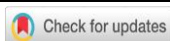


Socio-Economic Status and Mental Health on The Academic Learning Achievement of Final-Year Students

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ABSTRACT

Objective: This study aims to analyze the influence of socioeconomic status and mental health on the academic achievement of final-year students at the Faculty of Economics and Business, Universitas Negeri Surabaya. **Method:** A qualitative descriptive approach was employed, collecting data through This The study was conducted using a quantitative approach with questionnaires filled out by final-year students. Socioeconomic status was measured using six indicators (education, employment, income, material possessions, services, and transportation), while mental health was measured using five dimensions (happiness, depression, anxiety, emotional control, and positive behavior). **Results:** Data analysis using multiple linear regression shows that socioeconomic status and mental health have a significant effect, both partially and simultaneously, on students' academic achievement. These results indicate that stable family financial support and healthy psychological conditions can improve the focus, motivation, and learning productivity of final-year students. **Novelty:** This study provides novelty by integrating two major variables are socioeconomic status and mental health analyzed simultaneously in relation to the academic achievement of final-year university students, a context rarely explored in Indonesian higher education research. Moreover, it applies Bronfenbrenner's Ecological Systems Theory to explain the interaction between external (socioeconomic) and internal (psychological) factors affecting academic performance, with empirical evidence drawn from final-year students at the Faculty of Economics and Business, Universitas Negeri Surabaya, who are experiencing academic pressure and transition to professional life.

INTRODUCTION

Student academic achievement is one of the important indicators in assessing the success of the educational process in higher education. This achievement is often measured by the Grade Point Average (GPA), which reflects students' ability to complete their studies and meet the academic standards set by the institution. However, students' academic achievement is not only influenced by cognitive and intellectual factors, but also by various external factors that can affect their learning process. Among these are socioeconomic status and mental health. Research by Wang & Eccles (Wang & Eccles, 2013) demonstrates that students' academic outcomes are strongly shaped by their surrounding environmental conditions, including family resources, school climate, and emotional support. Their study shows that supportive learning environments significantly enhance achievement motivation and academic engagement, which ultimately contribute to better academic performance. These findings highlight the importance of socioeconomic resources and psychological well-being as foundational factors underlying students' academic success.

Socioeconomic status is an individual's socioeconomic condition, which is influenced by income, employment, and parents' level of education. Students from families with low socioeconomic status tend to face many challenges in their academic life. Some of these challenges include difficulty in meeting basic needs, limited access to adequate educational facilities, and economic pressures that can distract students from their studies. In addition, students from low socioeconomic backgrounds may have to work part-time to help cover their living expenses, which reduces the time they can allocate to studying and completing academic assignments. Based on research (Gobena, 2018; Mou et al., 2025; Rodríguez-Hernández et al., 2020), socioeconomic status will affect students' academic achievement. According to Chmielewski (2019) socioeconomic disparities remain one of the strongest predictors of academic achievement worldwide, with students from low-income families consistently facing structural barriers that negatively affect their learning outcomes.

Meanwhile, students' mental health is also an important factor that can affect academic achievement (Bas, 2021; Hammoudi Halat et al., 2023; Paiboonsithiwong et al., 2016). Students often face severe emotional and psychological pressure, especially final-year students who have to complete their final assignments or theses and prepare for their future after graduation. Conditions such as anxiety, stress, depression, and other psychological disorders can interfere with students' concentration, motivation, and cognitive abilities in completing their academic tasks. According to Mihăilescu et al. (Mihăilescu et al., 2016) anxiety and depression negatively affect academic performance by disrupting students' cognitive processes and learning motivation. According to several studies, mental health problems that are not properly addressed can reduce the quality of students' learning and even lead to a significant decline in academic achievement.

Based on data from various studies, it appears that many students not only face difficulties in meeting their economic needs, but also often experience mental health disorders that affect their well-being. However, despite the clear relationship between socioeconomic status, mental health, and academic achievement, research on the interaction between these three factors, especially among final year students, is still limited. Therefore, it is important to examine more deeply how socioeconomic status and mental health play a role in influencing the academic achievement of students in the final stages of their studies.

This study focuses on the relationship between socioeconomic status, mental health, and the academic achievement of final-year students. Many studies have discussed the impact of socioeconomic status or mental health on academic achievement. However, this study specifically targets final-year students, who face academic pressure and transition to the world of work. Furthermore, although there are studies on the impact of economic factors and mental health individually, studies that simultaneously examine the interaction of both on academic achievement are still limited. Furthermore, although there are similar studies globally, research on the interaction of economic factors, mental health, and academic achievement of students in Indonesia, especially at Universitas Negeri Surabaya, is still minimal.

Previous studies have shown that socioeconomic status affects access to education and academic achievement (Rodríguez-Hernández et al., 2020). Mental health has also been shown to have a significant correlation with academic achievement (Paiboonsithiwong et al., 2016). However, there are still few studies that specifically examine the simultaneous relationship between the two in the context of final-year students in Indonesia. This study offers a new empirical contribution by simultaneously examining the influence of socioeconomic status and mental health on academic achievement among final-year university students in Indonesia, a context that has been underexplored in previous research. Unlike earlier studies that tended to analyze these factors separately, this research integrates both within a single analytical model and interprets the findings through Bronfenbrenner's Ecological Systems Theory. The study thus provides a novel perspective by demonstrating how external socioeconomic conditions (exosystem and macrosystem) interact with internal psychological well-being (microsystem and mesosystem) to shape students' academic outcomes. Moreover, it adds contextual value by highlighting these dynamics within Indonesia's higher education setting, where financial disparities and mental health challenges among students are increasingly relevant but empirically understudied.

