



Psychological Wellbeing in Global Educational Settings: Exploring the Intersection of Gender and Disability

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Abstract

This literature review examines the intersection of psychological wellbeing with gender and disability within educational contexts worldwide. Psychological wellbeing is a critical factor influencing students' academic performance and overall life satisfaction. This review investigates current research on how gender and disability impact psychological wellbeing in educational settings, highlighting the unique challenges and supports required for diverse student populations. Findings reveal that gender-specific issues, such as societal expectations and stereotypes, significantly affect students' mental health. Similarly, students with disabilities face compounded challenges including stigma, social isolation, and inadequate support, which intersect with gender-related concerns. The review shows the importance of tailored interventions and inclusive policies that address these intersectional issues to foster a supportive educational environment. Recommendations include enhancing educator awareness, promoting equity in support systems, and developing targeted mental health resources. By integrating insights from gender and disability perspectives, this review provides a comprehensive understanding of the factors influencing psychological wellbeing and emphasizes the need for an inclusive approach to support all students effectively.

Keywords: *Psychological wellbeing, Gender, Disability, Inclusive education, Mental health interventions*



1. Introduction

1.1. Background

The significance of psychological wellbeing in educational settings cannot be overstated. Psychological wellbeing, which encompasses emotional, psychological, and social dimensions of health, plays a crucial role in the overall development of students and their academic success (Turashvili and Japaridze, 2012). A positive state of psychological wellbeing is associated with better academic performance, higher levels of engagement, and improved social interactions (Chaudhry et al., 2024). Conversely, poor psychological wellbeing can lead to various negative outcomes, including academic underachievement, behavioral problems, and mental health issues (Duncan et al., 2021).

Educational institutions are not merely places for academic learning; they are also environments where students develop essential life skills and social competencies. Therefore, fostering an environment that supports psychological wellbeing is imperative for the holistic development of students. The importance of psychological wellbeing extends beyond individual benefits, as it contributes to the overall positive climate of educational settings, promoting a supportive and inclusive atmosphere conducive to learning for all students (Oberle et al., 2014).

Gender and disability are two critical factors that significantly influence psychological wellbeing in educational settings. Gender differences in psychological wellbeing have been widely documented, with studies indicating that female students often report higher levels of stress, anxiety, and depression compared to their male counterparts (Vuelas-Olmos et al., 2023). These differences can be attributed to a variety of factors, including societal expectations, gender roles, and differential experiences of discrimination and harassment (Gao et al., 2020; Gurieva et al., 2022). Disability is another crucial factor that impacts psychological wellbeing in educational contexts. Students with disabilities often face unique challenges that can adversely affect their psychological wellbeing. These challenges include physical and social barriers, stigmatization, and lack of adequate support services (Akyol Güner and Das Gecim, 2023; Al-Shaer et al., 2024). The intersection of disability and educational experiences is complex, as students with disabilities must navigate not only the academic demands of schooling but also the additional hurdles posed by their disabilities.

Moreover, the interplay between gender and disability can create compounded disadvantages for students. For instance, female students with disabilities may experience double marginalization due to their gender and disability status, leading to heightened vulnerability to psychological distress (Bixby, 2024; Grech, 2023). Understanding the comprehensive ways in which gender and disability intersect to affect psychological wellbeing is crucial for developing targeted interventions and support mechanisms that address the specific needs of these students.



1.2. Objectives of the review

Given the critical role of psychological wellbeing in educational settings and the significant impact of gender and disability on students' experiences, it is essential to synthesize current research on this topic. The primary objective of this literature review is to provide a comprehensive synthesis of existing research on psychological wellbeing in the context of gender and disability within educational settings. By doing so, this review aims to highlight the key findings, identify prevailing trends, and elucidate the complex interactions between gender, disability, and psychological wellbeing.

Furthermore, this review seeks to identify gaps in the current body of literature and propose future research directions. Despite the growing interest in psychological wellbeing, gender, and disability, there remain areas that are underexplored or inadequately addressed in existing research. By pinpointing these gaps, this review aims to inform future studies and guide researchers towards areas that warrant further investigation.

