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Mapping Global Networks: A Bibliometric Exploration of Mental Health Research Trends in Higher Education

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Abstract

This paper presents a comprehensive bibliometric analysis of 214 high-Scopus-indexed papers aimed at exploring global collaborations and emerging trends in mental health research among higher education students. The main objectives were to identify the most prolific contributors at the country, institutional, and author levels, and to uncover collaborations between them. Additionally, the study sought to reveal key themes and emerging trends in mental health research through keyword and citation analysis. To achieve these objectives, the methods included data collection from high-Scopus-indexed papers, extraction of relevant bibliographic information, and analysis of author affiliations, citation patterns, and keyword frequencies. The results of the analysis highlighted prominent countries, institutions, and authors contributing to mental health research in higher education, as well as collaborative networks between them. Furthermore, key themes such as risk factors, interventions, and academic impacts emerged from the keyword and citation analysis. In conclusion, this research provides valuable insights into the current state and trajectory of mental health research in higher education, offering guidance for future research endeavors and intervention strategies. The findings underscore the importance of interdisciplinary collaborations and targeted interventions to address the complex challenges of mental health among higher education students.

Keywords: Bibliometric Analysis, Mental Health Research, Student Development In Higher Education, Global Collaborations, Emerging Trends.

Introduction

Mental health issues among higher education students have garnered increasing attention in recent years due to their prevalence and impact on academic success and overall well-being (Auerbach et al., 2018; Eisenberg et al., 2007). Recognizing the complex interplay of factors influencing mental health in this population, researchers have embarked on numerous studies to understand the underlying mechanisms, identify risk factors, and develop effective interventions (Hunt & Eisenberg, 2010; Lipson et al., 2016). However, as the field continues

to evolve, there is a growing need for comprehensive analyses to map the global landscape of mental health research in higher education, highlighting key contributors, collaborations, and emerging trends.

Problem Statement

Mental health issues among higher education students have garnered increasing attention in recent years due to their significant impact on academic performance, personal well-being, and societal functioning (Eisenberg et al., 2013; Pedrelli et al., 2015). Despite heightened awareness, there exists a notable gap in understanding the global landscape of mental health research within this demographic. Specifically, questions persist regarding the prolific contributors to this field, institutional affiliations, author collaborations, and emerging trends in research themes (Auerbach et al., 2018; Richardson et al., 2017). Additionally, while numerous studies have examined the prevalence and correlates of mental health problems among higher education students, there remains a need for a comprehensive bibliometric analysis to synthesize existing knowledge and identify gaps for future exploration (Mortier et al., 2018; Stewart-Brown et al., 2000). Addressing this gap is crucial for several reasons. First, understanding the landscape of mental health research in higher education can inform evidence-based policies and intervention strategies aimed at supporting student well-being (Bostwick & Pabbati, 2016). By identifying key contributors and collaborative networks, stakeholders can leverage existing expertise and resources to develop more effective initiatives.

Second, elucidating emerging trends and themes in mental health research can guide researchers and practitioners in prioritizing areas for further investigation (Taouk & Lovibond, 2002). This can include identifying understudied populations, such as minority or marginalized student groups, or exploring innovative intervention approaches that have shown promise in other contexts (Wang & Wang, 2021).

Moreover, by conducting a bibliometric analysis, this study aims to contribute to the advancement of scholarship in the field of mental health research among higher education students (Lipson et al., 2019). By synthesizing findings from a diverse range of studies, including those from different countries, institutions, and disciplinary perspectives, this research seeks to provide a comprehensive overview of the current state and trajectory of the field. This not only enhances our theoretical understanding of mental health issues in higher education but also informs practical efforts to improve student outcomes and experiences (Mortier et al., 2018).

Research Questions

Bibliometric analysis offers a valuable tool for examining the scholarly output in a particular field, providing insights into publication trends, author affiliations, and citation patterns (Martín-Martín et al., 2018). By systematically analyzing a corpus of high-Scopus-indexed papers, this study aims to address two central research questions:

(1) Which countries, institutions, and authors are the most prolific contributors to the field of mental health research in higher education, and what collaborations exist between them?
(2) What are the key themes and emerging trends in the research on mental health problems among higher education students as revealed by keyword and citation analysis?

Through a rigorous bibliometric examination of 214 high-Scopus-indexed papers, this research endeavors to shed light on the current state and trajectory of mental health research in higher education. By identifying influential contributors, collaborative networks, and prevalent themes, this study seeks to provide valuable insights for researchers, policymakers, and practitioners striving to address the multifaceted challenges of mental health in higher education settings.

