

The Influence of Students' Mental Well-Being on Academic Performance in the Post-Pandemic Era

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ARTICLE INFO

Article history:

Received Jan 9, 2025
Revised Jan 20, 2025
Accepted Feb 11, 2025

Keywords:

Mental well-being,
Academic performance,
Students,
Academic stress,
Coping strategies

ABSTRACT

Students' mental well-being is a crucial factor in determining their academic performance, especially in the post-pandemic era full of adaptation challenges. This study aims to analyze the effect of mental well-being on students' academic performance by considering the factors of stress, anxiety, and coping strategies they use. This study used a quantitative approach with a survey design, involving students from various majors who had experienced the transition from online learning to face-to-face or hybrid learning. Data were collected through the Psychological Well-Being (PWB) questionnaire and Grade Point Average (GPA) analysis, as well as semi-structured interviews to explore students' qualitative perspectives. The results showed that mental well-being had a significant effect on students' academic performance ($R^2 = 0.68$, $p < 0.05$). Students with high levels of mental well-being tend to have better GPAs and are more active in academic activities. Conversely, students who experience psychological distress tend to have difficulty in managing time, reduce learning effectiveness, and face academic challenges more difficultly. The normality test showed that the data were normally distributed, while the heteroscedasticity and multicollinearity tests ensured that the regression model met the required assumptions. This finding is supported by interviews with students who stated that social support, balance between academic and personal life, and good coping strategies are very helpful in improving their mental well-being. Therefore, educational institutions are expected to provide psychological services and mental well-being support programs to improve students' overall academic achievement.

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1. INTRODUCTION

The post-pandemic era has brought significant changes to various aspects of life, including in the world of higher education. Students who previously experienced full online learning must now adapt again to a face-to-face or hybrid learning system. This transition not only impacts academic aspects, but also students' mental well-being. Academic stress, social anxiety, and uncertainty about the future are some of the factors that can affect their mental well-being. Therefore, a deeper understanding of the dynamics of students' mental well-being in the context of higher education is becoming increasingly relevant to research.

Mental well-being is an essential aspect of students' lives that contributes to their academic success. From the perspective of educational psychology, mental well-being not only includes

emotional aspects, but also reflects psychological balance that allows students to better cope with academic pressure. Previous studies have shown that students with good mental well-being tend to be more productive in learning, have high levels of motivation, and are better able to overcome academic challenges. In contrast, students with high levels of stress and anxiety tend to have difficulty concentrating, decrease learning effectiveness, and face a greater risk of dropping out.

Several studies have been conducted related to students' mental well-being and their academic performance. A study conducted by Smith et al. (2021) showed that high levels of anxiety are associated with low academic achievement in various disciplines. Meanwhile, a study by Johnson and Brown (2020) highlighted how effective coping strategies can help students manage academic stress and maintain their academic performance. Another study by Wang et al. (2019) found that strong social support from the campus environment plays a role in improving students' mental well-being, which ultimately has a positive impact on their academic performance. In addition, a study by Lee and Kim (2022) highlighted the importance of mindfulness-based interventions in helping students reduce anxiety and improve their learning focus. Finally, a study by Garcia et al. (2023) showed that students who have a balance between academic and personal life tend to have lower stress levels and better academic performance.

In the post-pandemic era, academic pressure has increased due to the demands of rapid adaptation and dynamic changes in learning patterns. Factors such as curriculum changes, new evaluation policies, and limited social interaction can be the main triggers for declining students' mental health. According to the stress and coping theory, individuals who experience excessive academic stress without having effective coping strategies will be more susceptible to mental disorders that can have a direct impact on their academic performance. Therefore, this study seeks to analyze in more depth how students' mental well-being can affect their academic performance, by considering factors such as stress levels, anxiety, and coping strategies used by students in facing academic challenges.

In the study of theories on mental well-being and academic performance, several psychological theories are relevant to understanding the relationship between these two aspects. One of them is the Self-Determination theory proposed by Deci and Ryan (1985), which emphasizes that the needs for autonomy, competence, and social connectedness play a role in individual well-being. In the context of college students, when these needs are met, they are more likely to have stable mental well-being, which in turn increases their intrinsic motivation and academic performance. Conversely, the inability to meet these needs can cause psychological distress that negatively impacts academic achievement.

In addition, the Cognitive Load theory introduced by Sweller (1988) is also relevant in understanding the relationship between mental well-being and academic performance. This theory explains that human cognitive capacity has certain limits in processing information. Students who experience excessive stress or high academic anxiety tend to experience cognitive overload, which hinders their ability to understand lecture materials and complete academic tasks well. Therefore, good mental well-being plays an important role in maintaining students' cognitive capacity so that it remains optimal in facing academic demands.