This literature review aspires to contribute to the broader discourse on educational equity and inclusion. By synthesizing research on psychological wellbeing in the context of gender and disability, this review underscores the importance of creating supportive educational environments that cater to the diverse needs of all students. In doing so, it aims to provide educators, policymakers, and practitioners with evidence-based insights and recommendations for fostering psychological wellbeing among students, particularly those who may be at greater risk due to their gender or disability status.

2. Conceptual framework

2.1. Definition of Psychological Wellbeing

Psychological wellbeing refers to the overall emotional and mental state of an individual, encompassing aspects of life satisfaction, the presence of positive emotions, and the absence of negative emotions. Key components of psychological wellbeing include self-acceptance, personal growth, purpose in life, environmental mastery, autonomy, and positive relationships (Ryff & Keyes, 1995). These dimensions collectively contribute to an individual's ability to function effectively and feel good about themselves and their life circumstances.

In educational settings, psychological wellbeing is paramount for both students and educators. High levels of psychological wellbeing are associated with better academic performance, higher levels of engagement, and improved social interactions (Renshaw & Bolognino, 2016). Students with strong psychological wellbeing are more likely to exhibit resilience, cope effectively with stress, and maintain a positive outlook, all of which are critical for academic success and personal development.



2.2. Gender and Psychological Wellbeing

Gender plays a significant role in shaping psychological wellbeing, with notable differences in how males and females experience and express their emotional states. Research has consistently shown that females are more likely to report higher levels of anxiety, depression, and stress compared to males (Nolen-Hoeksema, 2001). This disparity can be attributed to various factors, including biological differences, socialization processes, and societal expectations.

Gender roles and stereotypes significantly impact psychological wellbeing. Traditional gender roles often dictate specific behaviors and emotional expressions that are deemed acceptable for males and females, which can lead to pressure and stress. For instance, females may feel compelled to conform to nurturing and empathetic roles, potentially neglecting their own needs and wellbeing (Tara M. Chaplin, 2015). Conversely, males may be discouraged from expressing vulnerability or seeking help due to societal expectations of stoicism and toughness, which can hinder their emotional health (Mahalik et al., 2003).

In educational contexts, these gendered expectations can influence students' experiences and wellbeing. Female students may experience heightened stress due to balancing academic responsibilities with societal pressures to conform to gender norms. Male students, on the other hand, may struggle with seeking emotional support or engaging in open discussions about their mental health. Addressing these gender-specific challenges requires creating an inclusive and supportive educational environment that recognizes and mitigates the impact of gender roles on psychological wellbeing.

2.3. Disability and Psychological Wellbeing

Students with disabilities face unique challenges that can significantly impact their psychological wellbeing. These challenges often stem from physical, social, and environmental barriers that hinder their full participation and inclusion in educational settings. Common psychological wellbeing issues faced by students with disabilities include feelings of isolation, low self-esteem, anxiety, and depression (Emerson, 2010).

One critical aspect affecting the psychological wellbeing of students with disabilities is the lack of accessible resources and support systems within educational institutions. This can lead to a sense of exclusion and frustration, exacerbating their emotional distress. Furthermore, societal attitudes and stigmas associated with disabilities can negatively impact these students' self-perception and social interactions, contributing to a diminished sense of wellbeing (Olkin, 1999).

The intersectionality of disability and gender further complicates the psychological wellbeing of students with disabilities. Female students with disabilities may encounter compounded discrimination and biases, facing both gender and disability-related challenges. They may struggle with limited opportunities for social interaction and



engagement, as well as heightened vulnerability to bullying and harassment (Shandra & Hogan, 2009). Addressing these intersectional issues requires a comprehensive approach that considers the unique experiences of students with disabilities while also accounting for the influence of gender.

Therefore, understanding the multifaceted nature of psychological wellbeing in educational settings necessitates a thorough examination of both gender and disability-related factors. By recognizing the specific challenges and needs of diverse student populations, educators and policymakers can develop targeted interventions and support systems that promote psychological wellbeing and foster inclusive educational environments.

