

Author (Year)	Country	Effect size (as reported)	Direction of effect
Al-Khani (2018)	Saudi Arabia	OR = 0.42 (95% CI 0.17–0.99)	Poor sleep quality associated with lower odds of low academic performance
Al-Rouq (2022)	Saudi Arabia	p < 0.05 between stress groups; ~4% lower GPA in students with comorbidities	Higher stress associated with lower GPA; comorbidities linked to poorer performance
Aljadani (2019)	Saudi Arabia	AOR (women) = 2.14; AOR (high GPA) = 0.17	Higher GPA associated with lower burnout; burnout higher among women and clinical-year students
Aljaffer (2024)	Saudi Arabia	OR (motivation) = 1.67; OR (self-actualization) = 1.93; OR (satisfaction) = 1.60	Higher motivation and self-actualization associated with higher GPA; effective study habits linked to better performance; distractors associated with lower GPA
AlShamlan (2019)	Saudi Arabia	OR = 2.24 (readiness); OR = 0.28 (absence of psychological problems)	Lower GPA associated with higher depressive symptoms; psychosocial difficulties linked to increased depression
Alzahrani (2020)	Saudi Arabia	Correlations and regression	Higher mindfulness associated with lower stress and depression; no association with GPA
Bani, Mohamed & Andrade (2024)	UAE	Stress–burnout correlation r = 0.50; GPA–stress p = 0.537; GPA–burnout p = 0.860	No significant association between GPA and stress or burnout
Barret (2024)	France	Positive thinking → wellbeing β = 6.69; physical activity β ≈ 0.001; avoidance associated with lower OSCE scores	Positive thinking and physical activity associated with higher wellbeing; avoidance associated with lower academic performance
Burgis-Kasthala (2019)	Australia	Total R ² = 0.563; low performers R ² = 0.243; high performers R ² = 0.422	Higher self-assertion associated with better performance among low performers; higher drive associated with better performance among high performers
Burr & Beck Dallaghan (2019)	United States	r = 0.577; B = 0.560; R ² = 0.31	Higher professional efficacy and positive emotions associated with higher academic performance; anxiety/shame associated with lower performance
Co (2021)	China	100% very/high stress in cases vs. 35.1% in controls; p < 0.0001	Severe academic stress associated with higher likelihood of exam failure
Dendle (2018)	Australia	No significant correlations; weak negative GHQ-28 correlation at T3	Increases in psychological distress not associated with changes in academic performance
Dias (2022)	Brazil	Low resilience: PR = 4.65 (p < 0.001); higher performance protective	Higher performance associated with lower burnout; low resilience and dissatisfaction associated with higher burnout
Donisi & Perlini (2022)	Italy	b = 0.19 (emotional concern → higher score); b = –0.21 (“emotional detachment” belief → lower score)	Emotional attitudes showed indirect effects on performance; no direct associations with EI, attachment, or empathy
Gradiski (2022)	Croatia	Cohen’s f ² = 0.02–0.35	Higher burnout and loneliness associated with lower academic performance; higher professionalism associated with better performance
Heath, Hearn & Stocker (2022)	United Kingdom	Mindfulness → performance (p < 0.0001); mindfulness → lower cortisol (p = 0.02); no association with perceived stress (p = 0.16)	Higher mindfulness associated with better exam performance and lower physiological stress response