However, previous studies have primarily examined socioeconomic and mental health factors separately, with limited attention to how these variables interact to influence academic achievement, particularly among final-year university students in Indonesia. Furthermore, few studies have contextualized these relationships using Bronfenbrenner's Ecological Systems Theory, which emphasizes the interconnectedness of individual and environmental factors in shaping educational outcomes. Therefore, this study aims to fill this gap by analysing the simultaneous effect of socioeconomic status and mental health on students' academic achievement within the framework of Bronfenbrenner's ecological perspective.

The purpose of this study is to analyze the influence of socioeconomic status and mental health on the academic achievement of final-year students. This study is expected to provide a clearer picture of the factors that influence the academic achievement of final-year students and serve as a consideration for educational institutions and the government in creating more effective support programs to improve student welfare and achievement, especially in facing more complex challenges in the final stage of their studies.

Grand Theory: The Ecological Theory of Human Development (Ecological Systems Theory)

The grand theory that best aligns with the focus on the relationship between socioeconomic status, mental health, and academic achievement is Urie Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979). Bronfenbrenner explains that individual development is influenced by various interacting environmental systems, namely (Rosa & Tudge, 2013): 1.) The microsystem consists of family, friends, and campus (directly experienced by students); 2.) The mesosystem consists of the relationship between the family and the educational environment; 3.) The exosystem

consists of the family's economic situation, parents' occupation, and educational facilities; 4.) The macrosystem consists of culture, social values, and educational policies; 5.) The chronosystem consists of changes in time, life stages, or academic pressures (e.g., when a student is a senior).

In the context of this research, family socioeconomic status is the ecosystem, while the campus academic environment and social support are the microsystem and mesosystem, respectively. While student mental health is the result of internal interactions within these environmental influences. All of these systems ultimately influence academic achievement (learning outcomes). This research examines how the external environment (socioeconomic status) and internal psychological well-being (mental health) of students interact to influence academic outcomes. This aligns with the assumption of ecological theory that an individual's behavior and achievement do not exist in isolation but are influenced by complex systemic factors.

Therefore, final-year student academic achievement is not solely influenced by cognitive ability but is the result of a dynamic interaction between family socioeconomic factors (the exosystem) and the student's mental health (the microsystem). Within Bronfenbrenner's ecological theory framework, these two factors interact to influence an individual's psychological well-being and academic performance. When socioeconomic support is adequate and mental health is stable, students tend to achieve optimal academic performance. Conversely, economic stress and psychological distress can reduce focus and motivation to learn, negatively impacting academic achievement.

RESEARCH METHOD

This type of research uses quantitative methods. The population in this study consisted of all final-year undergraduate students at the Faculty of Economics and Business, Universitas Negeri Surabaya, totaling approximately 260 students across different study programs. The sampling frame included students from the 2018–2021 cohorts who were in the process of completing their final projects or theses. Using Slovin's formula with a margin of error of 5%, the minimum required sample size was 157 respondents. To meet this requirement and ensure adequate representation, the researchers distributed the questionnaire online to all eligible students and successfully collected responses from 154 participants. The sampling technique employed was proportionate random sampling, chosen to capture variation across study programs while maintaining representativeness within the population. The data collection technique used was a questionnaire/survey distributed via Google Form. The instrument testing in this study consisted of instrument validity testing and instrument reliability testing. The following are the operational definitions of the variables presented in Table 1.

Table 1. Operational Definition Variables

Variables	Measurement
Academic Achievement of Students, which is the learning outcome achieved by students in the higher education process in completing their studies (Ulfah, 2023).	Grade Point Average (GPA), which is the average academic score of students during their studies at university, usually ranges from 0 to 4, with higher scores indicating better academic performance (Ulfah, 2023).
Socioeconomic status refers to parents' ability to provide motivation based on their educational background, income, and occupation, which influence their ability to motivate their children to learn (Rizkiana, 2014).	Socioeconomic status consists of education, occupation, parental income, material possessions, services, and means of transportation (Saifi & Tariq, 2011).
Mental health is a person's psychological and emotional state that enables them to function optimally in their daily life (Ulfah, 2023).	The Mental Health Inventory (MHI) by (Veit & Ware, 1983) measures five dimensions of mental health, namely: <ol style="list-style-type: none"> 1) Happiness 2) Depression 3) Anxiety 4) Emotional control 5) Positive behavior.

Based on table 1, each variable in this study was measured using a structured questionnaire developed from previous validated instruments. Socioeconomic Status (X_1) was measured through six indicators: parents' education, parents' occupation, family income, household materials, access to public services, and transportation facilities. Example items included statements such as "My family has sufficient income to support my educational needs" and "I have adequate access to learning facilities and transportation to campus." The reliability test for this variable showed a Cronbach's α value of 0.821, indicating high internal consistency.

Mental Health (X_2) was assessed using five indicators adapted from the Mental Health Inventory (MHI) and Ryff's Psychological Well-Being Scale: happiness, depression, anxiety, emotional control, and positive behavior. Example items include "I feel optimistic about my future after graduation" and "I can stay calm when facing academic stress." The Cronbach's α value for this variable was 0.889, demonstrating very good reliability. Academic Achievement (Y) was represented by students' Grade Point Average (GPA) as a quantitative measure of academic performance, obtained through self-reported data verified by institutional records.

