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### The Impact of Psychological Wellbeing on the Academic Performance of Tertiary Education in Sindh: Does Psychological Capital Matter for Sustainable Development Goals?

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#### Chronicle

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#### Abstract

The prime objective of the current study is to examine the impact of psychological wellbeing on the academic performance of tertiary education in Sindh province of Pakistan. In addition to that, the current study has examined the mediating role of psychological capital in the relationship between psychological wellbeing and the academic performance of tertiary education in Sindh province of Pakistan. The study has employed the survey-based methodology and data is collected with the aid of an adapted questionnaire. The population of the study is the final year tertiary education studying the medical colleges and universities of Sindh Pakistan. The simple random sampling is used to sample the final sample size and response rate is turned out to be 63%. The SEM-PLS is to analyse the data. The results of the study highlights that the psychological wellbeing among Pakistani tertiary education significantly determine their academic performance. Meanwhile, the results have confirmed that all three dimensions of psychological capital namely, perceived self-efficacy (PSE), academic hope (ACH), academic resilience (ACR) mediate the relationship between psychological wellbeing and the academic performance of tertiary education in Sindh province of Pakistan. The study is among the pioneer on the issues related to psychological capital, perceived self-efficacy (PSE), academic hope (ACH), academic resilience (ACR), psychological wellbeing and the academic performance among the tertiary education in Sindh province of Pakistan. The implementation of this comprehensive strategy will lead to enhanced academic performance among students and overall improvement in the school's strength, intelligence, and resilience. The findings of the study will help the policymakers and researchers in understanding the issues related to psychological capital, perceived self-efficacy (PSE), academic hope (ACH), academic resilience (ACR), psychological wellbeing and the academic performance among the tertiary education in Sindh province of Pakistan..

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**Keywords:** psychological capital, perceived self-efficacy (PSE), academic hope (ACH), academic resilience (ACR), psychological wellbeing, academic performance, tertiary education

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## INTRODUCTION

Commencing college is a phase of swift change that can prove to be arduous for certain individuals; indeed, numerous freshmen express difficulties in adapting to life on campus. A meta-analysis revealed that students have a significantly higher prevalence of depression symptoms (30.6%) compared to the general population

(Luo et al.,2021). Although 48.2% of the students surveyed (Asfawet al.,2021) experienced academic challenges in the previous year, other research indicates lower rates ranging from 15.6% to 22%. Additionally, prior research (Hsiao, 2023; Shroff & Randall,2022) has demonstrated similar results among first-year college students. First-year college students exhibit lower levels of wellbeing compared to the general population. They also experience an increase in anxiety, physical health problems, and drug and alcohol abuse, The initial year of college seems to be a universally challenging period for students worldwide (Randall & Shroff, 2022). Attaining optimal emotional well-being is a crucial determinant of academic success in college. Studies have demonstrated that students who express higher levels of positive emotions possess greater personal capabilities, exhibit more creativity, and demonstrate superior problem-solving abilities (Buşu,2020; Karaca-Atik et al.,2024). Research conducted on a global scale has demonstrated that women tend to experience more negative emotions. However, when focusing specifically on university students and the general population, it has been observed that positive emotions are more common.

Conversely, research conducted in the United States has revealed a higher occurrence of negative emotions among the general population and university students. This further substantiates the notion that emotional well-being, as assessed by the Affect Balance (AB) - the disparity between an individual's positive and negative emotions - is significant throughout one's college experience. This study will analyse the proportion of incoming university students who have a negative AB and the fluctuations in this ratio from their first to second year. Although there is ample evidence supporting the positive impact of psychological capital (PsyCap) on organisational performance, there is a noticeable scarcity of studies investigating PsyCap in the context of schools (Fontes & Dello Russo,2021). Though PsyCap plays a crucial role in improving students' academic performance and significantly contributes to organisational success, it is unfortunate that academic environments continue to neglect its significance. The lack of attention and scarcity of research on PsyCap in educational institutions emphasises the urgent necessity to continue conducting empirical studies on PsyCap in these settings (Morris et al.,2023).

