

MEDIATING ROLE OF PSYCHOLOGICAL WELL- BEING IN THE RELATIONSHIP BETWEEN SELF-ESTEEM AND UNIVERSITY STUDENTS'S ACADEMIC PERFORMANCE

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MEDIATING ROLE OF PSYCHOLOGICAL WELL-BEING IN THE RELATIONSHIP BETWEEN SELF-ESTEEM AND UNIVERSITY STUDENTS'S ACADEMIC PERFORMANCE

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28

ABSTRACT

This paper aims at measuring the mediating effect of psychological wellbeing in the relationship between university students' self-esteem and their academic achievement, as well as examining the direct and indirect effect of peer-support to academic achievement through psychological wellbeing. For these purposes, a quantitative research with specific reference to empirical survey was conducted with the active participation of 204 university students. Results of structural equation modelling (SEM) analysis indicate that there was a positive and significant mediating effect of psychological wellbeing in the relationship between self-esteem and students' academic achievement. However, the direct effect of students' peer-support to their academic achievement was greater compared to its indirect effect through students' psychological wellbeing. This concludes that both psychological wellbeing and peer-support play significant roles in supporting the academic achievements of students. This study implies the significance of these variables to the academic achievement of students and accordingly government and university stakeholders should pay more attention in presenting these variables within the academic environment of university.

Keywords – Self-esteem, Psychological wellbeing, Peer-support, Academic achievement, University students

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3

1. INTRODUCTION

Higher education as one of the educational institutions is required to be able to produce graduates who have quality in accordance with the needs of the community. In this context, it become one of major challenges in tertiary institution (Caroline, 2008, p. 1). The success of the teaching and learning process can be measured from the students' academic achievement at the end of semester, known as grade point average (GPA). Thus the academic achievement of students can be shown by the GPA score. The scores reflect the various students' efforts, including their ability, fatigue, and academic potentials (Siagian, 2003, p. 223).

Various studies in the field of educational psychology have been conducted understand the factors associated with academic achievement. In fact, empirical evidence of the role of self-esteem in academic achievement has been found from the 1960s to the 1990s (Coopersmith, 1967; Covington, 1989; Erikson, 1968; Holly, 1987; Purky, 1970; Reynolds, 1988; Scheirer & Krant, 1979; Walz & Bleuer, 1992; Wylie, 1979). However, these studies have contradicted to each other. For instance, several studies in the last two decades, found that self-esteem has a positive and statistically significant role in the academic achievement (Colquho & Bourne, 2012; Lockett and Harrell, 2003); Reasoner, 2005). Other studies also affirmed the positive role of self-esteem on academic achievement. In contrast, several researchers found that there is no correlation between self-esteem and academic achievement (Giunta., Et al., 2013; Zheng, et al., 2014). Several other researchers also asserted that new self-esteem can affect academic achievement, if there are other variables that are examined (Afari et al., 2012). Likewise, Kohn (1994) affirmed that it is not self-esteem that affects academic achievement, but academic achievement that affects self-esteem.

This paper contributes in the debates of recent literature above. The major purpose of this paper is to examine the direct effect of self-esteem to academic achievement of higher education students, as well as examine the indirect effect with the mediating variable of psychological wellbeing. In this regard, previous research firms that psychological well-being has positive and significant mediating role in the relationship between self-esteem and academic achievement (Afari, et al., 2012; Turashvili & Japaridze, 2012). Other important factor that relates to academic achievement is peer-group support and accordingly, this paper also examines the direct and indirect effect of students' peer group support to academic achievement.

2. RELEVANT LITERATURE REVIEW

2.1. Concept of Academic Achievement

Academic achievement is the result of learning in the academic field that reflects the ability and performance of students on subject matter that is multidimensional, in this case includes cognitive, affective and psychomotor aspects, which are given by educators to students who are usually indicated by grades (Fatimah & Fasikhah, 2013). Academic achievement according to Syah (2010, p. 144) academic achievement is the level of student success in achieving the goals set in a program. In this case academic achievement is a real ability of students as a result of efforts made during one particular semester in the form of final semester scores. This can be seen in the cumulative achievement index (GPA) of each student.

