

Full text open access online (Since 2009)

©  Kamla-Raj IJES 2026

PRINT: ISSN 0975-1122 ONLINE: ISSN 2456-6322

Int J Edu Sci, 52(1): 31-39 (2026)

DOI: 10.31901/24566322.2026/51.02.1409

Cognitive Failures in Higher Education: Exploring the Roles of Anxiety, Depression and Stress in Adult Learners

Sonam Sultana^{1*}, Fiyz Alam², Bijoy Krishna Panda³ and Muktipada Sinha⁴

^{1,2,3,4}*Department of Education, Jadavpur University, Kolkata, India*

E-mail: ¹<sanamsultanaedu.96@gmail.com>, ¹<sonams.edu.rs@jadavpuruniversity.in>, ²<fiyzalam@gmail.com>, ³<bkp.education@jadavpuruniversity.in>, ⁴<muktipada.sinha@jadavpuruniversity.in>

KEYWORDS Mental Health. Memory Lapses. Mental Fatigue. Psychological Distress. Psychological Resilience. University Students

ABSTRACT Mental health significantly impacts cognitive performance among adult learners in higher education. This study examines the roles of anxiety, depression, and stress in predicting cognitive failures, such as memory lapses and reduced attention, across various demographic groups. A cross-sectional design was used to survey 217 students from Jadavpur University using validated self-report tools. Analysis revealed strong links between psychological distress and cognitive inefficiencies, with stress emerging as the most influential factor. Differences in mental health indicators were evident across income levels, academic stages, and family structures, while gender and habitat showed minimal effect. These findings highlight the need for targeted mental health interventions, particularly for postgraduate and low-income students.