Data Analysis Technique

The research data was analysed using classical assumption testing and multiple regression analysis. The results of the data processing will then be interpreted for use as material for further discussion of the research. The analysis technique used was multiple

linear regression using SPSS version 26. Multiple linear regression analysis was employed to test the hypotheses, as this method is appropriate for examining the simultaneous and partial effects of two or more independent variables are socioeconomic status and mental health on a single dependent variable, namely students' academic achievement. This analytical approach allows for determining the relative contribution of each predictor while controlling for the influence of the other variable.

Prior to conducting the regression, several classical assumption tests were performed to ensure the validity and reliability of the model. The normality test (using the Normal P-P Plot) was conducted to confirm that the residuals were normally distributed. The multicollinearity test was carried out by examining Variance Inflation Factor (VIF) and tolerance values, with all indicators showing VIF < 10 and tolerance > 0.10, indicating no multicollinearity. The heteroscedasticity test was assessed using the Glejser test, and the results confirmed homoscedasticity, meaning that the variance of residuals was consistent across observations. These tests verified that the regression assumptions were met, thus supporting the appropriateness of multiple linear regression for this study. The hypotheses in this study were:

- H1: Socioeconomic status significantly affects the academic achievement of final-year students.
- H2: Mental health significantly affects the academic achievement of final-year students.
- H3: Socioeconomic status and mental health simultaneously affect the academic achievement of final-year students.

RESULTS AND DISCUSSION

Results

Instrument Test

The first step taken by the researchers was to develop a research instrument. The instrument developed was a questionnaire. The questionnaire in this study was used to obtain data on socioeconomic status and mental health in relation to students' academic achievement. The outline of the components of the instrument can be seen in Table 2. The complete instrument is attached.

Table 2. Instrument Components

Variable	Indicator	Item Statement/Question
Socioeconomic Status	Education	3 statements (1,2,3)
	Occupation	3 statements (4,5,6)
	Parental Income	3 statements (7,8,9)
	Material Possessions	2 statements (10,11)
	Services	3 statements (12,13,14)
	Transportation	3 statements (15,16,17)
Mental Health	Happiness	5 statements (17,18,19,20,21)
	Depression	5 statements (22,23,24,25,26)
	Anxiety	5 statements (27,28,29,30,31)
	Emotional Control	5 statements (32, 33, 34, 35, 36)
	Positive Behavior	5 statements (37, 38, 39, 40, 41)

Furthermore, the Likert scale questionnaire instrument was tested and processed for validity and reliability tests. Initially, there were 44 statements, but after testing for validity and reliability, there were 3 invalid statements, namely X1.2.2, X1.2.4, and X1.4.2. The researcher adjusted the research data by not using these statements because there were still items in the indicators that were representative, leaving 41 valid and reliable statements.

Results of Respondent Overview

The respondents were all students of the Faculty of Economics and Business at Universitas Negeri Surabaya from the 2020 and 2021 cohorts at the undergraduate level who had not yet completed their theses, so they could be considered final-year students. There were 154 respondents. These students consisted of Accounting Study Program (14.9%), Economics (6.5%), Islamic Economics (9.7%), Management (12.3%), Office Administration Education (33.8%), Accounting Education (6.5%), Business Education (2.6%), and Economics Education (11.7%). Based on the data, the 154 respondents consisted of 116 female students and 38 male students with an average age of 22 years. Currently, these students are taking thesis/final project courses. A total of 50% of respondents have already conducted their thesis hearings, then 37.7% of respondents are in the process of working on Chapters 4 and 5, namely analysis, discussion, and conclusions. Furthermore, 8.4% of respondents are in the process of completing their thesis/final project proposals, and the rest have conducted their proposal seminar exams.

Descriptive Analysis

Description of Socioeconomic Status

The socioeconomic status variable consists of six indicators, namely education, occupation, parental income, material possessions, services, and transportation facilities. The socioeconomic status variable with the education indicator shows that the majority of fathers' highest level of education is high school or equivalent (42.2%), while 39% of mothers' highest level of education is high school or equivalent, and 93.5% of respondents are encouraged by their parents to continue their education to a higher level. These findings indicate that even though the parents' educational background is at an intermediate level, their support and motivation for their children's education is very high, which has the potential to be a positive factor for students' academic achievement.

Furthermore, for the employment indicator, 81.8% of respondents answered that the head of their family, namely their father, was employed, and 58.4% of respondents answered that their mother was not employed. The respondents' fathers' occupations were mainly as employees and entrepreneurs. A total of 94.2% of respondents stated that their parents' employment had a positive influence on the family's economic condition. This finding indicates that the family's economic stability is largely supported by the father's employment, and this relatively good economic condition has the potential to support the smooth running of the students' studies.

In terms of parental income, the average income of respondents' parents varied, with 37.7% earning between Rp 3,000,001 to Rp 5,000,000, 33.8% ranged from Rp 1,000,000 to Rp 3,000,000, 14.9% was more than Rp 5,000,000, and the remaining 13.6% was less than

Rp 1,000,000 per month. Furthermore, 75.3% of respondents stated that their parents' income was sufficient to meet their educational needs, so that 71.4% did not experience financial constraints during their studies. These findings indicate that the economic conditions of the respondents' families were fairly stable, thereby supporting the continuity and focus of the students' studies.

In terms of material indicators, 89% of respondents answered that their families owned their own homes. A total of 97.4% of respondents had personal access to learning devices such as laptops or computers. This condition reflects that the majority of respondents have adequate material support and learning facilities, which can support the effectiveness of the learning process and academic achievement.