Winkel (2004, p.15) defines academic achievement as "the results of efforts that can be achieved by students after doing the learning process that takes place in the interaction of the subject with the environment that will be stored or implemented towards progress". According to Alwi (2005) academic achievement is the mastery of knowledge or skills developed from subjects, generally indicated by the value of test results or numbers given lecturers or educators,

and abilities that really exist or can be observed (actual abilities) and which can be measured directly using certain tests.

48 2.2. Concept of Self-Esteem

The theoretical concept of self-esteem has been advanced by many psychologists in the past decade. According to Whelpley and McDaniel (2016) self-esteem is a comprehensive self-evaluation of both positive and negative evaluations of oneself. Specifically explained that individuals who have high self-esteem tend to be more proactive, optimistic, and have a higher level of social activity compared to individuals who have low self-esteem. Sarlito (2009, p. 62) explains that self-esteem shows the overall attitude of individuals towards themselves both positive and negative. This view is quite different from what raised by Reber and Reber (2010) regarding self-esteem as the degree or degree of individuals assessing themselves. Santrock (2007, p. 183) explains that self-esteem is often referred to as self-worth or self-image, as these are a global evaluative dimension of self.

According to Hibbert, (2013) self-esteem is the same concept as a self-image but there is still a very small difference: self-esteem is everything that is thought, felt, and believed about oneself. In contrast to what is meant by self-image is the overall recognition that individuals are valuable human beings and creatures that need to be loved. Herbbert shows that each individual has a different self-esteem. With these small differences can show the uniqueness of each individual. Other scholars (Baron & Byrne, 2012) argue that self-esteem is a self-evaluation made by each individual, people's attitudes towards themselves in the range of positive to negative dimensions. Baron and Byrne further asserted that self-esteem refers to one's attitude towards himself, ranging from very negative to very positive attitude. The individuals shown appear to have negative attitudes towards themselves. High self-esteem means that the individual likes him/herself. This positive evaluation is partly based on the opinions of others and partly based on specific experiences. The formation of attitudes towards self begins with the interaction between the baby and his mother or other caregivers in the family. Cultural differences also affect one's self-esteem.

58
The dimensions and or elements of self-esteem in this study are adapted from the several experts (Coopersmith, 1983; Robertson, 1986; Susanti, 2012), namely: 1) significance (feelings), feelings to be loved and cared for; 2) ability (Competence) that the feeling of being able (successfully fulfilling the demands of achievement) when he is compared to others; 3) strength and power (Power), which is seen when individuals are able to control, regulate and control the behavior of themselves and others based on the existence of reinforcement and respect received by individuals from other individuals; and 4) goodness or virtue, compliance in following moral ethical standards that exist in society. The more obedient, the greater the ability of individuals to become role models, so the higher the community's acceptance of the individual concerned.

24 2.3. Relationship between Self-Esteem and Psychological Wellbeing

The study of the relationship between self-esteem and psychological well-being of students has been conducted by several previous researchers (Nwankwo, Okechi & Nweke, 2015). The study sample was 350 student athletes at Ebonyi University, Nigeria. On the basis of correlation and *t-test* analysis, the study proved a strong correlation between self-esteem and Psychological well-being. It was found that the higher the self-confidence of students, the higher the level of psychological well-being of students. The study was conducted with purely quantitative research and the researchers suggested the need for further research with a qualitative approach to further explore this relationship. The researchers' suggestions encourage the use of quantitative and qualitative (mixed-methods research) combined research in this study.