3. Methodology

3.1. Literature search

The literature search for this review was conducted using Google Scholar. The search terms were carefully selected to encompass a broad range of relevant studies. Keywords included "psychological wellbeing," "education," "gender differences," "students with disabilities," "mental health in schools," and "inclusive education." Boolean operators such as AND, OR, and NOT were used to refine the search results and ensure the inclusion of comprehensive and relevant literature (Boland, Cherry, & Dickson, 2017).

Inclusion criteria for this review were studies published in peer-reviewed journals from 2000 to 2023, focusing on psychological wellbeing in educational settings related to gender and disability. Articles written in English and available in full text were considered. Exclusion criteria included studies that did not specifically address psychological wellbeing, were not conducted in educational settings, or focused solely on medical or clinical aspects without considering the educational context. Reviews, meta-analyses, empirical studies, and theoretical papers were included to provide a holistic understanding of the topic.

3.2. Data extraction and analysis

The process of selecting and analyzing studies involved multiple steps to ensure the quality and relevance of the included literature. Initially, titles and abstracts were screened to eliminate irrelevant articles. Full texts of potentially relevant studies were then reviewed in detail. Data extraction focused on study characteristics, including sample size, population demographics, methods, key findings, and limitations (Snyder, 2019).

To assess the quality of the studies, the Mixed Methods Appraisal Tool (MMAT) was employed. This tool allows for the evaluation of qualitative, quantitative, and mixed-methods studies, providing a comprehensive assessment of methodological quality (Hong et al., 2018). Criteria such as the clarity of research questions, appropriateness of the study design, rigor of data collection and analysis, and relevance of findings to the research



question were considered. Studies that met the quality threshold were included in the synthesis, ensuring that the review reflects high-quality and robust research findings.

4. Psychological Wellbeing and Gender in Education

The literature on psychological wellbeing in education reveals significant gender-related differences, demonstrating that gender plays a crucial role in shaping students' emotional and psychological experiences. Major themes and trends indicate that female students often report higher levels of stress, anxiety, and depression compared to their male counterparts (Boulton et al., 2013; Costello et al., 2003). This disparity is attributed to various factors including societal expectations, gender roles, and differing coping mechanisms. Additionally, female students frequently experience greater academic pressure and are more likely to internalize their struggles, leading to heightened psychological distress (Hyde, 2014).

Conversely, male students are found to exhibit higher levels of behavioral problems and externalizing disorders (Moffitt et al., 2001). Studies suggest that traditional masculine norms discourage males from expressing vulnerability or seeking help, which can exacerbate their psychological issues (Mahalik et al., 2003). These gendered experiences underscore the importance of considering gender when addressing psychological wellbeing in educational contexts.

4.1. Gender-specific challenges and supports

The emotional and psychological challenges faced by different genders in educational settings are multifaceted. Female students often struggle with balancing academic demands with societal expectations related to appearance and social relationships. This dual pressure can lead to anxiety and depressive symptoms, particularly during adolescence when identity formation is crucial (Pomerantz et al., 2002). Research by Gibb et al. (2012) highlights that girls are more susceptible to rumination, a cognitive process linked to depression, which further exacerbates their emotional difficulties.

In contrast, male students face challenges related to conforming to traditional masculine norms, which often discourage emotional expression and seeking help (Addis & Mahalik, 2003). This can lead to a buildup of unresolved emotional issues, manifesting in aggressive or disruptive behaviors (Kring & Gordon, 1998). Boys are also less likely to be diagnosed with internalizing disorders due to these externalizing behaviors overshadowing underlying psychological distress (Leadbeater et al., 1999).

Effective interventions and support systems are critical in addressing these gender-specific challenges. For female students, programs that promote resilience, self-compassion, and healthy coping strategies have shown promise. For example, mindfulness-based interventions have been effective in reducing stress and improving emotional regulation among female students (Bluth et al., 2015). Additionally,



mentorship programs that provide female students with role models can enhance their self-esteem and academic engagement (Liang et al., 2002).

