with rising rates of stress, burnout, and disengagement among learners. This study aims to map the intellectual structure, emerging themes, and future research frontiers within the field of student academic well-being through a bibliometric approach. A quantitative bibliometric analysis was

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employed, utilizing the Scopus database as the primary data source, covering publications from 2010 to 2026. A total of 518 documents meeting the inclusion criteria were retrieved and analyzed using bibliometric software such as VOSviewer and/or Biblioshiny to examine publication trends, citation patterns, co-authorship networks, keyword co-occurrence, and thematic evolution. The analysis reveals a steady increase in scholarly output on student academic well-being over the past decade, with a notable surge after 2020, likely influenced by the COVID-19 pandemic's impact on education. Dominant themes identified include academic stress and burnout, self-regulated learning, resilience, mental health support, and the role of digital learning environments. Thematic mapping further highlights emerging and underexplored areas such as well-being in online/hybrid learning contexts, culturally responsive interventions, and the integration of artificial intelligence in well-being assessment. The study concludes that research on student academic well-being is multidisciplinary and rapidly evolving, yet remains fragmented across educational psychology, health sciences, and technology domains. It is recommended that future research adopt more longitudinal and cross-cultural designs, strengthen theoretical frameworks, and explore technology-driven interventions to support sustainable student well-being. These findings offer valuable guidance for researchers, educators, and policymakers seeking to design evidence-based well-being initiatives in higher education.

Keywords: *Academic Well-Being; Bibliometric Analysis; Higher Education; Research Trends; Student Mental Health*

INTRODUCTION

Academic well-being has emerged as a central concern in higher education research over the past two decades, driven by growing evidence that students' psychological and emotional states are closely tied to academic performance, persistence, and long-term career outcomes. University life exposes students to a distinctive set of stressors—academic workload, performance pressure, financial strain, and the transition to independent living—that can accumulate into significant psychological burden if left unaddressed. Bibliometric evidence indicates that the proportion of students at risk of common mental health problems such as depression and anxiety rises sharply during adolescence and peaks in early adulthood, precisely the developmental stage in which most students are enrolled in higher education as probabilities of experiencing common mental health problems increase throughout adolescence and reach a peak in early adulthood around age 25, making university students a particularly vulnerable population. This phenomenon underscores why academic well-being has become not merely a peripheral wellness issue but a structural concern for institutions seeking to sustain student success.

Efforts to map this expanding body of knowledge have increasingly relied on bibliometric methods, which allow researchers to trace publication growth, identify influential authors and journals, and visualize the conceptual structure of a field using large-scale citation and keyword data. A bibliometric mapping of literature on university students' mental health and well-being spanning 45 years of publications found that research output has grown steadily since 2010, is distributed across psychology, psychiatry, and education journals, and is dominated by contributions from a relatively narrow set of countries, revealing a fragmented and geographically uneven knowledge base (Hernández-Torrano, Ibrayeva, Sparks, et al., 2020). Similarly, a decade-long bibliometric review focused specifically on graduate students found a marked increase in relevant publications, particularly during the past two years of the study period, an acceleration plausibly linked to the disruptions of the COVID-19 pandemic and the shift toward remote learning (Okoro, Owojori, & Umeokafor, 2022). At a broader level, a bibliometric analysis connecting students' well-being with school climate similarly reported an accelerating volume of scholarship, alongside considerable thematic and geographical fragmentation that has yet to be consolidated into a coherent research agenda (Obeidat et al., 2024). Together, these studies confirm that academic and student well-being is a rapidly growing but still structurally dispersed field of inquiry.

Despite this expanding volume of literature, important gaps remain. Existing bibliometric reviews have tended to focus on specific sub-populations—such as graduate students, medical students, or school-aged children—or on adjacent constructs such as general mental health or school climate, rather than on "academic well-being" as an integrated construct spanning cognitive, emotional, and motivational dimensions of the student experience. Cross-study comparisons further suggest that collaboration networks across countries and institutions remain limited, that research contributions from the Global South are comparatively scarce, and that no comprehensive synthesis has yet mapped how thematic clusters, influential contributors, and emerging research fronts within academic well-being research have evolved over time as a distinct and unified field. This leaves an open opportunity to systematically chart the intellectual structure of academic well-being research, identify its dominant and emerging themes, and pinpoint underexplored areas that warrant future investigation.