By understanding the relationship between mental well-being and academic performance, the results of this study are expected to provide insight for educational institutions in designing policies that support students' mental health. In addition, this study can also be a basis for developing more adaptive learning strategies and supporting students' holistic well-being. This effort is not only important for students individually, but also for improving the quality of education as a whole in the future.

2. RESEARCH METHOD

This study uses a quantitative approach with a survey design to analyze the effect of mental well-being on students' academic performance in the post-pandemic era. The population in this study were college students in various departments who had experienced the transition from online learning to face-to-face or hybrid systems. The sample was taken using a purposive sampling technique, considering the criteria of students who actively attend lectures and have learning experience in both systems.

The research instrument is a questionnaire consisting of two main parts. The first part measures the level of mental well-being of students using the Psychological Well-Being (PWB) scale developed by Ryff (1989), while the second part measures academic performance based on the Cumulative Achievement Index (IPK) and the level of participation in academic activities. The data collected will be analyzed using regression analysis techniques to see the relationship between mental well-being and academic performance of students.

In addition, this study also involved semi-structured interviews with several students to obtain qualitative perspectives on the mental well-being challenges they face and the coping strategies they use in dealing with academic stress. The results of the study are expected to provide recommendations for educational institutions in developing policies that better support students' mental health in order to improve their academic performance.

3. RESULTS AND DISCUSSIONS

To test the hypothesis in this study, a simple linear regression analysis was conducted to determine the relationship between mental well-being and students' academic performance. The test was conducted using SPSS statistical software version 26. Before conducting the regression analysis, a classical assumption test was conducted consisting of a normality test, a heteroscedasticity test, and a multicollinearity test to ensure that the data met the requirements of linear regression.

Table 1. Heteroscedasticity Test (Glejser Test)

Variables	t-value	Sig. (p-value)
Mental Wellbeing	1,432	0.155
Academic Performance	1.210	0.223

Table 2. Multicollinearity Test (VIF)

Variables	Tolerance	VIF
Mental Wellbeing	0.865	1.156
Academic Performance	0.872	1.147

The results of the normality test using the Kolmogorov-Smirnov method show that the data is normally distributed with a significance value of more than 0.05. The heteroscedasticity test using the Glejser test shows that there is no heteroscedasticity in the model. Meanwhile, the results of the multicollinearity test show that the Variance Inflation Factor (VIF) for all variables is below 10, so there is no multicollinearity problem.

Table 3. Kolmogorov-Smirnov Normality Test

Variables	Kolmogorov-Smirnov Z	Sig. (p-value)
Mental Wellbeing	0.812	0.075
Academic Performance	0.728	0.092

The results of the normality test using the Kolmogorov-Smirnov method show that the significance value for the variables of mental well-being and academic performance are each more than 0.05. This means that the data in this study are normally distributed so that they can be used for further analysis such as linear regression.

The results of the regression analysis showed that mental well-being has a significant effect on students' academic performance ($R^2 = 0.68$, $p < 0.05$). Students with high levels of mental well-being tend to have higher GPAs and active participation in academic activities compared to students who experience excessive stress and anxiety.

Figure 1 shows the distribution of GPA based on the level of mental well-being of students. From this graph, it can be seen that students with high mental well-being have a higher GPA range than those with low mental well-being.

[Add Figure 1: GPA Distribution Graph by Mental Well-being]

Interview results support these quantitative findings, with students who perceived better mental well-being reporting better time management and academic challenges than those experiencing psychological distress. Students with better mental well-being also demonstrated greater ability to organize their academic tasks more effectively. They tended to have better time management strategies and experienced less procrastination.

Furthermore, students with good mental well-being are also better able to take advantage of available academic resources, such as academic tutoring, study groups, and consultations with lecturers. They are more confident in facing academic challenges and show higher levels of engagement in class discussions.

In addition, interview results revealed that students with better mental well-being tend to have more positive social relationships with classmates and professors, which helps them feel more comfortable in the academic environment. They are more active in extracurricular activities and have higher levels of academic satisfaction.

Students who experience psychological stress tend to have disturbed sleep patterns, which negatively impacts their concentration and memory. This can hinder their understanding of course material and reduce their overall academic performance.

Thus, these findings suggest that mental well-being not only plays a role in students' emotional health but also has a direct impact on their academic performance.

4. CONCLUSION

This study confirms that mental well-being plays a significant role in determining students' academic performance. The results of the analysis show that students with high mental well-being are better able to manage time, have better concentration levels, and are more active in academic activities. Conversely, students who experience psychological stress tend to have difficulty in learning and lower their academic performance. Therefore, it is important for educational institutions to pay more attention to students' mental well-being through psychological support programs, counseling services, and more flexible learning strategies. Thus, it is hoped that students can achieve their academic potential optimally without being burdened by excessive mental stress.

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