Likewise, the findings of other researchers who showed that self-esteem had a positive effect on psychological well-being, a study in China of 847 students (Du, King, & Chi, 2017). In this study, by involving a broad sample of students in China (N = 847), it is evident that students who have high self-esteem demonstrate high life satisfaction and meaning in life as well. The research can be used as a reference in this study, to test whether self-esteem affects the psychological well-being of students. Furthermore, research conducted by Paradise and Kernis (2002) shows that there is a relationship between self-esteem and psychological well-being. Self-Efficacy Stability correlates with all aspects (except personal growth), and the personal growth subscale which shows a comprehensive and better relationship than self-esteem and the attractiveness of well-being. In addition, research conducted in Indonesia conducted by Susanti (2012) also found that there was a positive relationship between self-esteem and psychological well-being. This means that the higher the self-esteem, the higher the psychological well-being.

2.4. Relationship between Self-esteem and Student Achievement

Research conducted by several researchers (Du, King, & Chi, 2017) indicate that self-esteem has a positive and significant effect on psychological well-being. In the study, by involving a broad sample of students in China (N = 847), it was evident that students who had high self-esteem showed high life satisfaction and meaning in life. Previous researchers (Ebadpoor, Lavasani & Shahcheraghi, 2016) have also proven the positive and significant direct influence of peer support on psychological well-being. Several indicators of psychological well-being in the study are self-acceptance, positive relations with others, self-autonomy, self-growth, and life goals. In the last 45 years, there have been studies (Arshad, Zaidi & Mahmood, 2015; Koruk, 2017) that show a positive and significant relationship between self-esteem and student academic achievement. Specifically, Khoruk (2017) found a high influence of self-esteem on student academic achievement.

2.5. Concept of Psychological Wellbeing

For more than two decades, many scholars explain about psychological wellbeing. Ryan and Deci (2001) distinguish psychological well-being into two views. The first view is called hedonism which reflects that well-being consists of pleasure or happiness. This hedonic or hedonist school is based on a theory developed by the philosophical tradition developed by Hobbes, Locke and Rousseau. Hedonists emphasize individuals and it is assumed that individuals are driven to achieve personal freedom. The hedonic tradition is based on a philosophical tradition developed by Hobbes, Locke and Rousseau. Accordingly, the focus is on the integrity of the individual and his own assessment of what makes him happy. The second view, views that well-being is not just happiness but is related to human potential. Ryan and Deci (2001) also said that psychological well-being is a way for someone to overcome all challenges or problems in daily life. Students who have high psychological well-being will feel comfortable in learning and completing tasks well.

In the development of psychological well-being, Keyes, Ryff, & Shmotkin (2002, p. 1007) define psychological well-being is a picture of the way individuals deal with challenges throughout life. So, in this case psychological well-being does not only talk about life satisfaction, happiness and balance between negative and positive attitudes, but also involves views about problems in one's life. Based on this view, each task, tests given to students is something that can increase the existing potential for achieving high academic achievement. Likewise, Sumule (2008) define psychological well-being as an eudemonic perspective (happiness to self-actualize) from the mental well-being of individuals whose focus is on psychological utilization and self-realization to measure the extent to which a person values his woman in an effort to meet her needs and development himself. The same thing also stated Ryff

& Singer (2008), said that self-realization is related to all the potential possessed by an individual which is an illustration of the achievement of the welfare of one's life.

Suresh, et al., (2014: 2) say that psychological well-being is an individual who is able to feel something and can function well and effectively. Individuals who have good feelings mean to present positive emotions such as; satisfaction and happiness, self-confidence and interest. While being able to function effectively includes various things such as; able to control behavior and emotions, can exploit their potential, have a purpose in life and build positive relationships with others. The same thing also stated by Huppert (2009: 1) psychological well-being is a life that goes well. This is a combination between positive feelings that functions effectively. Individuals who have high psychological well-being will have a feeling of pleasure, being able, getting support from the surrounding environment and feeling satisfied with their daily lives.