Hence, it is imperative to broaden the investigation, from organisational settings to the field of education. Students, who will eventually occupy these roles, must cultivate Psychological Capital (PsyCap) in order to meet the rigorous academic requirements of today's challenging contemporary society. However, to the best of our knowledge, there is a lack of research on the connections between the positive psychological abilities of undergraduate students and their overall academic performance. This is particularly true in the context of Pakistan, where such research is even scarcer. The present study in the field of educational psychology aimed to examine and enhance the perspective of constructive organisational behaviour. The main objective of the study was to investigate the intricate connection between the positive psychological resources and flow that underlie PsyCap, and the academic achievement of university students in Pakistan.

Furthermore, this study adopted a comprehensive perspective on positive behaviour by investigating the correlation between PsyCap and academic achievement from the standpoint of the human susceptibility to self-handicapping behaviour. The contributions of the study are threefold; firstly, the study is among the pioneer that has examined the direct impact of PWB, on the academic performance of tertiary education in Sindh province of Pakistan. Secondly, the study has examined the

mediating role PsyCap in the relationship between PWB, and academic performance of tertiary education in Sindh province of Pakistan. Lastly the study has employed three-dimensional scale namely PSE, ACH, and ACR to measure the PsyCap.

## CONCEPTUAL FRAMEWORK

### Psychological wellbeing

Prior research has shown that college students typically indicate favourable mental well-being. This concept encompasses various aspects such as self-actualization, autonomy, healthy relationships, self-acceptance, and the ability to effectively navigate one's environment (Wadhwa, 2023). With the inclusion of this final component, individuals experience a feeling of complete control over their surroundings and a strong belief in their own capabilities. Individuals with high levels of negative affectivity (AB) are associated with an adaptive regulation profile, and there exists a correlation between emotional and psychological well-being. The fact that it provides stress protection is clearly apparent. During the challenging first year of college, there can be a reduction in positive emotions, which is associated with depression, and an increase in negative emotions, which is associated with anxiety (Liu et al.,2023). Optimal mental health is often associated with a significant level of subjective emotional well-being. Positive affect has been shown to enhance psychological and interpersonal resources.

Therefore, an increase in positive affect would suggest an improvement in psychological wellbeing. Research on the brain's response to stress and trauma suggests that negative emotional states can actually enhance one's interpersonal relationships and overall mental well-being. Koydemir et al. (2021) introduced the Affectively Negative Need-Fulfilment Model. According to this model, meeting specific needs and encountering psychological stress, not necessarily extreme traumatic events, can potentially improve an individual's psychological wellbeing and sense of purpose in life.

In order for students to achieve their maximum academic capabilities, it is crucial that they uphold a state of mental well-being (Benoit & Gabola,2021). Nevertheless, the transition to college life can induce stress and fatigue in freshmen, thereby adversely impacting their academic achievements. As students transition from a structured and nurturing environment at home and in the classroom to a more flexible and less regulated one, they will need to develop greater self-reliance. Students must acquire the skills to efficiently allocate their time, establish new connections, and adapt to the demands of campus life, all while enduring physically, emotionally, and psychologically demanding situations. In addition, they dedicate extensive periods of time to attending classes, participating in practicums, and engaging in independent study. Studies have found that first-year students experience a greater incidence of burnout and more unfavourable outcomes compared to both undergraduates and graduate students.

However, individuals who possess the ability to recover from difficult situations may discover that their college experience aligns perfectly with their expectations. The concept of resilience originates from positive psychology and highlights the significance of leveraging one's strengths to enhance mental well-being and achieve optimal performance, rather than fixating on weaknesses and dysfunction (Zhu et al.,2021). Positive psychological states, such as resilience, may be more significant than negative psychological concepts in elucidating academic and occupational performance. Engagement and resilience are two exemplifications of concepts

derived from positive psychology. Prior studies have demonstrated that active involvement enhances productivity in professional and educational settings. Additionally, research has indicated that the ability to bounce back from challenges, known as resilience, can assist students in preventing burnout and its detrimental impact on their academic success. However, the conclusions of these studies are currently being disputed due to the contradictory outcomes. The main components of job burnout are emotional exhaustion, depersonalisation or cynicism, and diminished personal accomplishment. In a classroom context, it shows up as students' burnout, cynicism, and feelings of inadequacy brought on by overwhelming course loads and persistent academic pressure. The most noticeable reaction to consistently stressful situations, according to people, is emotional tiredness. The traits that define it are Distress and a loss of motivation are also symptoms, along with feelings of emotional exhaustion, extreme fatigue, low energy, and a sense of having no emotional reserves to deal with ongoing demands. They take action to control and preserve their energy levels when they are extremely exhausted. Afterwards, they begin to emotionally and mentally distance themselves from their studies, which leads to a decrease in their involvement with them.