In response to this gap, the present study conducts a bibliometric analysis of the academic well-being literature to map its developmental trajectory, identify the leading contributors, journals, and countries shaping the field, and delineate emerging themes and research frontiers. By synthesizing publication and citation patterns, this study aims to provide a structured evidence base that can guide researchers toward underdeveloped areas of inquiry and inform evidence-based strategies for supporting student academic well-being in higher education.

RESEARCH METHODS

This research was designed using bibliometric analysis. Bibliometric analysis was chosen because it can conduct scientific analysis on scientific publication data in the form of research publication data, books, articles in conference publications, and scientific journals (Ahmad et al., 2021). The results of this bibliometric analysis also produce a systematic review of the findings of the data generated starting from the author, affiliation, number of publications, keywords and the relationship between keywords that are often used in research that has been done (Tang & Zhang, 2024). These results can be used as a basis for determining the potential for further research and implications in a particular field of published research (Tang & Zhang, 2023).

Following the predetermined design, this research explores scientific publication data on large publication databases with good reputations. The selected database is scopus.com which has a very good reputation for research publications. The keyword used was "students academic well-being" with data collection steps as shown in Figure 1.

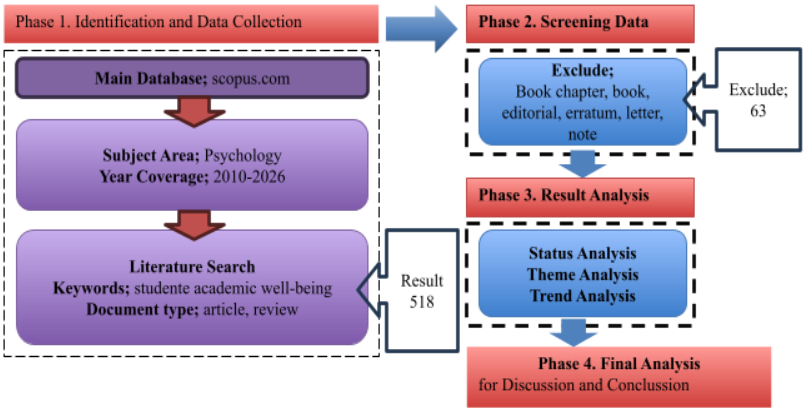

Figure 1. Flowchart for searching Students Spiritual Well-being publications on the scopus.com database (Huang et al., 2024)

Based on Figure 1, it is known that there are 518 publications on students academic well-being in the subject of psychology in the period from 2010 to early 2026. After the screening process, 63 articles came from editorial, erratum, letter, note, book and book

chapter publications. All of these publications were excluded because they did not present complete research data.

Data Source

As explained earlier, this bibliometric research used scopus.com as the main database. The keyword chosen was *"academicl well-being"* query details *"students"* and *"academic well-being"*. To limit data exploration, the *subject areas of "psychology"* were restricted. The year of production was also restricted from 2010 to the beginning of 2026 to get an overview of research publications in the last 16 years. The length of time is based on the consideration of changes in several generations that have the potential to become research subjects in all publications that have been published. The results of the data search are presented in Table 1.