18 2.6. Concepts of Psychological Wellbeing

The psychological wellbeing dimensions used in this study were adapted from Ryff (1989). First, the dimension of self-acceptance, that is, individuals who have a high score on this dimension have a positive attitude towards themselves, acknowledge and accept the goodness and self-ugliness as they are, feel positive about past lives and vice versa, individuals who have scores Low feel dissatisfied with yourself, disappointed with what has happened in the past life, has problems with certain personal qualities and has different expectations from current self. Second, positive relationships with others (positive relations with others), i.e. individuals with high scores on this dimension have warmth, satisfaction, trusting relationships with others, care about the welfare of others, are able to display empathy, affection, and intimacy that strong, and understand the human relations that give and take and vice versa, individuals with low scores have few close and trusting relationships with others, find it difficult to be warm, open, and care for others, feel alienated and frustrated in interpersonal relationships, and not willing to make compromises to maintain important ties with others.

Third, personal growth (personal growth), that individuals with high scores in this dimension have a feeling of continuous development, see themselves as self-developing and expanding, open to new experiences, realize their own potential, see improvements in themselves and behaviour throughout time, and change to reflect more self-knowledge and effectiveness and vice versa, individuals with low scores have a feeling of personal stagnation, lack of awareness of improvement or expansion over time, feel bored and uninterested in life, and feel unable to develop attitudes or behaviour that are new.

Fourth, the purpose of life (purpose in life), that individuals with high scores on this dimension have a purpose in life and awareness of courage, feel there is meaning in life now and in the past, hold beliefs that give purpose to life, and have goals and objectives for life and vice versa, individuals with low scores have a lack of meaningful meaning in life, have few goals or goals, lack awareness of direction, do not see goals in past lives, and do not have attitudes or beliefs that give meaning to life. Fifth, mastery of the environment (environmental mastery) that individuals who score high on this dimension have a feeling of mastery and are able to manage the environment, control the complex arrangement of external activities, use opportunities in the surrounding environment effectively, be able to choose or create contexts that suit their needs and personal values and vice versa, in individuals who have low scores have difficulty managing daily affairs, feel unable to change or improve the context in the surrounding environment, are not aware of opportunities in the surrounding environment, and lack of awareness of control over the external world. Sixth, autonomy (autonomy), that individuals who have high scores in this dimension are determined, independent, able to resist social pressure to think and act in certain ways, regulate their behaviour from within, and evaluate themselves with personal standards.

2.7. Relationship between Psychological Wellbeing and Student Achievement

Previous research conducted by Turashvili and Japaridze (2012) proves that psychological well-being has a positive and significant influence on academic achievement. In the study, students who had medium and high achievement levels had high index scores related to psychological well-being including life goals, and personal growth. The same thing was also found in the study of Topham and Moller (2011) showing that psychological well-being correlated with the academic achievements of new students enrolled at UK University with results ($r = 0.15$; $p < 0.001$). Similarly, Hamdana and Alhamdu's (2015) conduct research on subjective well-being and student achievement in acceleration at senior public school in Palembang. The study found that there is a significant correlation between subjective well-being and student learning achievement. More specifically, subjective well-being contributes about 76.9% to the student achievement.

Furthermore, other study was conducted to examine the relationship between self-esteem and psychological well-being of students (Nwankwo, Okechi & Nweke, 2015). For the purpose of the study, an empirical survey was conducted with the active participation of 350 students at the Ebonyi University, Nigeria. On the basis of correlational and *t-test* analysis, there was a strong correlation between self-esteem and psychological well-being. In this context, the higher the self-confidence of students, the higher the level of their psychological well-being.

2.8. Concept of Peer-Support

Peer support is an important component in the lives of individuals in society. According to Sarafino (2011) peer support is assistance given to individuals, so that individuals feel cared for, valued, and feel safe. Taylor (2015) defines social support as information from others that they are loved and cared for, valued and valuable, and part of a communication network and shared obligations. The individual feels that he / she receives himself in the environment where he is and receives social support from the surrounding community. Meanwhile, Vangelisti (2009) divides the notion of social support into three perspectives. The first perspective is a sociological perspective that focuses on the degree to which individuals integrate in existing social groups. Secondly, psychological perspective that emphasizes on the availability of perceived support from the environment. Third, a communication perspective that focuses on the interaction between providers and recipients of support.