Nobles (2022) describe this phenomenon as cynicism or depersonalisation, which happens when one emotionally and mentally distances themselves from their studies to the point where they respond indifferently or too coldly to different parts of them. Cynicism and depersonalisation can be seen as protective mechanisms that students use to protect themselves from experiencing further emotional exhaustion. Before emotional weariness and cynicism/depersonalization set in, students compare their present levels of competence to their prior levels of competence. Upon reflection, they come to the realisation that they have lost some of their former academic prowess and effectiveness. Feelings of inadequacy, unfulfilled potential, and decreased output are the inevitable outcomes. Consequently, one's sense of professional efficacy (or one's sense of personal accomplishment) might suffer.

An engaged worker is characterised by high levels of energy, a strong passion for their work, and a consistent focus on the task at hand. An engaged employee is someone who is emotionally committed to the company's success. Engagement, also known as study engagement, refers to the level of physical and mental effort a student puts into their academic pursuits. It is used in the context of learning and academics to describe the extent to which a student is actively involved in their university studies (Barkley & Major, 2020). The foundations of both academic and occupational engagement are energy, commitment, and immersion.

Vigour is defined as having abundant energy, a willingness to exert oneself, and the ability to persist; dedication is defined as having a clear sense of purpose, enthusiasm, and pride, as well as the capacity to derive inspiration and motivation from one's work or studies. When someone is absorbed, they are unable to detach themselves from their work or studies, and they are fully immersed in them Atalay et al. (2022) discovered a negative relationship between cynicism and the core dimensions of burnout, specifically exhaustion and lack of commitment. Engaged students experience a sense of vitality and strong connection to their studies due to their deep involvement, while burnt-out students, lacking energy, distance themselves by displaying a cynical attitude towards their studies. Based upon the literature review the study has breached the following hypothesis:

**H1. PWB has significant impact on the academic performance of tertiary education.**

**Wellbeing, capital, and academic performance**

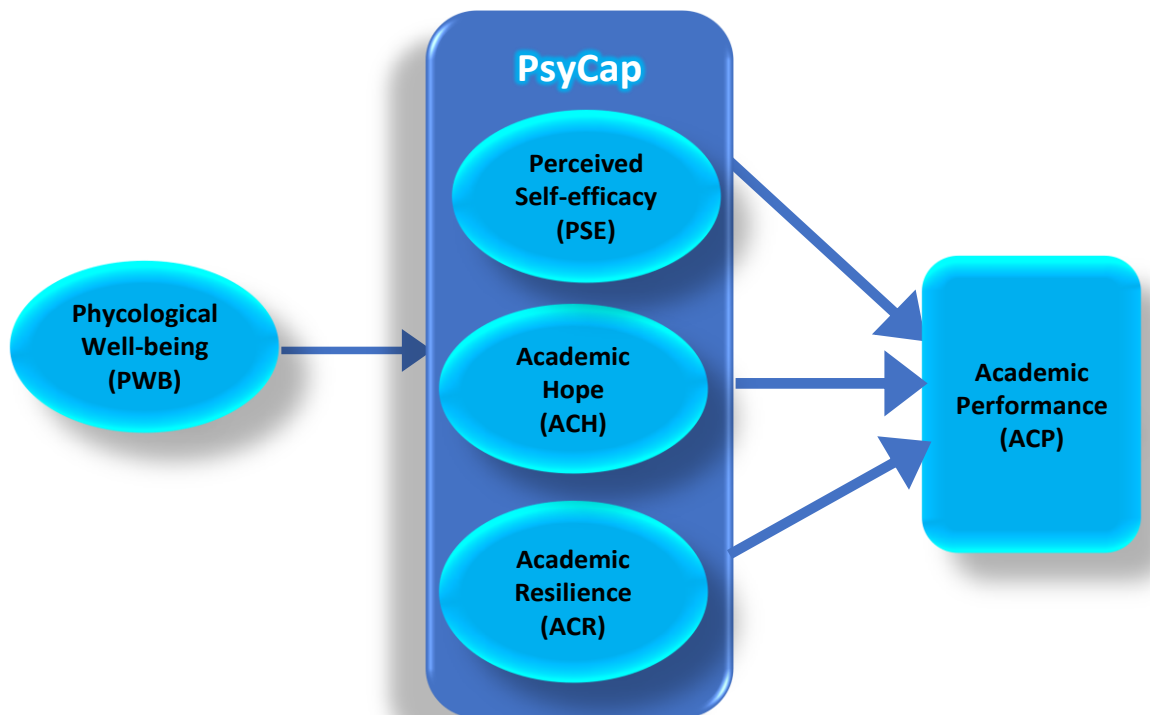
Expanding upon the concept of Positive Organisational Behaviour (POB), Luthans and his colleagues introduced the notion of Positive Psychological Capital (PsyCap). PsyCap encompasses the psychological attributes of self-efficacy, optimism, hope, and resilience (Mathews, 2022). Empirical studies have demonstrated that PsyCap exerts a beneficial impact on the physical and mental well-being of students, as well as their academic achievement, innovative thinking, and ability to handle stress. While numerous studies have shown the positive impact of PsyCap on students' academic performance, there is currently no evidence to suggest how academic performance in turn affects PsyCap (Nambudiri et al.,2020). The objective of this study was to examine the impact of academic performance on students' psychological capital (PsyCap). Individuals exert significant effort to accumulate, preserve, and protect their tangible, relational, and non-physical possessions, as suggested by the COR theory. This indicates that individuals endeavour to accumulate resources with the intention of preserving and enhancing their well-being. According to COR theory, resources do not spontaneously appear, but rather they are transported in caravans. Farquhar et al. (2020) argue that this diverges from the usual practice in research, which usually focuses on analysing a single source independently. The PsyCap construct serves as an illustration of a resource caravan, as it integrates optimism, hope, efficacy, and resilience into a unified core construct. The fundamental framework is established upon the collective attributes and individual inputs of the four resources, which collectively influence individuals' attitudes, behaviours, well-being, and performance.