Regarding transportation facilities, 84.4% of respondents stated that they had access to adequate transportation to get to campus. Based on the respondents' answers, the travel time from home to campus using available transportation varied, with 36.4% stating that it took more than 60 minutes, 28.6% stating 30-60 minutes, 25.3% stating 15-30 minutes, and 9.7% stating less than 15 minutes. Therefore, 92.2% of respondents stated that they did not often experience delays in getting to campus due to transportation issues. These findings indicate that student transportation accessibility is relatively good and does not pose a significant obstacle to their academic activities

Description of Mental Health

There are five indicators of mental health: happiness, depression, anxiety, emotional control, and positive behaviour. The mental health variable for the happiness indicator is found in statement items 17, 18, 19, 20, and 21. In statement item 17, 59.7% strongly agreed and 34.4% agreed that respondents felt happy about their achievements during college. Then, in statement number 18, 48.7% strongly agreed and 39.6% agreed that respondents enjoyed the final stages of their studies as students. Furthermore, in statement number 19, 51.3% strongly agreed and 38.3% agreed that respondents felt optimistic about life after graduating from college. In statement number 20, 63% strongly agreed and 30.5% agreed that respondents were proud of their development during college. In statement number 21, 69.5% strongly agreed and 27.9% agreed that respondents felt grateful for their academic journey so far. The descriptive results show that the majority of respondents are at a high level of happiness, as reflected in the large percentage of respondents who strongly agree and agree with all items on the happiness indicator statement. Most students feel happy, enjoy the end of their studies, are optimistic about the future, proud of their personal development, and grateful for their academic journey. These findings indicate that the happiness of final-year students is very positive, which has the potential to support their psychological well-being and academic achievement.

The mental health variable for the depression indicator is found in statement items 22, 23, 24, 25, and 26. In statement 22, 39.6% disagreed and 24% strongly disagreed that respondents felt they had lost the enthusiasm to complete their final project or thesis. In statement number 23, 53.2% disagreed and 20.8% strongly disagreed that respondents felt burdened by mounting academic demands.

In statement number 24, 37% disagreed and 27.9% agreed that respondents felt left behind compared to their peers. In statement number 25, 46.8% disagreed and 27.9%

strongly disagreed that respondents felt powerless in facing the challenges of their final studies. In statement number 26, 37% disagreed and 25.3% agreed that respondents felt their lives were not going as expected. Descriptive results showed that most respondents did not experience significant symptoms of depression, as indicated by the dominance of disagree and strongly disagree responses to most of the statements. Students generally remain enthusiastic, do not feel overly burdened by academic demands, and are able to face final study challenges with confidence. These findings indicate that the level of depression among final-year students is relatively low, so their mental condition is relatively stable in completing their academic process.

Mental health variables for anxiety indicators are found in statements 27, 28, 29, 30, and 31. In statement 27, 38.3% agreed and 36.4% strongly agreed that respondents often feel anxious about their future after graduation. In statement number 28, 37.7% strongly agreed and 24.7% disagreed that respondents had difficulty resting because they were thinking about their thesis or final project. In statement number 29, 35.7% agreed and 27.9% strongly agreed that respondents felt anxious when thinking about their study results. In statement number 30, 37% agreed and 33.1% strongly agreed that respondents easily panic when approaching academic deadlines. In statement number 31, 40.9% strongly agreed and 27.9% agreed that respondents feel overly worried about the possibility of not graduating on time. The descriptive results show that most respondents experience a fairly high level of anxiety, especially regarding their future after graduation, completing their thesis, and graduating on time. The majority of students feel anxious, restless, and easily panicked as the academic deadline approaches, even though this is a normal response in the final phase of study. These findings indicate that the academic anxiety of final-year students is in the moderate to high category, reflecting psychological pressure as they approach the completion of their studies.

The mental health variables for the emotional control indicator are found in statements 32, 33, 34, 35, and 36. In statement 32, 40.9% agreed and strongly agreed that respondents were able to remain calm when facing revisions or thesis guidance. In statement number 33, 52.6% agreed and 35.1% strongly agreed that respondents could control their emotions even though they felt stressed due to their final assignments. In statement number 34, 58.4% agreed and 26.6% strongly agreed that respondents could manage their disappointment when experiencing academic failure. In statement number 35, 45.5% agreed and 26% disagreed that respondents did not easily get angry or frustrated in difficult academic situations.

In statement number 36, 53.6% agreed and 29.2% strongly agreed that respondents remained focused despite experiencing emotional pressure. Descriptive results show that the majority of respondents have good emotional control, as seen from the high percentage who agreed and strongly agreed with most of the statement items. Students are generally able to control their emotions, remain calm when facing academic pressure, and stay focused despite experiencing stress or disappointment. These findings indicate that the level of emotional control among final-year students is positive, which plays an important role in maintaining psychological balance during the process of completing their studies.

Mental health variables for positive behaviour indicators are found in statement items 37, 38, 39, 40, and 41. In statement 37, 64.3% strongly agreed and 33.1% agreed that respondents continued to strive to complete their final assignments with enthusiasm. In statement number 38, 67.5% strongly agreed and 29.9% agreed that respondents maintained good relationships with their supervisors and fellow group members. In statement number 39, 53.2% strongly agreed and 44.2% agreed that respondents actively sought solutions when facing obstacles in their studies. In statement number 40, 43.5% strongly agreed and 39.6% agreed that respondents continued to engage in positive activities outside of academics, such as exercising or playing sports.

In statement number 40, 43.5% strongly agreed and 39.6% agreed that respondents continued to engage in positive activities outside of academics, such as exercising or participating in organizations. In statement number 41, 63% strongly agreed and 33.1% agreed that respondents tried to maintain a balance between their studies and mental health. Descriptive results show that the majority of respondents exhibited highly positive behavior during the final stage of their studies. Most students remained enthusiastic about completing their final assignments, maintained good relationships with lecturers and friends, actively sought solutions, and were able to balance their studies with their mental health. These findings indicate that final-year students have strong adaptive and productive attitudes, which support both their academic success and psychological well-being.