According to Sarafino (2006) social support is a way to show affection, care, and appreciation for others. Individuals who receive peer support will feel themselves loved, valued, valuable, and are part of their social environment. In other words peer support is one's self-acceptance by the environment. King (2010, p.226), affirm that social support is information and feedback from other people that shows that someone is loved and cared for, valued, respected, and involved in communication networks and mutual obligations. King sees social support as a result of actions and reactions to information in the surrounding environment. The dimension of peer support in this study was adapted from Cutrona and Gardner; Uchino (in Sarafino & Smith, 2011), namely: 1) emotional support or appreciation support (emotional support or esteem support). Expressing empathy, caring, caring, looking positive, and encouraging someone; 2) tangible or instrumental support. Involve direct assistance, such as lending money, or helping to complete work when the workload is excessive; 3) information support (informational support). Information support includes providing advice, direction, advice, and feedback; and 4) companionship support that refers to the readiness of others to spend time with individuals.

2.10. Relationship between Peer-support and Psychological Wellbeing

Previous researchers (Emadpoor, Lavasani & Shahcheraghi, 2016) have proven the positive and significant direct influence of social support on psychological well-being. Some indicators of psychological well-being in the study are self-acceptance, positive relations with others, autonomy, self-growth, and life goals. Lahti and Liebkind (2014) in their research found that social support had a significant impact on psychological well-being. Furthermore, research conducted by Gulacti (2000) found that perceived social support predicted 43% of psychological well-being. In addition to this, it was also found that predicted family support predicts Psychological well-being, and on the other hand perceived support for someone special and perceived peer support do not predict Psychological well-being. Other findings also indicate that social support has a positive and significant effect on psychological well-being. This is consistent with the findings of (Emadpoor, Lavasani & Shahcheraghi, 2016).

2.11. Relationship between Peer-Support and Academic Achievement

Support received by individuals from peers and parents makes individuals motivated in learning, thereby increasing academic achievement. This is consistent with research conducted by Ogbeidet & Ugwu (2017) who conducted research on the relationship between social support and academic achievement. The results of the study involving 270 students at Madonna University, Nigeria showed a positive and significant relationship between social support and student academic achievement. Research conducted in Indonesia also shows the same results. Research conducted by Rensi and Sugiarti (2010) found that social support affects learning achievement. Research conducted by Maslihah (2011) The results showed that there was a significant relationship between social support of parents with academic achievement, the resulting correlation coefficient of 0.820. Thus, the greater the social support parents perceive by students, the better academic achievement students get.

3. RESEARCH METHODS

3.1. Population and Sampling Technique

This research applied quantitative methods, with particular reference with the application of Structural Equation Modelling (SEM) analysis. Accordingly, an empirical survey was conducted with the active participation of 981 university students in a private university in Central Jakarta. The sampling technique used in this study was stratified random sampling, which was technically randomized using SPSS statistical software. The sample size in this study used a sample size calculator application with a confidence level of 90% and a standard error of 0.06 obtained a minimum sample size needed of 173. However, samples taken in this study were 204 people. This sample size also corresponds to the sample size required by the structural equation modeling technique with the Maximum Likelihood method of 200 to 400 (Hair et al., 2010).