Initially, PsyCap studies focused mainly on samples of workers. However, the concept of academic PsyCap has recently become more popular among college and high school students. Several variables, such as AP, academic adjustment, motivation, academic engagement, subjective well-being, and coping and satisfaction, are directly associated with these samples (Shamionovet al.,2020). Self-efficacy is a well-studied factor that precedes psychological wellbeing. Note that self-efficacy has a strong correlation with personal mastery, which is a fundamental aspect of psychological well-being (McCordBrock,2023). Self-efficacy is the term used to describe individuals' confidence in their own capabilities to establish and achieve objectives (Muñoz,2021). Studies have demonstrated a direct relationship between students' self-assurance in their academic aptitude and their academic achievement in the classroom, as well as their probability of remaining enrolled in college. Prior research indicates that optimal emotional well-being is linked to increased levels of self-efficacy and more efficient adaptive coping strategies in response to academic stress. Moreover, research has demonstrated that there is an inverse correlation between self-efficacy and anxiety.

Furthermore, self-efficacy, together with psychological and affective wellbeing, serves as a prognosticator for academic achievement and long-term success. Positive mental health is linked to greater academic success, and both positive mental health and academic self-efficacy are indicators of positive emotional well-being. Meta-analyses provide compelling evidence that establishes a strong connection between academic self-efficacy and improved academic performance (Rathee, 2023). By considering variables such as a student's aptitude, preferences, mindset, and principles, we can assess their scholastic achievement by utilising either a grade point average or their degree of curriculum mastery. In this research, we will use the final definition, which is the evaluation based on the student's personal

experience, to measure success. Both the hedonic and psychological approaches to studying well-being have established links between students' self-perceptions of their academic abilities and their actual academic performance. However, there has been a lack of research that combines the two perspectives. Moreover, this study provides a longitudinal analysis that allows us to understand the temporal correlation between these dimensions of well-being and their influence on other factors such as self-efficacy and academic performance. Research has also indicated that mental well-being and belief in one's own abilities are significant and can be changed in the context of tertiary education. Based upon the literature review the study has breached the following hypothesis:

- H2.** PWE has significant impact on the PSE of tertiary education.
- H3.** PWE has significant impact on the ACH of tertiary education.
- H4.** PWE has significant impact on the ACR of tertiary education.
- H5.** PSE has significant impact on the academic performance of tertiary education.
- H6.** ACH has significant impact on the academic performance of tertiary education.
- H7.** ACR has significant impact on the academic performance of tertiary education.
- H8.** PSE mediates the relationship between PWE and academic performance of tertiary education.
- H9.** ACH mediates the relationship between PWE and academic performance of tertiary education.
- H10.** ACR mediates the relationship between PWE and academic performance of tertiary education.