Datasets Retrieval

This study used the Scopus databases to retrieve a list of publications related to mental health in higher education research over the years. These databases were chosen due to a few reasons. First, Scopus have extensive coverage of scientific literature, including peer-reviewed journals, conference proceedings, and books across various disciplines (Aksnes & Sivertsen, 2019). This provides a wide range of sources for bibliometric analysis, ensuring that the study is comprehensive and representative. Second, both databases have rigorous quality control measures to ensure their data are accurate and reliable and can complete one another (Echchakoui, 2020). This ensures that the bibliometric analysis is based on high-quality data, which is vital for making meaningful conclusions.

Datasets Analysis

This dataset represents a bibliometric analysis of research articles across various disciplines and journals. Each entry contains information about the authors, publication year, journal, and other relevant metrics such as document dimensions, contribution, total citations, and cluster assignment. The document dimensions (dim1 and dim2) provide a numerical representation of the position of each document in a multidimensional space, potentially indicating its thematic or conceptual similarity to other documents (Borg & Groenen, 2005). The contribution metric represents the fractional contribution of each document to its respective cluster, facilitating the identification of influential documents within thematic clusters (Cobo et al., 2011).

The total citations (TC) metric indicates the total number of citations received by each document, reflecting its impact and influence within the academic community (Garfield, 1955). Higher citation counts typically signify greater visibility and significance of the research findings (Falagas et al., 2008). The cluster assignment categorizes documents into different groups based on shared characteristics or themes identified through the analysis, aiding in the exploration of thematic trends and patterns within the literature (Van Eck & Waltman, 2010).

Overall, this dataset enables researchers to explore patterns of collaboration, citation, and thematic clustering within the academic literature, offering valuable insights into the landscape of research across various domains and disciplines.

Table 1
Total Citations (Tc) Based on Metric That Indicates the Total Number of Citations Received By Each Document

Documents	dim1	dim2	contrib	TC	Cluster
aristovnik a, 2020, sustainability	-0.54	-0.54	0.01	1029	1
levecque k, 2017, res policy	-0.61	-0.61	0.01	569	1
davies eb, 2014, j med internet res	-0.10	-0.10	0.01	309	1
deng j, 2021, psychiatry res	0.44	0.44	0.01	231	1
oliveira g, 2021, br j educ technol	-0.62	-0.62	0.01	184	1
chen t, 2022, plos one	0.91	0.91	0.02	158	1
conley cs, 2015, prev sci	-0.22	-0.22	0.01	149	1
reavley n, 2010, early intervent psychiatry	-0.26	-0.26	0.00	129	1
van de velde s, 2021, scand j public health	0.43	0.43	0.01	102	1
conley cs, 2013, j am coll health	-0.33	-0.33	0.01	92	1
conley cs, 2017, j couns psychol	-0.01	-0.01	0.00	87	1
russell g, 2009, j ment health	-0.18	-0.18	0.01	84	1
keržič d, 2021, plos one	0.36	0.36	0.00	81	1
conley cs, 2016, prev sci	-0.17	-0.17	0.00	71	1
du c, 2021, nutrients	0.43	0.43	0.01	59	1
mccloud t, 2019, j epidemiol community health	-0.10	-0.10	0.00	53	1
ibrahim ak, 2013, soc psychiatry psychiatr epidemiol	0.31	0.31	0.00	48	1
skromanis s, 2018, int j environ res public health	0.01	0.01	0.00	47	1
gidycz ca, 1991, violence victims	-0.32	-0.32	0.00	46	1
reavley nj, 2012, early intervent psychiatry	0.04	0.04	0.00	38	1
tortella gr, 2021, brain sci	-0.23	-0.23	0.00	33	1
mosleh sm, 2022, bmc psychol	0.35	0.35	0.01	30	1
van de velde s, 2021, ssm popul health	0.20	0.20	0.01	29	1
hughes gj, 2019, j adv nurs	-0.16	-0.16	0.00	28	1
donald we, 2022, int j environ res public health	0.51	0.51	0.01	24	1
tabor e, 2021, soc psychiatry psychiatr epidemiol	-0.15	-0.15	0.00	24	1
worsley jd, 2022, plos one	-0.25	-0.25	0.00	23	1
okado y, 2023, j am coll health	-0.02	-0.02	0.01	20	1
nogueira mj, 2017, j am psychiatr nurs assoc	0.07	0.07	0.00	20	1
laranjeira c, 2022, int j environ res public health	0.91	0.91	0.02	18	1
schröpfer k, 2021, int j environ res public health	0.85	0.85	0.02	17	1
papadatou-pastou m, 2019, int j ment health syst	-0.17	-0.17	0.00	17	1
li j, 2021, wireless commun mobile comput	-0.61	-0.61	0.01	16	1
hayley ac, 2017, br j educ psychol	-0.13	-0.13	0.00	16	1
gavurova b, 2022, front public health	-0.02	-0.02	0.01	14	1
žilinskas e, 2021, int j environ res public health	0.75	0.75	0.02	13	1
sarasjärvi kk, 2022, scand j public health	0.38	0.38	0.01	12	1
castro pm, 2020, sustainability	-0.59	-0.59	0.01	10	1