Table 1. Description of data from the search for students academic well-being publications on scopus.com

Description	Results
Main Information	
Timespan	2010:2026
Sources (Journals, Books, etc)	152
Documents	518
Annual Growth Rate %	28,16
Document Average Age	3,64
Average citations per doc	29,7
References	0
Document Content	
Keywords Plus (ID)	1798
Author's Keywords (DE)	1455
Authorship	
Authors	1978
Authors of single-authored docs	30
Single-authored docs	31
Co-Authors per Doc	4,16
International co-authorships %	23,94
Document Types	
article	517
review	1

Table 1 shows bibliometric metrics that summarize information about scientific publications in the period from 2010 to 2026. There are 152 different sources, such as journals and books. A total of 518 documents were analyzed. The annual growth rate of publications was 1.96%. The average age of the documents was 3.64 years. Each document had an average of 29.7 citations. There were 908 *"Keywords Plus"* (keywords generated by the database). There were 1455 keywords provided by the authors. There were 1978 authors involved in the publication. There were 30 authors who wrote single documents. There were 31 documents written by a single author. On average, there were 4.16 authors per document. The percentage of international collaboration reached

23.94% of publications. In addition, there were 517 research articles and 1 review article. This data provides a comprehensive picture of productivity, impact and collaboration in a particular research area over 25 years. It provides valuable information on publication trends, citation rates, and collaboration patterns.

Data Analysis

Data analysis using Biblioshiny involves using an interactive web-based interface to analyze bibliometric data easily and efficiently. Biblioshiny, which is part of the R package Bibliometrix, allows users to import data from various sources such as Scopus, Web of Science, or PubMed, and then perform various analyses such as collaboration network mapping, co-citation analysis, co-word analysis, as well as data visualization in the form of graphs and maps (Zhong & Fan, 2023). With a user-friendly interface, users can explore research trends, identify hot topics, and analyze the impact and productivity of researchers or institutions without the need to have in-depth programming skills. The analysis results can be exported in various formats for further reporting to be utilized in various perspectives needed in research. In this study, the data from bibliometric analysis using bublioshiny, whose data sources are taken from scopus.com, are used to provide a new perspective on student mental health and provide an overview of opportunities for school counselors to take a role in providing guidance and counseling services to prevent, maintain and overcome mental health problems

RESULT AND DISCUSSION

Status Analysis

Status analysis is the process of analyzing descriptive data that includes publication productivity, citations, authorship, and the geographical distribution of research along with the affiliation where the author works. This data provides an overview of the concentration of each country, institution and the author along with the productivity of researchers in publishing research results on *students academic well-being both* self-published and research collaborations with other parties both within one institution, or country as well as across institutions and countries. The results are in Figure 2.

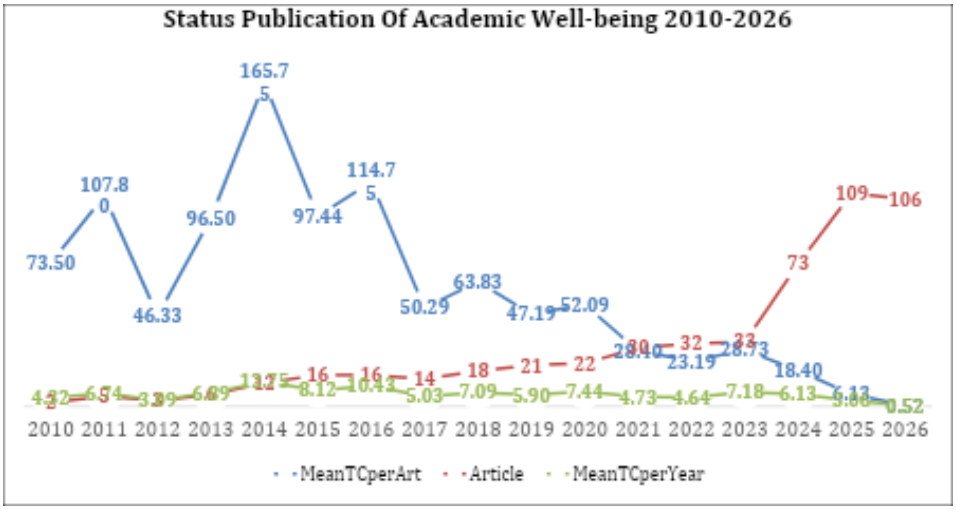

Figure 2. Article Productions and Citation Analysis of Students Academic Well-being Publication