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Hill (2018)	United States (Florida)	Descriptive (no coefficients reported)	Higher stress associated with lower academic performance; social support and organizational skills associated with higher performance
Isik (2017)	Netherlands	Hedges' g; Kruskal–Wallis; linear regression	Higher autonomous motivation associated with higher GPA; controlled motivation not significant; no performance disadvantage for minority students
Isik (2017)	Netherlands	Autonomous motivation → achievement strategy ($\beta = 0.11$, $p < 0.001$); surface strategy → negative GPA association	Autonomous motivation improved GPA only through achievement-oriented study strategies; surface strategies predicted lower GPA
Jerant (2019)	United States	Regression models	Higher SED associated with lower academic performance; higher SDA associated with fewer honors
Junaid (2020)	Saudi Arabia	ANOVA/ χ^2 ; $p = 0.016$ for CGPA	Higher anxiety associated with lower CGPA; anxiety higher in women and senior students
Kim (2016)	South Korea	$d = 0.51$ (interest); $d = 0.48$ and $d = 0.12$ (GPA)	Intrinsic motivation positively associated with academic interest and GPA
Kötter (2017)	Germany	Linear regression; $B = 0.03$, $p < 0.01$	Higher PMSS associated with poorer M1 exam performance; women and older students reported higher stress
Lalwani (2024)	India	Failure rate increased from 15% to 27% (up to 50% in some groups); severe depression/stress associated with higher failure	Poor mental health, adverse family environment, and limited technological access associated with higher risk of academic failure
Lone (2024)	Saudi Arabia	Correlations; $p < 0.05$ for learning styles	Bimodal learning style associated with higher GPA; visual style associated with lower GPA; no association with mental health
Mahroon (2017)	Bahrain	χ^2 (no coefficients reported)	Lower academic performance associated with higher anxiety/depression; better social relationships associated with higher performance
Melaku (2015)	Ethiopia	$r = -0.273$; mean difference = 0.21 (95% CI 0.10–0.31); AOR (khat) = 3.03; AOR (tobacco) = 4.55; AOR (alcohol) = 1.93	Higher academic stress associated with lower CGPA; stress associated with increased substance use
Miller-Matero (2018)	United States	Step 2CK increases with grit; $d = 0.87$ (4 vs 5 years); $d = 0.92$ for class-rank differences	Higher grit associated with better exam performance and faster program completion
Muntean (2022)	Romania	Conscientiousness OR = 3.671; Openness OR = 0.392; Emotional stability OR = 4.863	Higher conscientiousness and emotional stability associated with better academic performance; lower openness associated with higher performance
Ngasa (2017)	Cameroon	OR = 1.2 (95% CI 0.9–1.7), $p = 0.08$	No significant association between depression and academic performance
Numasawa (2024)	Japan	$b = -4.7$; -3.7 ; -1.8 ; grit $\times$ GPA interactions	Higher grit associated with lower depressive symptoms; GPA moderated the relationship
Okoye (2022)	Nigeria	Descriptive (proportion with high ARS = 51.6%)	Higher academic stress associated with lower perceived academic performance

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Prata (2021)	Brazil	OR = 12.1; OR = 3.98; OR = 2.88	Worse perceived performance associated with higher burnout; low emotional support linked to higher burnout
Ranasinghe (2017)	Sri Lanka	$r = 0.121$; OR (female) = 1.98; OR (satisfaction) = 3.69	Higher emotional intelligence associated with higher academic performance and lower stress
Shareef (2015)	Saudi Arabia	$r = 0.23$; 0.29; 0.11; 0.23	Higher quality of life associated with higher GPA across all domains
Shiraly (2024)	Iran	SMU $\rightarrow$ distress: $\beta = 1.9078$ ($p = 0.0128$); SMU $\rightarrow$ GPA: ns ($p = 0.114$); distress $\rightarrow$ GPA: ns ($p = 0.07$)	Higher social media use associated with greater distress through maladaptive coping; no significant association with GPA
Shreffler (2020)	United States	Welch ANOVA: $F = 1.81$, $p = 0.155$	No significant association between impostor phenomenon and academic performance
Taleb (2023)	Malaysia	$\beta = -0.21$, $p = 0.004$ (SEM)	Poorer psychological wellbeing associated with lower academic performance
Torres-Román (2018)	Latin America	PR = 1.11 (95% CI 1.03–1.18) and other significant PRs	Social/altruistic motivation associated with higher perceived academic performance; economic motivation showed no effect
Tsegay & Ayano (2024)	Ethiopia	AOR (exam anxiety) = 5.02; AOR (low social support) = 5.70; AOR (suicidal attempt) = 5.62; GPA AOR = 0.11 (95% CI 0.044–0.288)	Higher exam anxiety and low social support associated with greater psychological distress; higher GPA protective
Waqas (2018)	Pakistan	Silhouette index = 0.60; cluster ratio = 1.81	Mature defense styles associated with higher academic performance; immature defenses and severe anxiety associated with lower performance
Wijekoon (2017)	Sri Lanka	$\beta = -0.018$ (95% CI 0.005–0.031; $p = 0.006$); ANOVA $p = 0.015$	Higher emotional intelligence associated with better academic performance; positive family and social support also related to higher performance
Wilkinson (2016)	New Zealand	Negative residuals associated with home-life disruption and fewer years in the country; additional associations with social support, extraversion, and security	Mixed effects: environmental disruption linked to poorer performance; some personality and support factors linked to better or worse outcomes
Wu (2020)	China	SEM (direct and indirect effects)	Intrinsic motivation positively associated with GPA; engagement acted as mediator; self-efficacy showed no direct effect
Xie (2019)	China	Burnout $\beta = -0.705$; Engagement $\beta = 0.655$; Performance $\beta = 0.407$ ($p < 0.01$)	Higher adaptability associated with higher performance and engagement, and lower burnout

AOR: Adjusted Odds Ratio; OR: Odds Ratio; PR: Prevalence Ratio; β : Beta coefficient (standardized); B/b: Unstandardized regression coefficient; r : Pearson's correlation coefficient; R^2 : Coefficient of Determination; d : Cohen's d ; f^2 : Cohen's f^2 ; CI: Confidence Interval; p -value: Probability value indicating statistical significance; ns: non-significant.