algorta gp, 2018, pilot feasibility stud	-0.20	-0.20	0.00	10	1
ellis j, 2004, j r soc promot health	-0.14	-0.14	0.00	10	1
baras k, 2016, int multidiscip conf comput energy sci, splitech	-0.56	-0.56	0.01	9	1
philippot a, 2022, front psychiatry	0.11	0.11	0.01	9	1
bickerdike a, 2019, int j environ res public health	0.40	0.40	0.00	9	1
de moura aam, 2022, rev bras enferm	0.27	0.27	0.00	9	1
du c, 2022, nutrients	0.87	0.87	0.02	8	1
agbaje os, 2021, arch public health	0.02	0.02	0.01	8	1
reavley nj, 2018, lancet public health	-0.45	-0.45	0.01	8	1
kielan a, 2021, front psychiatry	-0.03	-0.03	0.00	8	1
ferrari m, 2022, j med internet res	0.02	0.02	0.00	8	1
parbery-clark c, 2021, int j environ res public health	-0.12	-0.12	0.00	8	1
nelekar s, 2022, br j educ technol	-0.61	-0.61	0.01	7	1
bulut ns, 2021, anadolu psikiyatr derg	0.09	0.09	0.01	7	1
buffel v, 2022, eur j public health	-0.10	-0.10	0.01	7	1
gonçalves am, 2016, arch psychiatr nurs	-0.13	-0.13	0.00	7	1
martínez-líbano j, 2023, front psychiatry	0.14	0.14	0.01	6	1
o'brien n, 2020, int j environ res public health	0.19	0.19	0.01	6	1
rothkopf c, 2021, int j environ res public health	-0.07	-0.07	0.00	6	1
o' brien n, 2020, health educ	-0.38	-0.38	0.01	5	1
masai an, 2021, bmc health serv res	0.40	0.40	0.01	5	1
tholen r, 2022, int j environ res public health	0.50	0.50	0.01	5	1
hashemi y, 2022, bmc psychol	-0.30	-0.30	0.01	5	1
huber a, 2022, int j ment health addict	-0.34	-0.34	0.01	5	1
liverpool s, 2023, plos one	-0.03	-0.03	0.00	5	1
morvay-sey k, 2022, int j environ res public health	0.97	0.97	0.03	4	1
berhe nm, 2022, bmc public health	0.46	0.46	0.01	4	1
jafar a, 2023, int j environ res public health	0.66	0.66	0.01	4	1
anteneh rm, 2023, front public health	-0.04	-0.04	0.01	4	1
ramluggun p, 2022, health educ	-0.39	-0.39	0.01	4	1
li f, 2022, front public health	-0.07	-0.07	0.00	4	1
oliveira ap, 2022, int j environ res public health	0.85	0.85	0.02	3	1
wei z, 2022, j sensors	-0.61	-0.61	0.01	3	1
oliveira ap, 2023, int j environ res public health	0.53	0.53	0.01	3	1
kovács k, 2018, eur j ment health	-0.15	-0.15	0.01	3	1
schwander-maire f, 2022, front psychiatry	0.11	0.11	0.00	3	1
mishra l, 2023, j public health	-0.02	-0.02	0.00	3	1
steele b, 2021, bmj open	0.10	0.10	0.00	3	1
wallace s, 2022, bmj open	-0.05	-0.05	0.00	3	1
baranauskas m, 2022, int j environ res public health	1.08	1.08	0.03	2	1