Based on figure 2. The line chart illustrates the publication trends and citation impacts regarding "Academic Well-being" from 2010 to 2026, tracking total published articles (Article), mean total citations per article (MeanTCperArt), and mean total citations per year (MeanTCperYear). The volume of published articles remained modest and stable during the initial decade (2010–2020), fluctuating between 2 and 22 articles annually. However, scholarly output experienced a dramatic surge starting in 2024 (73 articles), reaching its peak in 2025 with 109 articles, followed by a slight decline to 106 articles in 2026. This upward trajectory indicates growing academic interest and research priority given to academic well-being in recent years. Conversely, the mean citations per article (MeanTCperArt) exhibited significant volatility during the earlier years, reaching its highest peak in 2014 at 165.75, along with notable spikes in 2011 (107.80) and 2016 (114.75). From 2021 onward, mean citations per article steadily decreased, reaching lower levels between 2024 (18.40) and 2026 (0.52). This downward trend in citation density for recent publications is typical in bibliometric analyses, as newly published literature requires time to accumulate citations. Meanwhile, the mean citations per year (MeanTCperYear) remained relatively stable throughout the entire observation period, hovering consistently between 0.52 and 12.75. Furthermore, an analysis based on journal publications is presented in Figure 3.

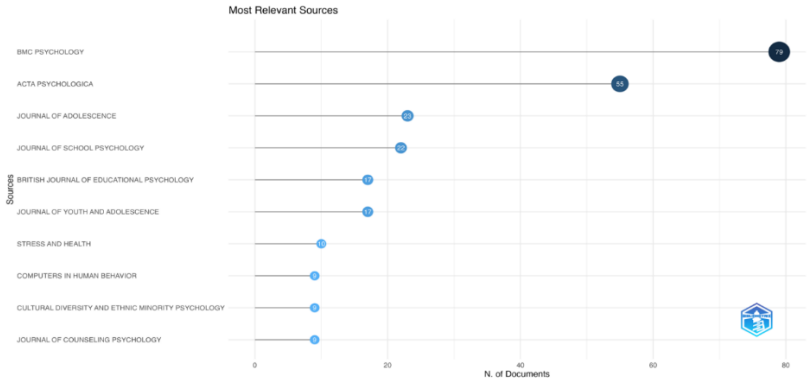

Figure 3. Most Relevant Sources of Students Academic Well-being

Based on Figure 3. BMC Psychology emerges as the primary publishing venue, leading significantly with 79 published articles, followed by Acta Psychologica in second place with 55 documents. A moderate cluster of high-impact journals follows, including the Journal of Adolescence (23 documents), Journal of School Psychology (22 documents), British Journal of Educational Psychology (17 documents), and Journal of Youth and Adolescence (17 documents). The remaining sources demonstrate a steady presence, led by Stress and Health with 10 documents, alongside Computers in Human Behavior, Cultural Diversity and Ethnic Minority Psychology, and Journal of Counseling Psychology, each accounting for 9 publications. Overall, the data shows that literature in this field is strongly concentrated within prominent psychological, educational, and developmental health journals. Furthermore, an analysis of the most prolific authors producing research on students' academic well-being—as shown in Figure 4—reveals the following.