Description of Academic Achievement

Student academic achievement is the learning outcome achieved by students during their education at university until they complete their studies. Student academic achievement is measured by GPA (Grade Point Average). The respondents' GPAs varied from a low of 3.12 to a high of 3.91, with an average GPA of 3.74. This variation in GPA shows that most students have good academic abilities and are consistent in completing their studies. These findings indicate that final-year students are generally able to maintain optimal academic performance until graduation.

Factor Analysis

Classical Assumption Test

Normality Test

In this study, normality tests were conducted to determine whether the regression model, dependent variable residual values, and independent variables were normally distributed or not. Fulfilling the normality assumption is an important requirement in conducting statistical inferential analysis. Linear regression requires that all variables have a normal data distribution. In this study, normality testing was performed using graphical analysis methods through a normal probability plot, which is shown in the following regression model results table 3.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		
N		153
Normal Parameters ^{a,b}	Mean	1.1789795
	Std.Deviation	.00069500
Most Extreme Differences	Absolute	.071
	Positive	0.56
	Negative	-0.71
Test Statistic		.071
Asymp Sig. (2-tailed)		.055 ^c

Sources: Data processed by researchers (2025)

Based on the results in Table 3, it is known that if the Asymp. Sig. (2-tailed) value = 0.055, then $0.055 > 0.05$. Thus, it can be stated that the residual values are normally distributed.

Multicollinearity Test

One assumption in linear regression analysis is the absence of perfect multicollinearity or the absence of linear relationships between variables. The multicollinearity test in this study was conducted using SPSS and can be seen in Table 4.

Table 4. Multicollinearity Test

Multicollinearity Test			
Variable	Tolerance	VIF	Explanation
Socioeconomic Status	0.999	1.001	No multicollinearity occurred.
Mental Health	0.999	1.001	No multicollinearity occurred.

Sources: Data processed by researchers (2025)

Based on the results of data processing using SPSS, it can be concluded that VIF values < 10 , or Tolerance Values > 0.1 , so based on these data processing results, it can be said that there is no multicollinearity problem in the socioeconomic status and mental health variables.

Heteroscedasticity Test

Heteroscedasticity is a condition where there is a difference in the variance of the error of each independent variable in the regression model. In this study, the Glejser test was used to test for heteroscedasticity, and the results can be seen in Table 5.

Table 5. Heteroscedasticity Test

Heteroscedasticity Test			
Variable	Sig.	Criteria	Explanation
Socioeconomic Status	0.142	>0.05	No heteroscedasticity occurred.
Mental Health	0,287	>0.05	No heteroscedasticity occurred.

Sources: Data processed by researchers (2025)

Based on Table 5, it can be seen that the Sig. value obtained from the heteroscedasticity test using the Glejser test conducted using SPSS indicates that the significance value (Sig.) > $\alpha = 0.05$. Thus, it can be interpreted that there is no heteroscedasticity in the socioeconomic status and mental health variables in this research model.

Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine the effect of socioeconomic status and mental health on the academic achievement of final-year students. The results of the multiple linear regression test are shown in Table 6.

Table 6. Multiple Linear Regression Test

Multiple Linear Regression Test			
Variable	Coefficient B	Standard Error	t
(constant)	0.142	1.126	0.881
Socioeconomic Status	0.008	0.099	7.077
Mental Health	0.030	0.030	9.992

Sources: Data processed by researchers (2025)

Based on the table, the following multiple linear regression equation model can be obtained:

$$Y = 3.639 + 0.008X_1 + 0.030X_2 + e$$

Where:

Y = Academic Achievement of Final Year Students

X₁ = Socioeconomic status

X₂ = Mental health

E = Error

Based on the data in the table, the following can be observed: 1.) The constant value obtained is 3.639, which means that if the constant values of the socioeconomic status and mental health variables are assumed to be 0, the academic achievement of final-year students is 3.639; 2.) The regression coefficient value for the socioeconomic status variable is positive at 0.008, which means that a 1% increase in the socioeconomic status variable will result in a 0.008 increase in socioeconomic status; 3.) The regression coefficient value

for the mental health variable is positive at 0.030, which means that if there is a 1% increase in the mental health variable, there will be an increase in mental health of 0.030.

Hypothesis Testing

F Test

The F test is conducted to determine whether all independent variables have a simultaneous or combined effect on the dependent variable. The results of the F test can be seen in Table 7.

Table 7. F Test

Hypothesis Test			
F test (constant)	F calculated	Sig.	Explanation
	50.504	0.000	significant

Sources: Data processed by researchers (2025)

Based on the results in the table, it can be understood that the Sig value of 0.00 is less than 0.05, while the F value of 50,504 is greater than 1.976. Therefore, it can be stated that socioeconomic status simultaneously affects the academic achievement of final-year students.

T Test

In this study, the t-test was conducted to determine the significant individual effects of each independent variable on the dependent variable. The results of the t-test can be seen in Table 8.