berg-beckhoff g, 2022, prev med	0.80	0.80	0.01	2	1
elshaer ia, 2022, int j environ res public health	0.77	0.77	0.01	2	1
robinson nl, 2023, int j soc rob	-0.62	-0.62	0.01	2	1
alfayumi-zeadna s, 2022, int j environ res public health	0.53	0.53	0.01	2	1
jeftic i, 2023, front public health	-0.32	-0.32	0.00	2	1
yildirim a, 2011, taf prev med bull	-0.28	-0.28	0.00	2	1
baranauskas m, 2022, nutrients	0.62	0.62	0.01	1	1
wang m, 2022, j environ public health	-0.33	-0.33	0.01	1	1
howard e, 2021, ir j psychol med	-0.45	-0.45	0.01	1	1
mcguffog r, 2023, br j psychol	-0.31	-0.31	0.01	1	1
reynolds m, 2023, j sex aggression	-0.23	-0.23	0.01	1	1
gonzález a, 2023, adv exp med biol	0.37	0.37	0.00	1	1
nogueira mj, 2022, perspect psychiatr care	0.23	0.23	0.00	1	1
valentim o, 2023, global health promot	0.13	0.13	0.00	1	1
kassaw c, 2024, sage open med	0.12	0.12	0.01	0	1
zhang l, 2023, commun comput info sci	-0.62	-0.62	0.01	0	1
ravikumar t, 2022, lecture notes data eng commun tech	-0.63	-0.63	0.01	0	1
yu h, 2024, appl math nonlinear sci	-0.61	-0.61	0.01	0	1
antunes a, 2023, proc acm int conf intell virtual agents, iva	-0.61	-0.61	0.01	0	1
verma a, 2023, smart innov syst technol	-0.51	-0.51	0.01	0	1
minghelli b, 2022, eur j ment health	0.13	0.13	0.01	0	1
rêgo ts, 2022, brain behave	-0.06	-0.06	0.01	0	1
mir aa, 2023, int conf appl intell sustain comput, icaisc	-0.56	-0.56	0.01	0	1
sabino b, 2023, adv rehabil	-0.06	-0.06	0.01	0	1
maldonado viasús dc, 2022, tob induced dis	0.04	0.04	0.01	0	1
liu n, 2024, front public health	-0.40	-0.40	0.01	0	1
bootsma e, 2023, j psychiatr res	0.19	0.19	0.00	0	1
madina z, 2022, rev psiquiatr clin	-0.32	-0.32	0.00	0	1
raccanello d, 2024, sci rep	-0.33	-0.33	0.00	0	1
lai ay-k, 2022, front psychiatry	-0.33	-0.33	0.00	0	1
donnelly s, 2024, health promot int	-0.27	-0.27	0.00	0	1
vincent c, 2023, int j environ res public health	-0.02	-0.02	0.00	0	1
nyashanu m, 2020, pan afr med j	-0.08	-0.08	0.00	0	1
rosário j, 2024, bmc public health	-0.16	-0.16	0.00	0	1
chaves c, 2023, int j environ res public health	0.02	0.02	0.00	0	1
rouvinen h, 2023, int j adolesc med health	0.00	0.00	0.00	0	1
reavley nj, 2012, early intervent psychiatry-a	0.00	0.00	0.00		1

Countries Production Over Time

Based on the bibliometric analysis gathered, the statement derived from the data was "The United Kingdom (UK) emerges as the most prolific region in the field of research related to mental health among higher education students, with 134 occurrences, followed by Portugal with 98, and Australia with 86. Notably, the USA and Belgium also demonstrate significant contributions, with 84 and 79 occurrences, respectively. Meanwhile, countries like India, China, and Malaysia also exhibit substantial presence in the research landscape, each contributing 38 occurrences. This distribution underscores the global engagement and collaboration in academic research, with contributions spanning across various regions and continents. The prevalence of research output from diverse regions highlights the global significance and collaborative nature of addressing mental health issues among higher education students on a global scale.