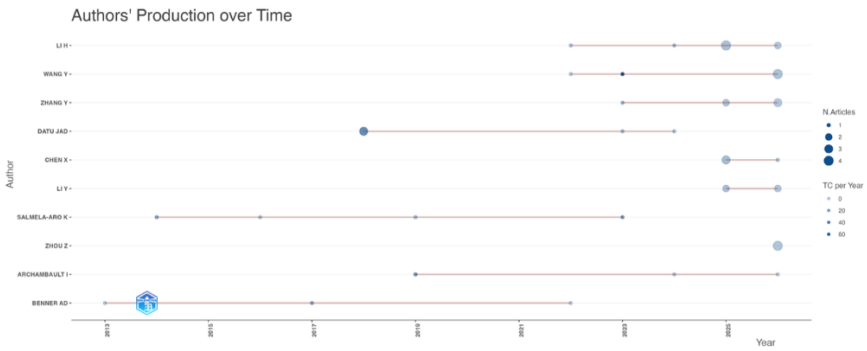

Figure 4. Most Relevant Author

Based on figure 4. Early contributions to the field were spearheaded by researchers such as Benner AD (active 2013–2022) and Salmela-Aro K (active 2014–2023), who demonstrated long-standing engagement with consistent outputs. Datu JAD made significant early contributions around 2018 with a high-volume output (3 articles in a single year) and maintained publication activity through 2024. In contrast, recent years (2022–2026) show a substantial influx of highly productive authors, notably Li H, Wang Y, and Zhang Y, all exhibiting intense activity around 2025–2026 with multiple published papers per year. Emerging contributors such as Chen X, Li Y, and Zhou Z also show concentrated output starting from 2025, with Zhou Z achieving a notable peak of 3 articles in 2026. Overall, the timeline highlights a shift from foundational, sustained individual contributions in the earlier decade toward a surge in research volume and high-density productivity driven by active contemporary scholars in recent years.

Theme Analysis

Based on an analysis of 518 data entries, key themes serving as the focus of research between 2010 and 2026 were identified. Figure 5 presents data detailing the themes—represented by keywords and research variables—that have been frequently investigated across various publications.

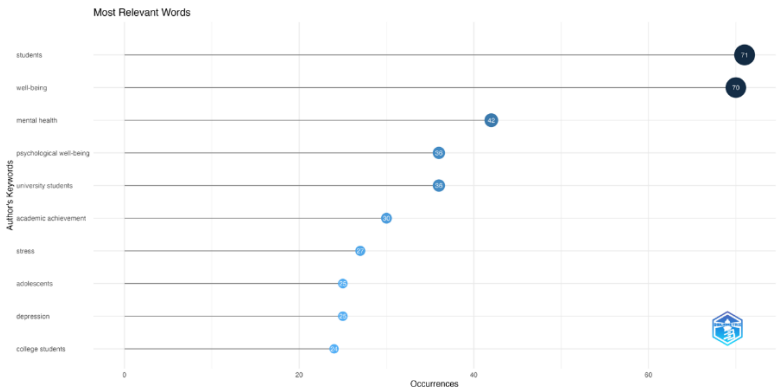

Figure 5. Most Relevant Words

Based on figure 5, Students and well-being dominate the keyword landscape, recording the highest frequencies with 71 and 70 occurrences, respectively. These core terms are followed by broad psychological indicators, notably mental health (42 occurrences) and psychological well-being (36 occurrences). The target populations are further specified by terms like university students (36 occurrences), adolescents (25 occurrences), and college students (24 occurrences). Additionally, key psychological

constructs and educational outcomes frequently investigated alongside well-being include academic achievement (30 occurrences), stress (27 occurrences), and depression (25 occurrences). Overall, the keywords reflect a strong thematic concentration on student populations across higher education and adolescent developmental stages, focusing heavily on mental health challenges and academic performance outcomes. Next, the relationships between variables or keywords in the articles published by the researchers were identified, as illustrated in Figure 6.