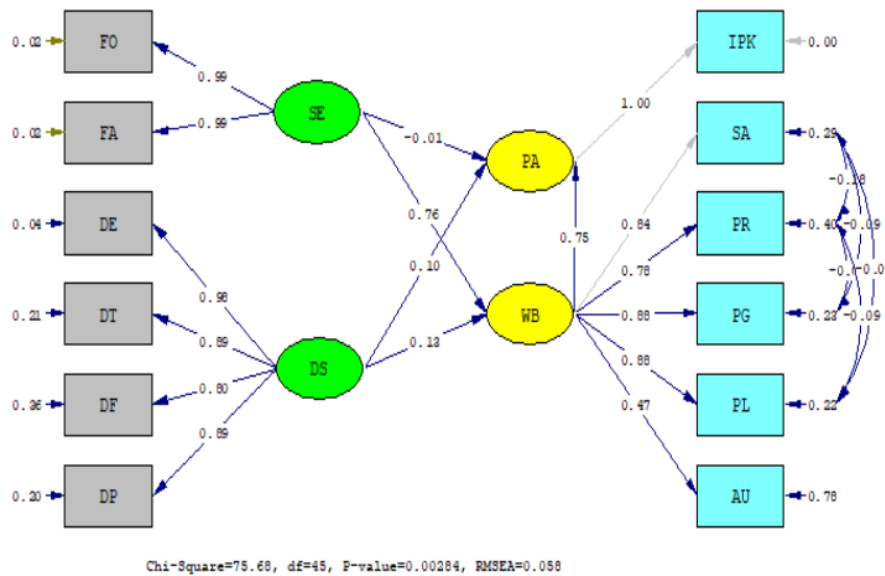
3.2. Validity and Reliability of Items

The questionnaire was in the form of interval scale 1 – 5: 1 = Very inappropriate, 2 = Inappropriate, 3 = Neutral, 4 = Appropriate, 5 = Very appropriate. On the basis of confirmatory factor analysis, the loading factors in relation to students' psychological wellbeing were above 0.5 and meanwhile, the construct reliability (CR) was 0.915 and the variance extracted (VE) was .05. The construct reliability with the total items of 15, were above .07 indicating good reliability. Meanwhile, the Chi-Square value was 186.48, and p-value = 0.00, RMSEA = 0.078 (<0.08), NFI = 0.89 (<0.90), NNFI = 0.91 (> 0.90), IFI = 0.93 (> 0.90), AGFI = 0.94 (<0.90) and CFI = 0.93 (> 0.90), meaning that the psychological well-being scale is

constructively fit with the indicator (measuring the factors that are measured), because it has an insignificant probability value and goodness of fit qualifies. The model has a good fit, so researchers use the estimated standardized (loading) value as a coefficient of validity. Indicators are considered valid if they have a loading standard above 0.50 (Ghozali and Fuad, 2014). With regard to self-esteem, all loading factors have coefficients above 0.5, thus the measuring tool has a loading factor that is required. Meanwhile, the obtained result of CR was 0.885 and Variant Extracted (VE) of 0.52. With regard to peer-support, all loading factors have coefficients above 0.5, thus the gauge has the required loading factor. Meanwhile, the result of Construct Reliability (CR) was 0.934 and Variant Extracted (VE) of 0.55, indicating good reliability.

4. FINDINGS

First of all, this study aimed at measuring the mediating effect of psychological well-being in the relationship between self-esteem and students' academic achievement. As presented in Graph 1, on the basis of structural equation modelling analysis (SEM), the theoretical empiric of this study was supported by the fit of empirical data in this study. On the basis of the theorized model test results, the value of root mean square error of approximation (RMSEA) was 0.058, and CFI = 0.99. The Root Mean Square Error of Approximation (RMSEA) is still smaller than 0.08 and the comparative fit index (CFI) is above 0.90. NFI and NNFI are respectively 0.98, thus greater than 0.90. Then it can be concluded that the model fit with empirical data.



Graph 1

4.1. Result of theoretical model fit

The following table is the summary of the empirical fit of this study, as presented in Table 1 below:

Summary of the empirical fit in the data

2
 Mediating Role of Psychological Well-Being in the Relationship between Self-Esteem and University Students's Academic Performance

The whole model fit in this study	Standard model fit	Conclusion
RMSEA = 0,058	≤ 0,08	Fit
NFI = 0,98	≥ 0,90	Fit
NNFI = 0,98	≥ 0,90	Fit
CFI = 0,99	≥ 0,90	Fit
IFI = 0,99	≥ 0,90	Fit
RFI = 0,96	≥ 0,90	Fit
GFI = 0,94	≥ 0,90	Fit
AGFI = 0,90	≥ 0,90	Fit

It is clear as presented in Diagram 1 that the mediating role of self-esteem was greater (.76 X .75 = .57), than direct effect of self-esteem to academic achievement (-.01). This concludes that the mediating role is positive and statistically significant. However, the direct effect of self-support to academic achievement was higher (.10), compare to the mediating effect psychological wellbeing in the relationship between peer-support and academic achievement (.13 X .75 = .09). This indicates how important the peer-support in the academic achievement of university students.