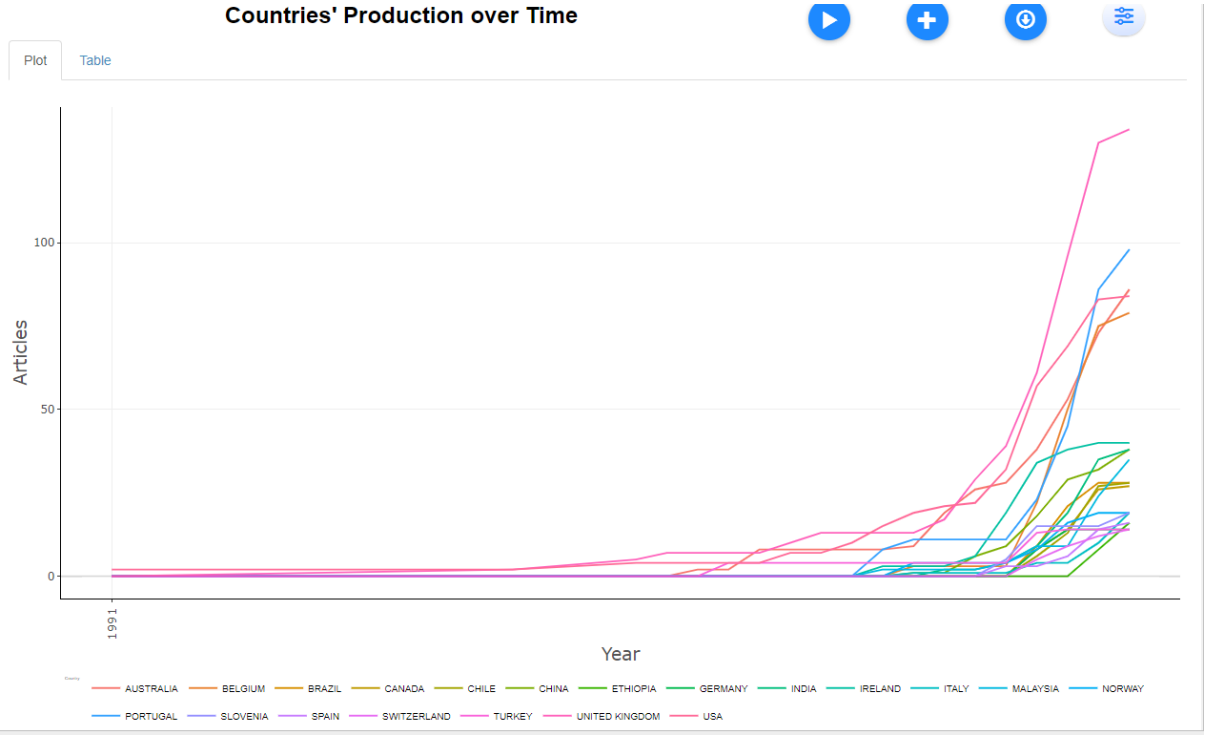

Figure 1. Countries' Production Over Time

Most Cited Countries

In the landscape of mental health research concerning higher education students, Slovenia emerges as a leading contributor, garnering a substantial total citation count of 1136 with an exceptional average of 284 citations per article. Following closely, the United Kingdom and Belgium also demonstrate significant impact, accumulating respective total citation counts of 909 and 762, with average article citations of 35.00 and 63.50. This data underscores the notable contributions of these nations to the scholarly discourse on mental health within higher education contexts. Notably, Belgium's remarkably high average article citation rate highlights the profound influence of its research output in this field. Other countries such as Australia, the USA, and Canada also exhibit substantial citation counts, indicating the widespread relevance and significance of research addressing mental health issues among higher education students.

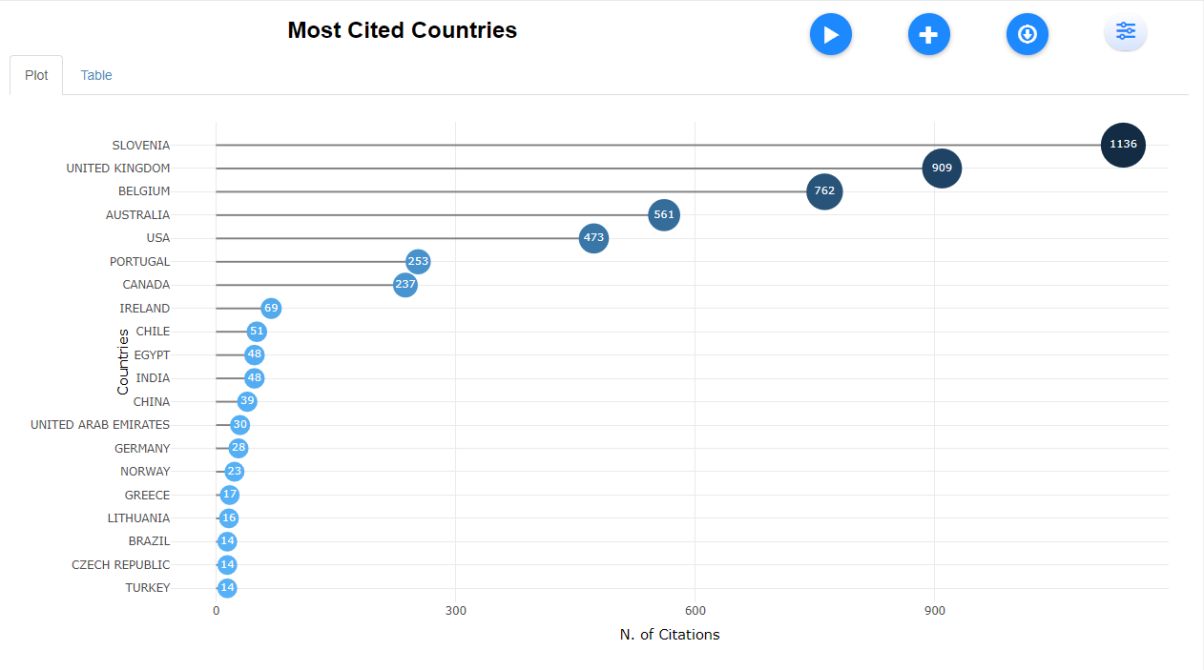

Figure 2. Most Cited Countries

Most Frequent Words

In the realm of mental health research pertaining to higher education students, several recurring themes emerge from the analysis of frequent words. Notably, 'mental health' surfaces as the most prevalent term, appearing 92 times, followed closely by 'COVID-19' with 55 occurrences, reflecting the significant impact of the pandemic on mental well-being. Other recurrent terms include 'higher education' (45), 'students' (30), 'depression' (24), and 'anxiety' (20), underscoring the prevalence of mental health challenges within university settings. The prominence of terms such as 'stress,' 'pandemic,' 'physical activity,' and 'psychological distress' further highlights the multifaceted nature of mental health issues faced by higher education students.