For male students, creating a supportive environment that encourages emotional expression is essential. Interventions such as social-emotional learning (SEL) programs can help boys develop emotional intelligence and interpersonal skills (Durlak et al., 2011). Peer support groups and counseling services tailored to address the stigma around seeking help can also make a significant difference (O'Neil et al., 2013). Schools can foster a culture that challenges traditional masculine norms, promoting a more inclusive approach to emotional wellbeing.

4.2. Case studies

Illustrative examples from various educational settings provide valuable insights into how gender-specific challenges and supports can be effectively addressed. One notable case study involves a high school in the United States that implemented a comprehensive SEL program aimed at promoting emotional wellbeing among its students. The program included gender-specific components, such as workshops focused on empowering female students to manage stress and anxiety, and sessions encouraging male students to express their emotions healthily (Brackett et al., 2012). The school reported significant improvements in overall student wellbeing, with female students exhibiting reduced anxiety levels and male students showing decreased behavioral issues.

Another example comes from a secondary school in the United Kingdom that introduced a peer mentorship program specifically designed for female students. Senior female students were trained to mentor younger peers, providing support and guidance on academic and personal challenges. This initiative not only helped mentees navigate their school life more effectively but also fostered a sense of community and empowerment among the mentors (Rhodes et al., 2006). The program was associated with improved self-esteem and academic performance among the participating female students.

In Australia, a primary school implemented a "Boys' Club" initiative, aimed at providing a safe space for boys to discuss their feelings and develop emotional literacy. The club was facilitated by male teachers and counselors who modeled healthy emotional expression and encouraged boys to support one another (Wurf & Croft-Piggin, 2015). This initiative helped reduce the stigma around emotional vulnerability among boys, leading to better emotional regulation and a decrease in disruptive behaviors.

5. Psychological Wellbeing and Gender in Education

One of the major themes in the literature is the persistent struggle with social inclusion and acceptance that students with disabilities often face. These students are more likely to experience social isolation, bullying, and discrimination compared to their non-



disabled peers (Shaw, 2020). The stigma associated with disabilities can lead to feelings of inadequacy, low self-esteem, and increased anxiety and depression. This social marginalization is compounded by the physical and cognitive challenges that many of these students must navigate, creating a multifaceted barrier to their psychological wellbeing (Cortiella & Horowitz, 2014).

Another significant finding is the impact of the school environment on the psychological wellbeing of students with disabilities. Inclusive education settings, where students with and without disabilities learn together, have been shown to promote better psychological outcomes. However, the success of inclusive education largely depends on the attitudes of educators and peers, as well as the availability of adequate resources and support services (Hehir et al., 2016). When these factors are lacking, inclusive settings can fail to meet the needs of students with disabilities, potentially exacerbating their sense of isolation and frustration.

5.1. Disability-specific challenges and supports

The emotional and psychological challenges faced by students with disabilities are diverse and can vary significantly depending on the type and severity of the disability. Common challenges include heightened levels of stress and anxiety, often stemming from academic pressures and social interactions.

For instance, students with learning disabilities might struggle with self-doubt and fear of failure, while those with physical disabilities might face daily logistical challenges that can lead to chronic stress (Wagner et al., 2006). Additionally, the need for continuous medical or therapeutic intervention can create a sense of dependency and helplessness, further impacting their mental health (Armstrong et al., 2016). Effective interventions and support systems are critical in mitigating these challenges. One of the most effective strategies is the implementation of Individualized Education Programs (IEPs), which tailor educational plans to the specific needs of each student. IEPs often include accommodations such as extended test times, assistive technologies, and personalized teaching methods, which can help reduce academic stress and promote a sense of competence and achievement (Mitchell, 2014).

Another key support system is the presence of school counselors and psychologists who are trained to address the unique emotional needs of students with disabilities. These professionals can provide counseling, facilitate social skills groups, and offer crisis intervention when necessary. Peer mentoring programs, where students with disabilities are paired with non-disabled peers for social and academic support, have also been shown to be effective in promoting social inclusion and reducing feelings of isolation (Carter et al., 2017).