5. DISCUSSIONS

The findings of this study demonstrate that higher education students' academic achievement is not only determined by cognitive factors, but also by psychological factors. The psychological well-being has been proven to play a positive and significant role in the academic achievement of students. Students who have high psychological well-being had the ability to accept themselves (self-acceptance), had positive relations with others (positive relations with others), had positive personal growth (personal growth), had a purpose in life (purpose in life), able to master the environment (environmental mastery), and had autonomy (autonomy). With these abilities, individuals can have a strong drive to have good academic achievement.

The findings of this study are in line with previous research which found that psychological wellbeing influences academic achievement (Turashvili & Japaridze, 2012; Zahra and Udaranti, 2013; Hamdana and Alhamdu, 2015; Oppham & Moller, 2011). Self-esteem has also been proven in this research to contribute to psychological well-being. This is in line with research conducted by several previous researchers who found that self-esteem affects psychological well-being (Nwankwo, Okechi & Nweke, 2015; Du, King & Chi, 2017; Paradise and Kernis, 2002; Susanti (2012).

24
 The existence of these roles is very possible to cause an indirect effect between self-esteem on academic achievement. In other words, self-esteem contributes to academic achievement through psychological wellbeing. In addition, the results in this study found that peer support had a direct role in academic achievement. The support that individuals receive from peers in this study directly has an impact on academic achievement not through well-being. Researchers suspect this is because peer support will cause individuals to be motivated in learning, as found in Pratama and Rusmawati (2017) research that peer support is positively correlated to learning motivation. The finding of direct influence in this study is in accordance with several previous studies which found that self-esteem contributes to academic achievement (Arshad, Zaidi & Mahmood, 2015; Koruk, 2017; Colquhoun & Bourne, 2012; Lockett, & Harrell, 2003; Reasoner, 2005; Irawati & Hajat, 2012).

6. CONCLUSION

This study concludes that there is a positive and significant mediating role of psychological wellbeing to academic achievements of students at higher education. This study also demonstrates that there the direct effect of peer-support to academic achievement is greater than its indirect effect mediated by psychological wellbeing. These indicate the strong influences of self-esteem and peer-support in the attainment of higher education's students' academic achievement. The results of this study provides strong recommendations to university authority, university lecturers, and non-academic staff to pay attention in their academic atmosphere to create any activities, both academic and non-academic activities, in which students are participated to support to each other. In addition, the environment of the university should provide students to keep their psychological wellbeing.

Accordingly, this paper is not just providing theoretical significance in filling the gap of answering the controversies in the current existing literature whether the peer-support and psychological wellbeing have positive and significant effect to academic achievement, but also providing empirical and policy benefits. In this context, this study support previous studies that confirmed that within the relationship of self-esteem and academic achievement, there should be a mediating role of particular variables and in this study, psychological wellbeing has positive and significant mediating effect in the relationship between self-esteem and academic achievement. Moreover, the study also supports previous studies found that peer-support has positive and significant effect to students' academic achievement.

However, this study was also grounded on quantitative study, mainly examining the statistical significance among the variables. This is the limitations of the present study that it did not go deeply to explore in more details about the process and conditions of how the psychological wellbeing of university students mediate such relationship or how self-support affect the academic achievement of students. This study also did not provide why these relationship have occurred in the university levels. Accordingly, this study suggest for further research to conduct mixed-methods research to explore the conditions and reasons behind such relationships.

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Mediating Role of Psychological Well-Being in the Relationship between Self-Esteem and University Students's Academic Performance

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