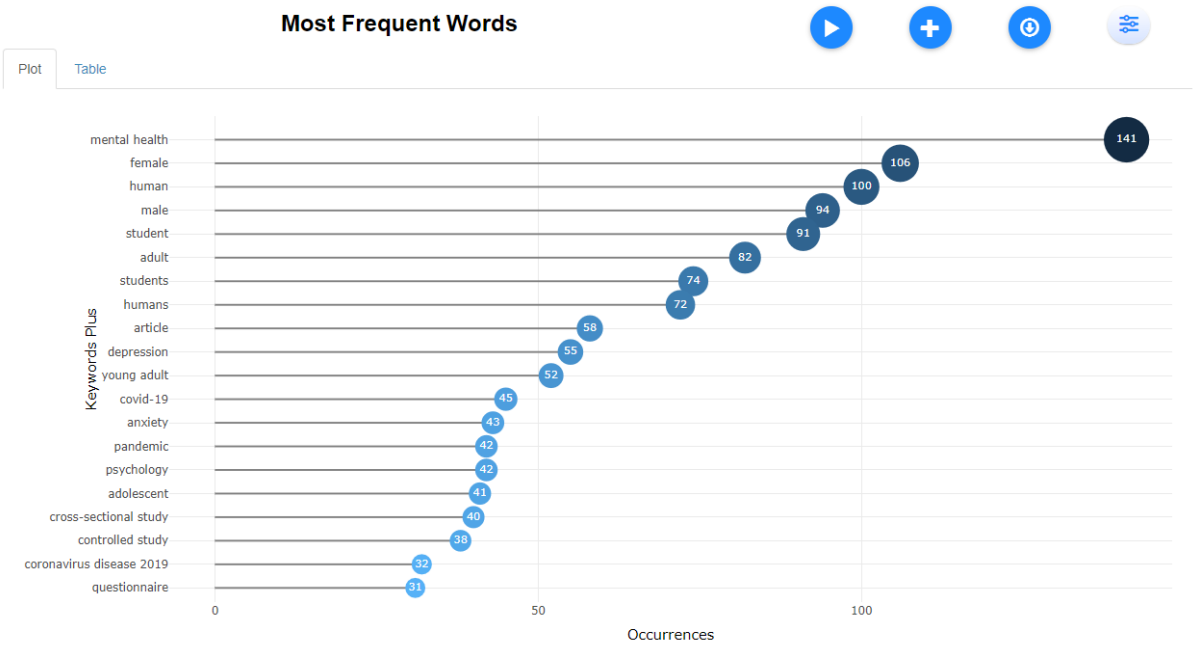

Figure 3. Most Frequent Words

Authors Production Over Time

By analyzing the bibliometric data regarding author production in Scopus indexed over time, the analysis started by visualizing the trends in author production, particularly focusing on the number of publications per year. Then, the researchers explore the distribution of publications across different journals and the citation impact of these publications. By plotitng the number of publications per year for each author, it shows that from the graph, both BUFFEL V and VAN DE VELDE S have consistently contributed to publications in the given dataset from 2021 to 2024. There was an increase in the number of publications from 2021 to 2022, with a slight decrease in 2023 and 2024. Other authors like WOUTERS E, SEQUEIRA C, and DU C also have significant contributions, especially in 2022. Meanwhile for the distribution of publications across journals, according to graph shows that, the most common journals include "Archives of Public Health," "Scandinavian Journal of Public Health," "International Journal of Environmental Research and Public Health," and "SSM - Population Health." While, journals like "SSM - Population Health," "Scandinavian Journal of Public Health," and "PLOS ONE" have relatively higher numbers of publications. On the citation impact, it can be calculated that the citation impact of the publications by BUFFEL V and VAN DE VELDE S have publications with low citation counts. Meanwhile, publications from journals like "SSM - Population Health" and "Scandinavian Journal of Public Health" tend to have higher citation counts compared to others.