Table 8. T Test

T Test			
Variable	T calculated	Sig.	Explanation
Socioeconomic Status	7.077	0.038	Influential
Mental Health	9.992	0.023	Influential

Sources: Data processed by researchers (2025)

Based on the data analysis results described in the table, the effect of each independent variable on the dependent variable can be understood as explained: 1.) Hypothesis 1, with the preliminary assumption that socioeconomic status affects the academic achievement of final-year students. Based on the table, it can be seen that the calculated T value is greater than the table T value, namely $7.077 > 1.976$, while the significance value is $0.038 < 0.05$. Therefore, it can be concluded that H1 is accepted, whereby socioeconomic status affects the academic achievement of final year students, meaning that a high socioeconomic status will help improve the academic achievement of final year students; 2.) Hypothesis 2, with the preliminary assumption that mental health affects the academic achievement of final year students. Based on the data analysis results, it can be understood that for the mental health variable, the calculated T value is greater than the table T value, namely $9.992 > 1.976$, while the significance value is 0.023

< 0.05 . So, it can be concluded that H2 is accepted, where mental health affects the academic achievement of final year students, meaning that when mental health is good, it will improve the academic achievement of final year students.

Coefficient of Determination

In this study, a coefficient of determination test was conducted to measure the magnitude or significance of the influence of each independent variable on the dependent variable. In addition, it was conducted to determine which variable had the greatest influence on the dependent variable, namely the academic achievement of final-year students. The results of the coefficient of determination test can be seen in Table 9.

Table 9. Testing the Coefficient of Determination

Coefficient of Determination (R²)	
R-Square	Adj. R-Square
0.507	0.527

Sources: Data processed by researchers (2025)

In Table 9, the adjusted R-squared value is 0.527, which means that socioeconomic status and mental health variables together influence the intensity of entrepreneurship by 52.7%, while the remaining 47.3% is influenced by other variables.

Discussion

Socioeconomic Status on Academic Achievement of Final Year Students

Based on the data analysis conducted in this study, it was found that socioeconomic status has a significant effect on the academic achievement of final year students. This is evidenced by the T test results which state that the Sig. value is $0.038 < 0.05$ and the calculated T is $7.077 >$ the table T of 1.976. With these results, the hypothesis explaining that socioeconomic status affects the academic achievement of final year students (H₁) is accepted, so it can be interpreted that if socioeconomic status increases, the academic achievement of final year students will also increase.

The results of this study are in line with the findings (Rodríguez-Hernández et al., 2020) in a systematic review which explains that socioeconomic status has a positive influence on the academic achievement of students in higher education, mainly through access to learning resources, family support, and a conducive educational environment. Similarly, research by Gobena (2018) shows that students from families with higher economic status tend to have higher learning motivation and academic performance compared to students from low-income families. Socioeconomic status has a significant influence on academic ability, particularly through access to learning, the quality of the home environment, and parental support (Lau et al., 2025). Socioeconomic status influences academic achievement directly and indirectly through learning motivation and family support (Tan, 2024). Collectively, these findings reinforce that socioeconomic status is a fundamental determinant of students' academic achievement, shaping both their access to educational resources and the psychological conditions that support successful learning.

Similar findings were also presented (Mou et al., 2025) which found that socioeconomic factors play an important role in predicting educational achievement in higher education, both directly through economic conditions and indirectly through psychological well-being and social support. Thus, the results of this study reinforce the evidence that socioeconomic status is an important determinant in improving students' academic achievement. Socio-economic status plays an essential role in shaping students' learning opportunities and educational outcomes (Kamalia et al., 2024). In addition, economic inequality is closely related to decreased academic achievement and chances of graduation (Clouston et al., 2023). Therefore, the growing body of evidence consistently demonstrates that socioeconomic status not only influences students' academic outcomes but also shapes the broader structural conditions that enable or hinder their educational success.

The differences in findings across studies may be explained by contextual and methodological variations. In the Indonesian higher education context, socioeconomic disparities are more pronounced than in many developed countries, affecting students' access to learning resources, technology, and financial stability throughout their studies. Cultural expectations also play a role, many students face family pressure to complete their degrees quickly or to contribute economically while studying, which can amplify the influence of financial conditions on academic outcomes. Methodologically, variations in measurement instruments, such as self-reported versus institutional academic data, differences in sampling (e.g., focusing on final-year students who experience higher academic stress), and the analytical techniques employed (cross-sectional versus longitudinal approaches), can all contribute to divergent results. These contextual and methodological distinctions help explain why socioeconomic status shows a stronger impact in the present study compared to some prior research.

When examined based on Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979), individual development, including academic achievement, is influenced by the interaction between the individual and their social environment. In this context, the socioeconomic status of the family is part of the ecosystem that indirectly influences students through the availability of resources, educational support, and stability of the learning environment. The better the socioeconomic conditions of the family, the greater the opportunity for students to obtain facilities and emotional support that support their academic achievement.

However, the results of this study are not in line with several previous studies which show that socioeconomic status does not always have a significant effect on students' academic achievement. For example, a study by Sirin (2005) found that the relationship between socioeconomic status and academic achievement tends to decline at the higher education level because students are more influenced by internal factors such as motivation and learning strategies. In addition, the influence of socioeconomic status on academic achievement may weaken when other factors such as school support, learning environment, and individual character are taken into account (Considine & Zappalà, 2002). Thus, although this study shows a positive influence, there is still empirical evidence that the influence of socioeconomic status on learning achievement can vary

depending on the social context, education system, and individual characteristics of students.

The results of the study Kim et al. (Kim et al., 2019) indicate that socioeconomic status is not always a strong predictor of grades/GPA in higher education allowing other mediators/moderators (e.g., motivation, institutional support) to neutralize the effect of socioeconomic status. Socioeconomic status is not a determining factor for academic achievement success (Kim, 2019; Richards & Kelly, 2023). A field study of undergraduate students at one university found no significant relationship between SES and academic performance (Jalingo et al., 2023). These divergent findings suggest that the influence of socioeconomic status on academic achievement may vary substantially across educational contexts, institutional environments, and individual student characteristics, leading to inconsistent results in the existing literature.