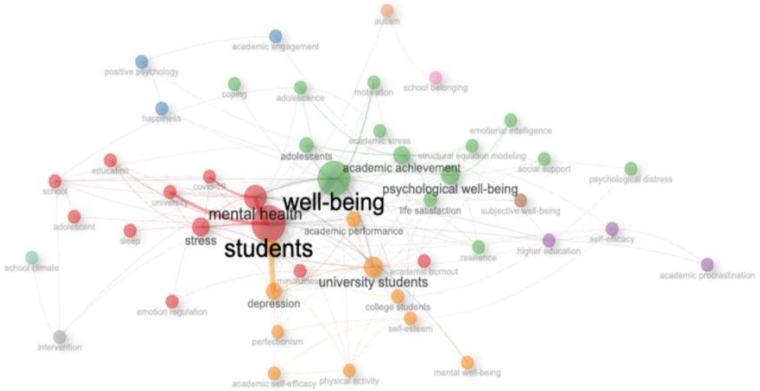

Figure 6. Co-accurance network students academic well-being

Based on figure 6, The network is dominated by prominent core nodes including well-being, students, and mental health, which act as central bridges linking various thematic clusters. Red Cluster (Student Mental Health & Stress Factors): Focuses heavily on psychological strain and institutional settings, centered around keywords such as students, mental health, stress, sleep, education, university, and covid-19. Green Cluster (Academic Performance & Psychological Flourishing): Centers on positive developmental outcomes, featuring terms like academic achievement, psychological well-being, life satisfaction, social support, resilience, and emotional intelligence. Orange Cluster (Higher Education & Clinical Symptoms): Concentrates on post-secondary student populations and specific psychological challenges, connecting university students, college students, depression, perfectionism, self-esteem, and academic self-efficacy. Peripheral Clusters: Highlight specialized sub-themes across the network, such as positive interventions (academic engagement, happiness, positive psychology in blue) and self-regulatory behaviors (self-efficacy, academic procrastination in purple). Overall, the map demonstrates a highly interconnected knowledge domain where student well-being is evaluated alongside both mental health risks (stress, depression) and protective academic factors (resilience, achievement). The variables and keywords investigated by researchers evolve alongside advancements in science and technology. These changes are illustrated in Figure 7.

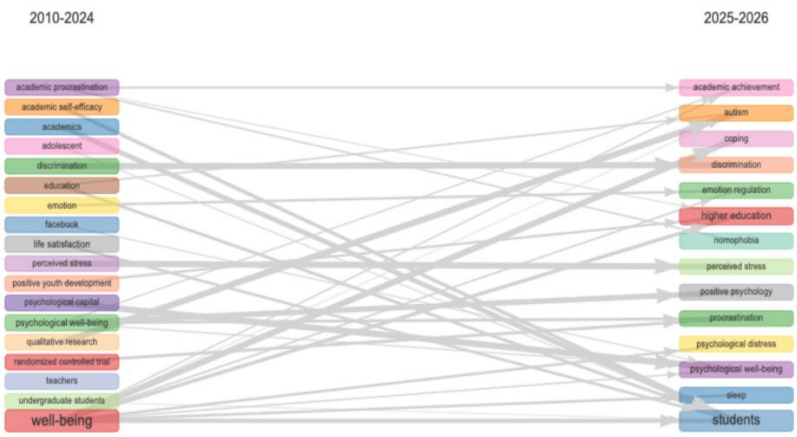

Figure 7. Thematic Evolution of Students Academic Well-Being

Based on figure 7, in the foundational period (2010–2024), research was centered on general baseline themes such as well-being, psychological well-being, psychological capital, perceived stress, education, and demographic categories like undergraduate students, teachers, and adolescent. Methodological and contextual markers likerandomized controlled trial, qualitative research, and facebook also featured prominently. In the recent period (2025–2026), the field undergoes significant thematic diversification and specialization. Central Recipient Themes: Early foundational nodes—particularly well-being and psychological well-being—flow strongly into consolidated destination themes like students, psychological well-being, and higher education. Evolving Core Constructs: Themes such as perceived stress, discrimination, and academic achievement maintain direct continuity across both time frames. Emerging Specialized Topics: The recent period shows a marked emergence of targeted mental health, regulatory, and digital-era constructs, including coping, emotion regulation, sleep, psychological distress, autism, and contemporary phenomena like nomophobia. Overall, the thematic evolution diagram highlights a paradigm transition from broader conceptual foundations of well-being (2010–2024) toward highly nuanced, specialized, and clinically relevant psychological inquiries targeting student populations in the current research era (2025–2026).