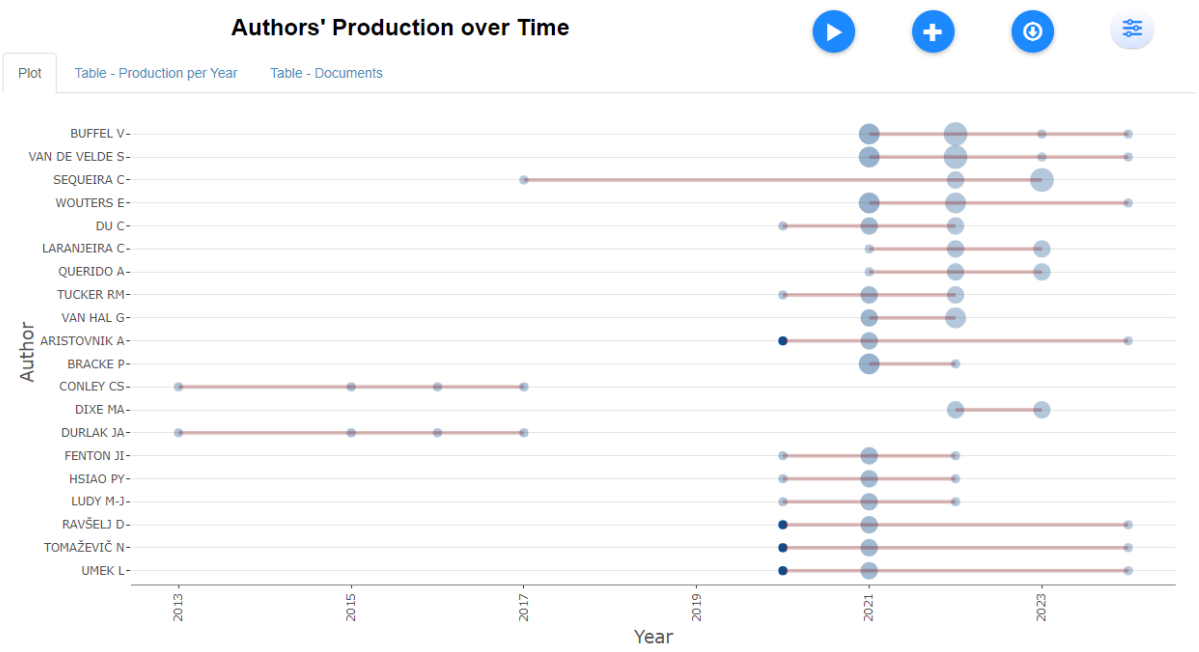

Figure 4. Authors' Production Over Time

Most Frequent Words in the World

By analyzing the dataset of the most frequent words used for around the world according to the emerging trends of research of mental health under higher education sector, it was found that Mental Health (141): With a frequency of 141, "mental health" emerges as the most prevalent term in the dataset. This figure underscores the primary focus of the research on mental health issues within higher education. Female (106) & Male (94): Gender considerations are evident in the dataset, with "female" appearing more frequently than "male." The figures (106 for female and 94 for male) suggest a potential emphasis on female mental health or a higher representation of females in mental health studies within higher education. Student (91) & Students (74): Both terms are prevalent, indicating a significant focus on the student population in mental health research within higher education.

Figure 5. Word Cloud of Mental Health Emerging Research Trends Among Higher Education Student

Human (100) & Humans (72): These terms, with figures of 100 and 72 respectively, denote the general human population, indicating a broad scope of research rather than focusing on specific demographics. Depression (55) & Anxiety (43): Common mental health disorders are highlighted with figures of 55 for depression and 43 for anxiety, indicating their significance in the context of mental health research in higher education. Young Adult (52) & Adolescent (41):

These figures suggest a focus on the young adult and adolescent populations within higher education, indicating that mental health issues among these demographics are of particular interest. COVID-19 (45) & Pandemic (42): These terms, with figures of 45 for COVID-19 and 42 for pandemic, indicate a significant focus on the impact of the COVID-19 pandemic on mental health within higher education. Psychology (42): This figure suggests a psychological perspective in the research, indicating a focus on understanding mental health phenomena from a psychological framework.

Cross-Sectional Study (40) & Controlled Study (38): These figures denote research methodologies, indicating that the dataset includes studies employing these methodologies to investigate mental health in higher education. Coronavirus Disease 2019 (32): This figure indicates another reference to the COVID-19 pandemic, specifically mentioning the disease responsible for it. Article (58): With a figure of 58, "article" suggests that the dataset may include references to academic articles or publications related to mental health research in higher education. Questionnaire (31): This figure suggests that survey-based research methods are prevalent in the dataset, indicating a focus on collecting self-reported data from individuals regarding their mental health experiences in higher education. These figures collectively provide insight into the key themes and emphases of the dataset, ranging from specific mental health disorders to research methodologies and external factors influencing mental health within higher education.