**Figure 1.**  
**Conceptual Framework**

## Measure

Six items make up the psychological wellbeing scale. To measure the academic PsyCap, we required instruments specifically tailored to the academic context. To the best of our knowledge, no published scale has specifically developed for measuring PsyCap in the academic context. However, various psychometrically sound measures of PsyCap's constituents were available to measure hope, resilience, self-efficacy, and optimism, specifically in an academic context. Therefore, we chose the perceived self-efficacy subscale (Marsh, et al., 2006), the academic hope scale (Irving et al., 2004), and the academic resilience scale (Martin and Marsh, 2006) to measure the three components of academic PsyCap. We measure academic performance using a five-item scale. The whole measure consisted of 28 items measured on a uniform 7-point Likert-type scale from 0 (strongly disagree) to 4 (strongly agree).

## METHODOLOGY

Given that the research method significantly influences the attainment of desired study outcomes, it is crucial for the researcher to carefully choose the appropriate method when conducting a study. Hence, it is consistently advantageous to select the appropriate approach. Researchers commonly employ three primary research methods: quantitative, qualitative, and mixed-method. This study utilised a quantitative research strategy to draw its conclusions, as this approach aligns with its fundamental principles and attributes. Furthermore, due to the extensive geographical coverage of this study, the area cluster sampling technique was employed to select the population. When examining a population that is spread out across a large geographic region, researchers frequently utilise area cluster sampling as a dependable and efficient approach.

The main data for this study was obtained from an online survey in which 450 employees of the Islamic banking system participated. Therefore, the population of this study comprises individuals employed by Middle Eastern Islamic banks. In addition, a Likert scale questionnaire was generated using the Google Docs platform. The questionnaire consisted of three sections: In the initial section of the study, the researchers asked the participants about their age, experience, skill set, length of service, level of education, and other demographic information. In the latter section of the survey, participants were presented with four options for each question and were required to choose the one they believed to be accurate. The online survey included an initial message explaining the purpose of the study, as well as a pop-up window after the questionnaire providing instructions on how to complete it. In addition, respondents had the option to modify their responses and opinions during the four-week survey period. Furthermore, the online survey form enforced the requirement that respondents complete every single field before allowing them to submit it.

Hence, a total of 600 participants were gathered by obtaining contact information from the Middle Eastern headquarters of the Islamic banking system. The subsequent action involved inquiring whether each of the 600 respondents would be interested in participating in the survey. Among the 600 survey respondents, 80 individuals expressed no interest in participating, while an additional 50 failed to respond within the designated timeframe. Although the remaining 450 individuals who participated in the survey expressed gratitude for the chance. In addition, the survey was assigned a commencement date and a four-week time limit for all participants to complete it.

The researchers successfully contacted the respondents by using their WhatsApp numbers and associated email addresses.