Discuss

From a Broad Construct to a Maturing Field: The Rise of Students' Academic Well-Being Research

The bibliometric trajectory observed in this study—from a modest 2–22 publications annually between 2010 and 2020 to a sharp escalation reaching 109 articles in 2025—mirrors a broader pattern documented in adjacent bibliometric reviews of student well-being. Hernández-Torrano, Ibrayeva, Sparks, et al. (2020) similarly reported that scholarship on university students' mental health and well-being has grown steadily since 2010, disseminated mainly across psychology, psychiatry, and education journals, a pattern consistent with the present study's dominance of BMC Psychology, Acta Psychologica, and the Journal of Adolescence as leading outlets. Okoro, Owojori, and Umeokafor (2022) further observed that graduate-student well-being research intensified markedly after 2020, attributing the surge partly to pandemic-driven disruptions in learning environments. Obeidat et al. (2024) reported a comparable exponential rise in publications connecting student well-being with school climate,

alongside persistent thematic and geographical fragmentation. Read together with the present findings, this convergence suggests that "academic well-being" has evolved from a peripheral sub-topic of educational psychology into an independently recognized and rapidly consolidating research domain.

Stress, Mental Health, and Sleep Disruption

The red cluster identified in the co-occurrence analysis—linking students with stress, mental health, sleep, and COVID-19—aligns closely with an extensive body of empirical work documenting the mental health toll of academic and pandemic-related stressors. Ulrich, Full, et al. (2021) found that a substantial proportion of American college students reported moderate-to-severe anxiety and poor sleep quality during the pandemic, underscoring the tight coupling between psychological strain and sleep disruption in student populations. da Silva Prado, Baldofski, Kohls, and Rummel-Kluge (2024) extended this line of inquiry longitudinally, showing that depressive symptoms, hazardous alcohol use, and anxiety remained elevated among German university students across 2020–2022, with resilience and social support emerging as protective factors. An international survey of nursing students similarly documented persistently high levels of fear, stress, anxiety, depression, and insomnia two years into the pandemic, reinforcing that sleep and stress-related symptoms are not transient but durable features of the contemporary student experience (international nursing student survey, 2023). Collectively, these studies substantiate the red cluster's centrality in the bibliometric map and explain why stress- and sleep-related keywords remain tightly interconnected with core well-being terminology.

Academic Achievement and Psychological Well-Being

The green cluster—linking academic achievement, psychological well-being, life satisfaction, resilience, and social support—reflects a parallel and more positively oriented stream of research emphasizing protective and enabling factors. Mustafa, Ghazali, and colleagues (2020) demonstrated a significant relationship between psychological well-being and academic achievement among university students, arguing that these two domains have historically been studied in isolation despite their interdependence. More recently, a mediation study published in *Current Psychology* found that psychological well-being significantly mediates the relationship between intolerance of uncertainty and academic life satisfaction, reinforcing well-being's function as a psychological mechanism underlying academic outcomes (mediating role study, 2025). A Frontiers in Psychology study on academic resilience further showed that resilience-related resources predict both academic engagement and psychological well-being, with effects replicated across culturally diverse student samples in China and elsewhere (academic resilience and positive outcomes study, 2025). These findings collectively support the green cluster's framing of resilience and social support not merely as coping resources but as active contributors to sustained academic functioning.

Clinical Vulnerability—Depression, Perfectionism, and Self-Esteem

The orange cluster, connecting university students with depression, perfectionism, and self-esteem, is well substantiated by a distinct but overlapping body of clinical-psychological research. Dorevitch, Buck, Fuller-Tyszkiewicz, Phillips, and Krug (2020) found that maladaptive perfectionism predicts depressive symptoms through self-esteem and internalized shame, with the mediating pathways differing between domestic and

international student groups. Chai, Yang, Zhang, Chen, Hennessy, and Liu (2020) similarly demonstrated that self-esteem mediates the relationship between perfectionism and depression among Chinese college students, indicating cross-cultural robustness of this pathway. A more recent multiple-mediation study confirmed that coping style, loneliness, and self-esteem jointly explain how different dimensions of perfectionism translate into depressive outcomes among college students (Liu & Sun, 2026). These converging findings clarify why perfectionism, depression, and self-esteem cluster tightly together in the keyword network, representing a clinically oriented sub-stream distinct from the more resource-focused green cluster.