Table 2
Terms and Frequency of Words in Emerging Trends of Research Under Mental Health Among Higher Education Students

Terms	**Frequency**
mental health	92
covid-19	55
higher education	45
students	30
depression	24
higher education students	23
anxiety	20
university students	20
stress	18
pandemic	13
college students	11
physical activity	9
psychological distress	8

well-being	8
wellbeing	8
covid-19 pandemic	7
young adults	6
depressive symptoms	5
meta-analysis	5
online learning	5
resilience	5
sleep	5
systematic review	5
university	5
college	4
confinement	4
coronavirus	4
education	4
lifestyle	4
portugal	4
prevention	4
substance use	4
digital intervention	3
exercise	3
health promotion	3
help seeking	3
higher-education students	3
international students	3
loneliness	3
mindfulness	3
psychological resilience	3
psychological well-being	3
social support	3
Student	3
student wellbeing	3
Universities	3
academic performance	2
adjustment	2
animal-assisted intervention	2
cognitive reappraisal	2

Limitations

The dataset faces several limitations. Firstly, it may have a scope limitation, focusing primarily on English-language studies or specific regions, which could restrict its applicability globally. Secondly, there was a risk of publication bias, as it mainly includes published articles,

potentially missing unpublished or negative findings. Thirdly, the choice of keywords used to retrieve the dataset might introduce bias, excluding relevant studies using different terminology. Fourthly, methodological diversity across studies makes it challenging to compare findings or assess intervention effectiveness. Lastly, the dataset's temporal scope may be limited, possibly overlooking recent trends in mental health research in higher education.

Research Contributions

The dataset makes significant contributions to various aspects of mental health in higher education. Firstly, it informs policy and practice by identifying key areas of concern and intervention strategies for promoting mental health and well-being within institutions. Secondly, it advances knowledge by synthesizing existing research, enhancing understanding of mental health prevalence, correlates, and consequences among students. Thirdly, it addresses public health challenges by highlighting the substantial burden of mental health issues in higher education and advocating for prioritized intervention efforts. Additionally, it supports advocacy endeavors by raising awareness, reducing stigma, and advocating for resource allocation to support mental health services on campuses. Lastly, it fosters collaboration and interdisciplinary research by bringing together scholars from diverse fields to tackle complex mental health issues in higher education fields, including psychology, public health, education, sociology, and psychiatry, to address complex issues related to mental health in higher education.

Future Research Directions

According to the given datasets, it shows that mental health issues among higher education students are multifaceted and complex, necessitating a nuanced approach to research and intervention. Based on these findings, several avenues for future research and intervention strategies can be identified. Firstly, future research could explore the intersectionality of mental health with factors such as race, ethnicity, sexual orientation, and socioeconomic status within higher education contexts to better understand how these intersecting identities influence mental health outcomes (Jones et al., 2019; Sue, 2010). Secondly, conducting longitudinal studies would allow for a deeper understanding of the trajectories of mental health issues among students over time and identify key risk and protective factors that may influence mental health outcomes longitudinally (Keyes et al., 2012; Patalay et al., 2015).

Thirdly, more research is needed to evaluate the effectiveness of various interventions, including prevention programs, counseling services, and mental health awareness campaigns, in addressing mental health issues among diverse student populations in higher education (Eisenberg et al., 2009; Lipson et al., 2015). Fourthly, investigating the role of technology, including digital mental health interventions and online support platforms, in promoting mental well-being and providing accessible mental health resources for students in higher education settings (Harrer et al., 2019; Naslund et al., 2016). Lastly, future research could explore how cultural factors influence perceptions of mental health, help-seeking behaviors, and stigma surrounding mental illness among students from diverse cultural backgrounds in higher education (Chang et al., 2018; Kirmayer et al., 2015). By addressing these research priorities, scholars and practitioners can contribute to advancing knowledge in the field of

mental health in higher education and develop targeted interventions that promote student well-being and academic success across diverse populations.

Conclusion

In conclusion, this bibliometric analysis sheds light on the global landscape of mental health research among higher education students, offering valuable insights into prolific contributors, collaborative networks, and emerging trends. Through the examination of high-Scopus-indexed papers, this study has contributed to advancing our understanding of mental health issues in higher education by synthesizing existing knowledge and identifying key themes and research gaps. By recognizing the significance of addressing mental health challenges among students and highlighting the need for evidence-based interventions, this research underscores the importance of prioritizing student well-being within higher education institutions. Moving forward, it is imperative for stakeholders, including policymakers, educators, and mental health professionals, to utilize these findings to inform strategic initiatives aimed at supporting the mental health and academic success of students globally. Moreover, continued interdisciplinary collaboration and rigorous research efforts are essential for addressing the complex and multifaceted nature of mental health issues in higher education and promoting positive outcomes for students across diverse contexts.

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