5.2. Case studies

Several case studies illustrate the positive impact of targeted interventions on the psychological wellbeing of students with disabilities. For example, a study conducted in a New York City public school demonstrated the benefits of a comprehensive inclusive education program. This program not only integrated students with disabilities into general education classrooms but also provided ongoing training for teachers on inclusive practices and implemented peer support groups. As a result, students with disabilities in this program reported higher levels of self-esteem, greater academic confidence, and reduced anxiety compared to their peers in less inclusive settings (Kurth & Mastergeorge, 2010).

Another example comes from a rural school district in Ohio, where a peer mentoring initiative was introduced. In this program, students with intellectual disabilities were paired with older student mentors who provided academic assistance and social companionship. Over the course of the school year, participants reported significant improvements in their social interactions, decreased feelings of loneliness, and enhanced overall psychological wellbeing. The mentors also benefited, gaining greater empathy and understanding of the challenges faced by their peers with disabilities (Hughes & Carter, 2008).

In a different context, a school in California implemented a mindfulness-based stress reduction (MBSR) program for students with disabilities. This program included regular mindfulness exercises and stress management workshops designed to help students cope with anxiety and improve their emotional regulation. The students who participated in the MBSR program showed marked improvements in their ability to manage stress, reported fewer symptoms of anxiety and depression, and displayed better academic performance (Bazzano et al., 2015).

6. Intersectionality of gender and disability

6.1. Combined impact on psychological wellbeing

The intersection of gender and disability creates a unique set of circumstances that significantly influence psychological wellbeing. Research indicates that students who navigate both gender and disability-related challenges experience compounded stressors, which can exacerbate feelings of isolation and mental health issues (Banks, 2019). For instance, girls with disabilities often face dual discrimination based on both their gender and their disability status. This double jeopardy can lead to heightened vulnerability to psychological distress, as these students may feel marginalized in multiple ways within their educational environments (Goodley, 2014).

One study found that female students with disabilities report higher levels of anxiety and depression compared to their male counterparts and non-disabled peers. This can be



attributed to societal expectations and gender roles that pressure girls to conform to specific norms while managing their disabilities (Shakespeare, 2013). Additionally, the lack of representation and role models for women with disabilities in educational materials and leadership positions further diminishes their psychological wellbeing, leading to lower self-esteem and self-efficacy (Garland-Thomson, 2017).

6.2. Intersectional challenges and supports

Students at the intersection of gender and disability face unique challenges that require tailored support systems. For example, they are often subjected to microaggressions and stereotypes that undermine their academic capabilities and social belonging (Kattari et al., 2018). Girls with disabilities may be perceived as less competent or less likely to succeed, which can lead to reduced expectations from teachers and peers, thereby impacting their academic performance and overall school experience.

Moreover, students who are both female and disabled often encounter physical and attitudinal barriers that hinder their participation in school activities. These barriers can range from inaccessible facilities to a lack of understanding and accommodation of their needs (Oliver, 2017). Such obstacles not only impede their educational progress but also contribute to feelings of exclusion and alienation.

Effective interventions and support systems are crucial in addressing these intersectional challenges. Inclusive education policies that emphasize the accommodation of diverse needs can significantly improve the psychological wellbeing of these students. For instance, individualized education plans (IEPs) that consider both gender and disability-specific needs can provide a more supportive learning environment (Liasidou, 2012). Additionally, training teachers to recognize and combat biases can foster a more inclusive and accepting school culture, thereby enhancing the psychological resilience of these students (Ainscow & Sandill, 2010).

6.3. Case studies

Several educational settings illustrate the impact of intersectional approaches on the psychological wellbeing of students with both gender and disability considerations. One notable example is the implementation of peer support programs in schools. In a case study conducted in a diverse urban school, female students with disabilities who participated in peer mentoring programs reported increased feelings of belonging and reduced levels of anxiety and depression (Carter et al., 2017). These programs paired them with non-disabled peers who provided academic and social support, fostering a sense of community and mutual understanding.