The findings from this study indicate that socioeconomic status plays an important role in determining the academic success of final-year students. Students who come from families with better economic conditions, education, and employment tend to have greater access to learning resources, moral support, and a conducive learning environment. These factors indirectly increase students' motivation, concentration, and readiness to complete their studies. In addition, social and financial support from families allows students to focus more on their academic tasks without being burdened by economic problems. Thus, the results of this study confirm that improving family welfare and paying attention to students' socioeconomic backgrounds are important aspects that need to be considered by universities in their efforts to improve the overall quality and academic achievement of students.

Mental Health and Academic Achievement of Final Year Students

Based on the data analysis conducted in this study, it was found that mental health has a significant effect on the academic achievement of final year students. This is evidenced by the T test results which show that the Sig. value is $0.023 < 0.05$ and the calculated T value is $9.992 >$ the table T value of 1.976. With these results, the hypothesis explaining that mental health affects the academic achievement of final year students (H2) is accepted, so it can be interpreted that if mental health improves, the academic achievement of final year students will also improve.

The results of this study are in line with findings (Hammoudi Halat et al., 2023) that healthy behavior and positive mental health contribute significantly to the academic achievement of college students, indicating that psychological balance is a determining factor in academic success. Good mental health contributes significantly to increased academic productivity, while psychological disorders such as anxiety and depression have a negative impact on learning performance (Eisenberg et al., 2013). Stress and psychological pressure are major factors in the decline of student motivation and academic performance in various countries (Pascoe et al., 2020). Students with high psychological well-being are better able to manage their time, emotions, and academic responsibilities, which leads to improved performance (Iheduru-Anderson, 2021). Similar results were obtained by Hamaideh (2011), which showed that low levels of academic stress are associated with better learning outcomes, as students are able to think

clearly and focus on completing tasks. According to Chu et al.(2023) and Buizza et al. (Buizza et al., 2022) mental health affects the academic achievement of final year students. Thus, the results of this study reinforce empirical evidence that the better the mental health of students, the more optimal their academic achievements will be.

However, the results of this study are not entirely consistent with several other studies that show that mental health does not always have a significant effect on students' academic achievement. For example, a study by (Andrews & Wilding, 2004) found that although depression and anxiety increased during the study period, there was no significant direct relationship between mental health and the academic results of university students in the UK. Furthermore, the influence of mental health on learning achievement can be mediated by other factors such as social support, study habits, and coping strategies, so that it does not always show a linear relationship (Yong et al., 2022). Moderate to high levels of stress do not always lower students' GPAs, as some individuals are able to turn pressure into motivation to study (Grotan et al., 2019). In addition, students with mild psychological disorders can still maintain good academic performance if they have adequate social and campus support (Eisenberg et al., 2009). Similar findings also state that resilience and academic support can neutralize the negative impact of mental health on academic achievement (Hartley, 2011). Therefore, although this study shows a positive relationship between mental health and academic achievement, this influence can vary depending on contextual, personal, and environmental support factors.

The variations in findings across studies may be attributed to both contextual and methodological differences. In the Indonesian higher education context, awareness and institutional support for student mental health are still developing, meaning that psychological well-being tends to fluctuate depending on individual coping resources and the availability of social or academic support. Cultural factors also play a role, as many Indonesian students experience family expectations, financial stress, and academic competition, which may intensify or moderate the link between mental health and academic achievement. Methodologically, differences in measurement instruments such as the use of self-reported scales versus clinical assessments and variations in sample characteristics, including students from different academic levels or disciplines, can lead to inconsistent results. Moreover, most previous studies employed cross-sectional designs, which limit the ability to capture dynamic changes in students' mental health over time, while this study focuses specifically on final-year students who face unique psychological pressures related to thesis completion and transition to the workforce. These contextual and methodological distinctions may explain why the impact of mental health on academic achievement appears stronger in this study compared to others.

The findings from this study indicate that mental health has a significant contribution to the academic success of final-year students, especially in dealing with pressure and demands during the process of completing their studies. Students with stable psychological conditions and good mental well-being tend to be better able to manage stress, maintain motivation to study, and show consistency in completing academic tasks. Conversely, students with high levels of anxiety or stress are more prone to decreased concentration, motivation, and academic productivity. These results emphasize that

strengthening mental health aspects needs to be an important concern in the university environment, for example through counseling services, stress management training, and ongoing academic social support. Thus, improving the quality of students' mental health not only has an impact on personal well-being but also becomes a strategic factor in supporting the achievement of optimal academic performance.

Socioeconomic Status and Mental Health on Academic Achievement of Final Year Students

Based on the data analysis conducted in this study, it was found that socioeconomic status and mental health simultaneously affect the academic achievement of final year students. This was proven by the F test results, which showed that the Sig. value was $0.000 < 0.05$ and the calculated F value was $50.504 >$ the table F value of 1.976. With these results, the hypothesis explaining that socioeconomic status and mental health affect the academic achievement of final year students (H3) is accepted, so it can be interpreted that if socioeconomic status and mental health improve, the academic achievement of final year students will also improve.

The results of this study are in line with findings (Al-Qaisy, 2011) showing that the combination of socioeconomic conditions and mental health has a significant effect on students' academic achievement, where stable economic support and emotional balance are important factors in learning success. In addition, mental health and adequate financial support together create a conducive learning environment, so that students are better able to cope with academic pressure (Mahmoud et al., 2012). Research (Jerrim & Vignoles, 2015) reinforces these findings by stating that the balance between socioeconomic factors and psychological well-being is a major determinant of academic success in higher education. These findings support the results of this study that socioeconomic status and mental health contribute to improving the academic achievement of final year students.