Emerging Research Frontiers (2025–2026): Coping, Emotion Regulation, and Digital-Age Distress

The thematic shift detected between 2010–2024 and 2025–2026—from broad constructs such as psychological capital and perceived stress toward specific, digitally inflected themes such as coping, emotion regulation, sleep, psychological distress, and nomophobia—is corroborated by a fast-growing body of very recent literature. Cui, Wang, Gao, Hao, and Dai (2024) found that emotion regulation strategies directly affect nomophobia among college students, with resilience masking part of this relationship, situating emotion regulation as a proximal mechanism in digital-era student distress. A cross-sectional study among University of Ha'il students similarly established a significant relationship between nomophobia and psychological distress, measured through depression, anxiety, and stress symptoms (nomophobia and psychological distress study, 2025). Complementing this, Sousa, Soares, Pereira, and Macedo (2023) showed that psychological distress among Portuguese university students during the pandemic was closely tied to sleep difficulties and the use of specific cognitive emotion-regulation strategies. These studies illustrate that the field's most recent frontier is not merely an extension of earlier stress-and-mental-health research but a qualitatively new sub-domain shaped by pervasive smartphone use, digital dependency, and self-regulatory capacity.

Viewed together, the four thematic clusters and their chronological evolution depict students' academic well-being as a field that has matured from a loosely defined construct rooted in general psychological well-being into a multidimensional research area encompassing clinical vulnerability (depression, perfectionism), protective resources (resilience, social support), contextual stressors (pandemic-related stress, sleep disruption), and, most recently, digital-age regulatory challenges (nomophobia, emotion regulation). The steep publication growth from 2024 onward, concentrated in journals such as BMC Psychology and Acta Psychologica and driven by an emerging cohort of highly active authors, indicates that the field has entered a phase of thematic diversification and specialization rather than saturation. This pattern of transformation—from broad conceptual foundations toward increasingly specific, intervention-relevant sub-themes—provides the empirical justification for the present study's aim of systematically mapping these emerging themes and identifying research frontiers that remain insufficiently integrated into a coherent, unified framework of student academic well-being

CONCLUSION

This bibliometric analysis of academic well-being research (2010–2026) reveals a field undergoing rapid transformation. Publication output remained modest and stable through the first decade (2–22 articles annually) before surging dramatically from 2024 onward, peaking at 109 articles in 2025—a pattern consistent with the accelerated growth trajectories reported in related bibliometric reviews of student mental health and well-being. Citation impact patterns follow the expected bibliometric norm, with older publications accumulating higher total citations while recent ones await maturation. Thematically, the field has evolved from broad foundational constructs—well-being, perceived stress, psychological capital—into three interlinked clusters: stress and mental health disruption, academic achievement intertwined with psychological resilience, and clinical vulnerability marked by depression, perfectionism, and self-esteem. Most notably, 2025–2026 has introduced a distinct digital-era frontier centered on coping, emotion regulation, sleep, psychological distress, and nomophobia, signaling that student well-being research is increasingly shaped by technology-mediated stressors rather than academic demands alone. These findings carry several implications. Theoretically, they indicate that "academic well-being" can no longer be treated as a unitary construct; it comprises distinct but interacting dimensions—affective, cognitive, and behavioral—that require integrated rather than fragmented conceptual models. Practically, the concentration of emerging themes around digital dependency and self-regulation suggests that university counseling and student-support services should expand beyond conventional stress-management programs to address smartphone-related distress and emotion-regulation deficits. Institutionally, the geographic and collaborative concentration observed in leading journals and author networks points to a need for broader cross-national partnerships to reduce fragmentation in the field.

Based on these conclusions, several recommendations are proposed. First, future studies should pursue integrative frameworks that connect resilience-based and clinical-vulnerability perspectives on student well-being rather than studying them in isolation. Second, researchers are encouraged to prioritize underexplored emerging themes—particularly nomophobia, emotion regulation, and sleep—using longitudinal and cross-cultural designs. Third, greater collaboration among institutions and countries, especially involving underrepresented regions, is needed to produce a more globally representative and cohesive knowledge base on students' academic well-being.

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