Another example comes from an inclusive education initiative in a rural school district, where gender-sensitive and disability-inclusive teaching strategies were employed. Teachers received professional development on how to create lesson plans that are both accessible and equitable. As a result, female students with disabilities in this



district showed improved academic performance and higher levels of school engagement, highlighting the effectiveness of such tailored approaches (Florian & Black-Hawkins, 2011).

Furthermore, the use of assistive technologies has proven beneficial in supporting the intersectional needs of these students. In a technology-integrated classroom, girls with disabilities were provided with devices and software that accommodated their specific learning needs. This not only enhanced their academic abilities but also boosted their confidence and participation in class discussions (Parette & Scherer, 2004).

7. Discussion

7.1. Synthesis of findings

This literature review highlights several critical insights into psychological wellbeing within the educational context, focusing on the intersections of gender and disability. First, the research consistently highlights that psychological wellbeing is a multi-faceted construct influenced by a complex interplay of individual, social, and environmental factors. Studies show that students' psychological wellbeing is significantly impacted by their gender and disability status, often leading to distinct challenges and needs. For instance, girls and women, particularly those with disabilities, experience unique stressors related to societal gender expectations and disability-related barriers that can exacerbate psychological distress (Ginsburg et al., 2002; Woolf et al., 2014).

Research indicates that gendered experiences of psychological distress are not merely a function of biological differences but are deeply rooted in sociocultural expectations and educational environments. For instance, female students often face pressures related to academic achievement and social roles that can negatively impact their mental health (Pomerantz et al., 2002). Similarly, students with disabilities encounter additional hurdles, such as social stigma and accessibility issues, which compound their psychological challenges (Kozleski, 2011). The intersection of gender and disability further complicates these experiences, as these students often navigate compounded forms of discrimination and marginalization (Crenshaw, 1991).

The review also reveals that while there is significant attention to general psychological wellbeing, specific research addressing the intersectionality of gender and disability remains sparse. This lack of targeted research limits our understanding of how these combined identities uniquely affect students' mental health and academic outcomes (Fitzgerald et al., 2018). Overall, the synthesis of findings suggests a pressing need for more extensive research that considers how intersecting identities influence psychological wellbeing in educational contexts.

Moreover, societal expectations and roles play a crucial role in shaping psychological wellbeing. Gender norms and expectations can significantly impact mental health. For



instance, traditional masculinity norms might discourage men from seeking help or expressing emotions, potentially affecting their mental health (Addis & Mahalik, 2003). On the other hand, women may face pressures related to balancing career and family responsibilities, influencing their stress levels and overall wellbeing (Hyde, 2014).

Biological factors also contribute to differences in psychological wellbeing between genders. Hormonal differences and brain structure variations can influence mood regulation and stress responses, potentially leading to different psychological outcomes for men and women (Nolen-Hoeksema, 2001). Additionally, coping mechanisms differ by gender, with research suggesting that men and women employ different strategies to handle stress, which can affect their psychological health (Matud, 2004).

Violence and trauma are another significant factor, particularly for women who are more likely to experience certain types of trauma, such as sexual violence, which can have long-lasting impacts on psychological wellbeing (Gibb et al., 2012). Economic factors, including gender pay gaps and economic disparities, also affect access to resources and healthcare, influencing overall wellbeing (Eisenberg et al., 2009).

The quality and extent of social support play a critical role in psychological wellbeing. Women often have larger social support networks, which can be beneficial for mental health. However, the quality of these relationships matters significantly for both genders (Helgeson, 1994).

Lastly, the concept of intersectionality, which considers how gender intersects with other factors like race, socioeconomic status, and sexual orientation, is vital in understanding the unique experiences impacting psychological wellbeing (Kattari et al., 2018). The intersection of these identities creates unique challenges and stressors that need to be addressed through targeted research and interventions.