However, the results of this study are not in line with several previous studies which show that socioeconomic status and mental health do not always have a simultaneous effect on students' academic achievement. Although economic status and psychological well-being are important, neither of them has a significant simultaneous effect on students' GPA, because this effect can be moderated by social support and study habits (Owens et al., 2012). Furthermore, academic resilience and student engagement play a greater mediating role than the direct combination of economic and mental health factors (Krumrei-Mancuso et al., 2013). These findings indicate that the combined influence of socioeconomic status and mental health on academic achievement may vary depending on the motivational, social, and institutional factors surrounding students.

The findings from this study indicate that socioeconomic status and mental health simultaneously play an important role in determining the academic achievement of final-year students. A combination of stable family economic conditions and good mental health creates a supportive learning environment, high motivation, and the ability to adapt to academic pressure. Students who have adequate financial support tend to be calmer and more focused in their studies, while positive mental health allows them to manage stress, maintain concentration, and maintain enthusiasm in completing their

final assignments. The synergy between these two factors strengthens students' ability to achieve optimal academic results. Thus, the results of this study emphasize the importance of a holistic approach to improving learning achievement, in which the economic and psychological aspects of students need to be given equal attention through educational policies that support financial well-being and mental health in the college environment.

These findings can be further interpreted through Bronfenbrenner's Ecological Systems Theory, which posits that individual development and achievement are influenced by multiple, interrelated environmental systems. In this context, students' socioeconomic status represents part of the exosystem including parental education, occupation, and income which shapes the learning environment and access to academic resources. Meanwhile, mental health reflects the microsystem, encompassing students' personal emotional stability, motivation, and coping mechanisms. The interaction between these systems helps explain why students with supportive economic backgrounds and healthy psychological conditions tend to demonstrate higher academic achievement. Thus, academic performance is not solely determined by individual ability, but also by the dynamic interplay between personal and contextual factors within Bronfenbrenner's ecological framework.

The findings of this study can be better understood through a deeper integration of Bronfenbrenner's Ecological Systems Theory. Within this framework, socioeconomic status can be positioned primarily in the exosystem and macrosystem, representing broader contextual factors such as parents' education, occupation, income, and access to institutional resources that indirectly shape students' academic environments. Meanwhile, mental health operates within the microsystem and mesosystem, reflecting the immediate settings of students' lives—such as personal coping mechanisms, peer relationships, and academic interactions—that directly influence motivation, focus, and emotional stability. The dynamic interplay between these systems illustrates that academic achievement is not determined by a single factor, but by the interaction of external socioeconomic conditions and internal psychological processes within the student's ecological context.

These findings hold particular relevance in the context of Indonesian higher education, where socioeconomic disparities remain a significant challenge for student success. Many students from lower-income families face limited access to learning facilities, stable internet connections, and financial support, which can affect their academic focus and psychological well-being. In addition, socio-cultural expectations such as family pressure to complete studies quickly or contribute financially can heighten academic stress, especially among final-year students. Therefore, the results highlight the importance of institutional initiatives such as counselling services, scholarship programs, and peer support systems that address both economic and mental health needs of students in Indonesia's diverse higher education landscape.

CONCLUSION

Fundamentals finding: This study concludes that both socioeconomic status and mental health are significant determinants of final-year students' academic achievement. More

importantly, the findings highlight the interaction between external (economic) and internal (psychological) factors in shaping students' learning outcomes. Students who come from supportive socioeconomic backgrounds and maintain positive mental health tend to achieve better academic performance due to improved access to learning resources, emotional resilience, and self-regulation. This research contributes to the literature by providing empirical evidence from Indonesian higher education and by contextualizing these relationships within Bronfenbrenner's Ecological Systems Theory, which emphasizes that student achievement emerges from the dynamic interplay between personal and environmental systems. **Implications:** The implications of this study are threefold. First, higher education institutions should expand financial support systems including scholarships, subsidies, and learning facilities to help students from disadvantaged socioeconomic backgrounds achieve optimal performance. Second, universities must strengthen mental health services by providing accessible counselling, stress-management programs, and well-being initiatives tailored to the needs of final-year students. Third, future research should incorporate additional mediating and moderating variables such as academic motivation, resilience, or institutional support, and should involve samples from multiple universities to improve generalizability and capture broader patterns across Indonesian higher education. **Limitations:** Despite its valuable contributions, this study has several limitations that should be acknowledged. First, the data were collected through self-reported questionnaires, which may introduce response bias as participants could overestimate or underestimate their socioeconomic conditions and mental health. Second, the research was conducted within a single institution, which limits the generalizability of the findings to other universities with different academic and socio-economic contexts in Indonesia. Third, the cross-sectional design of the study restricts the ability to infer causality or observe changes in students' academic performance and mental health over time. **Future Research:** 1.) For higher education institutions, it is necessary to provide financial and academic support programs such as scholarships, educational assistance, and equitable learning facilities so that students from various socioeconomic backgrounds have equal opportunities to achieve their full potential; 2.) For educational institutions and faculty administrators, it is recommended to strengthen counselling and mental health services on campus through psychological assistance, stress management training, and increased awareness of the importance of mental well-being for student academic success; 3.) For future researchers, it is recommended to develop research with additional variables, such as learning motivation, social support, or stress coping strategies, and to involve samples from various universities so that the research results are more comprehensive and can be generalized more broadly.

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Socio-Economic Status and Mental Health on The Academic Learning Achievement of Final-Year Students

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