7.2. Implications for policy and practice

The insights from this review have several important implications for policy and practice in education. Policymakers and teachers should consider the unique psychological needs of students at the intersection of gender and disability when designing support systems and interventions.

Teachers play an important role. For instance, teachers' perspectives on morality in education can be paramount in shaping the wellbeing of students with intersecting identities. Novawan et al. (2020) explores how teachers perceive and incorporate morality into language education, emphasizing that teachers' attitudes and approaches can significantly impact students' overall wellbeing. This includes students with intersecting identities of gender and disability, who may face unique challenges in their educational experiences. By integrating moral education into their teaching practices, teachers can create more inclusive and supportive learning environments that address the diverse needs of all students. Implementing inclusive education practices that accommodate both



gender-specific and disability-related needs can help create a more equitable learning environment (Kozleski, 2011). Policies should also promote training for educators on the nuances of intersectional identities, enabling them to provide more personalized and effective support for students facing multiple layers of discrimination (Smith & Cushing, 2012).

Educational institutions should also foster environments that challenge gender stereotypes and address the stigma associated with disabilities. This can be achieved through curricula that promote diversity and inclusion and through proactive measures to ensure accessibility and support for students with disabilities (Berk & Winsler, 1995). Providing mental health resources that are sensitive to the needs of both gender and disability can help mitigate the negative effects of these stressors and improve overall wellbeing (Ginsburg et al., 2002).

7.3. Limitations of current research

Despite the valuable insights provided, the current body of research has several limitations. One significant gap is the insufficient focus on intersectional perspectives, which limits our understanding of how combined identities influence psychological wellbeing (Crenshaw, 1991). Much of the existing research either isolates gender or disability without fully exploring the interaction between these factors, leading to an incomplete picture of the challenges faced by students with intersecting identities (Fitzgerald et al., 2018).

Additionally, many studies rely on self-report measures, which can be biased and may not fully capture the complexity of students' experiences (Pomerantz et al., 2002). There is also a need for longitudinal studies that track changes over time and assess the long-term impacts of educational interventions on psychological wellbeing. Furthermore, research often lacks diversity in sample populations, which can limit the generalizability of findings across different educational and cultural contexts (Woolf et al., 2014).

Addressing these limitations requires a more comprehensive research approach that includes diverse populations, uses varied methodologies, and emphasizes the intersectionality of gender and disability in educational settings. Such an approach would provide a deeper understanding of the ways in which these factors influence psychological wellbeing and inform more effective policies and practices.

8. Conclusion

In this literature review, we have explored the intricate relationship between psychological wellbeing and educational experiences, with a particular focus on gender and disability. Our review reveals that psychological wellbeing is profoundly influenced by both gender and disability, impacting students' educational experiences and outcomes. We observed that gender plays a crucial role in shaping psychological wellbeing, with



distinct challenges and supports required for different genders. For instance, research highlights how traditional gender roles and stereotypes can exacerbate stress and hinder mental health among students, particularly girls who may face unique pressures related to body image and academic expectations (Hyde & Mertz, 2009). Meanwhile, boys may encounter difficulties related to emotional expression and social expectations, further affecting their psychological wellbeing (Mahalik et al., 2003).

In relation to disability, the literature underscores the diverse challenges faced by students with disabilities, including stigmatization, social isolation, and barriers to accessing appropriate support (Lindsay, 2007). These challenges often intersect with gender-specific issues, creating compounded effects on psychological wellbeing. For example, female students with disabilities may experience unique forms of discrimination and stressors related to both their disability and gender, impacting their overall mental health (Wilson & Scull, 2015).

Final thoughts emphasize the necessity of addressing psychological wellbeing through an understanding of gender and disability. Educators and policymakers must implement targeted interventions and supports that address the specific needs of all students, considering both gender and disability to foster a more inclusive and supportive educational environment. This involves creating policies that not only promote equity but also actively combat stigma and provide resources tailored to diverse needs (Eisenberg et al., 2009). By recognizing and addressing the intersectional nature of psychological wellbeing, we can better support the mental health and academic success of all students.

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