**Table 1.**  
**Data Statistics**

No.	Variable	Missing	Mean	Median	Min	Max	SD	Kurtosis	Skewness
1	PWB1	0	3.950	4	1	5	0.980	0.430	-0.830
2	PWB2	0	3.660	4	1	5	1.100	-0.300	-0.590
3	PWB3	0	3.480	4	1	5	1.200	-0.720	-0.460
4	PWB4	0	4.000	4	1	5	1.030	0.490	-1.000
5	PWB5	0	4.120	4	1	5	0.880	0.950	-0.970
6	PWB6	0	3.830	4	1	5	1.090	-0.320	-0.710
7	PSE1	0	3.760	4	1	5	1.210	-0.540	-0.700
8	PSE2	0	3.540	4	1	5	1.170	-0.660	-0.470
9	PSE3	0	3.570	4	1	5	1.210	-0.700	-0.500
10	PSE4	0	3.650	4	1	5	1.140	-0.460	-0.540
11	PSE5	0	3.620	4	1	5	1.130	-0.160	-0.640
12	ACR1	0	3.890	4	1	5	0.940	1.140	-0.980
13	ACR2	0	3.970	4	1	5	1.040	-0.210	-0.790
14	ACR3	0	4.120	4	1	5	0.990	0.530	-1.010
15	ACR4	0	3.920	4	1	5	1.000	0.090	-0.780
16	ACR5	0	3.910	4	1	5	1.020	0.420	-0.900
17	ACH1	0	3.500	4	1	5	1.100	-0.400	-0.440
18	ACH2	0	3.640	4	1	5	1.100	-0.270	-0.600
19	ACH3	0	3.660	4	1	5	1.120	-0.630	-0.510
20	ACH4	0	3.600	4	1	5	1.160	-0.580	-0.520
21	ACH5	0	3.820	4	1	5	1.060	0.480	-0.910
22	ACH6	0	3.930	4	1	5	0.920	1.100	-0.960
23	ACH7	0	4.070	4	1	5	0.950	0.650	-0.960
24	ACP1	0	3.830	4	1	5	0.920	0.150	-0.650
25	ACP2	0	3.850	4	1	5	0.870	0.500	-0.610
26	ACP3	0	3.750	4	1	5	1.020	-0.060	-0.660
27	ACP4	0	3.860	4	1	5	0.950	0.670	-0.930
28	ACP5	0	3.800	4	1	5	0.960	0.290	-0.730

### Findings

This study utilised the Partial Least Square-Structural Equation Modelling (PLS-SEM) method for the purpose of hypothesis testing. The measurement model's validity and reliability have been confirmed to be satisfactory. The measurement model was accurately implemented using SmartPLS 3.0, following the PLS-SEM methodology. Studies conducted by Hair et al.,2020; Ismail,et al.,2020), along with other researchers, have shown that a measurement model must include convergent validity, discriminant validity, internal consistency, and individual item reliability as essential components. Factor loading, Cronbach's alpha, discriminant validity, average variance extracted, and composite reliability are essential for assessing the measurement model. Table 2 presents the results, which consist of factor loadings, Cronbach's alpha, CR, and AVE. The outcome measurement model of the current study is shown in the table 2. The results indicate that the factor loading of each item is greater than 0.7, which according to Hair et al. (2020), satisfy the reliability of conceptual framework.



Fornell and Larcker (1981) assert that a minimum AVE level of 0.5 is required to establish convergent validity. Convergent validity, as proposed by Hidayanto et al. (2020), requires an Average Variance Extracted (AVE) value that is higher than 0.5. Table 2 demonstrates that in order to establish convergent validity, all of the constructs exhibited an Average Variance Extracted (AVE) value that exceeded 0.5. The study's discriminant validity was enhanced by incorporating the heterotrait-monotrait ratio of correlations (HTMT).

**Table 2.**  
**Factor Loadings, Reliability and Convergent Validity**

Construct	Scale Items	Loadings	CR	AVE
<b>Phycological Well-being</b> $\alpha = 0.892$	PWB1	0.702	0.931	0.715
	PWB2	0.907		
	PWB3	0.898		
	PWB4	0.892		
	PWB5	0.894		
	PWB6	0.851		
<b>Perceived Self-efficacy</b> $\alpha = 0.904$	PSE1	0.843	0.929	0.723
	PSE2	0.811		
	PSE3	0.891		
	PSE4	0.848		
	PSE5	0.823		
<b>Academic Hope</b> $\alpha = 0.883$	ACH1	0.860	0.908	0.529
	ACH2	0.851		
	ACH3	0.830		
	ACH4	0.741		
	ACH5	0.700		
	ACH6	0.710		
	ACH7	0.702		
<b>Academic Resilience</b> $\alpha = 0.775$	ACR1	0.744	0.845	0.503
	ACR2	0.700		
	ACR3	0.706		
	ACR4	0.701		
	ACR5	0.710		
<b>Academic Performance</b> $\alpha = 0.809$	ACP1	0.700	0.842	0.502
	ACP2	0.709		
	ACP3	0.820		
	ACP4	0.853		
	ACP5	0.749		

The findings, which confirmed the distinctiveness of the variables, are displayed in Table 3.

**Table 3.**  
**HTMT**

Construct	Employee Well-being	Perceived Self-efficacy	Academic Hope	Academic Resilience	Academic Performance
<b>Phycological Well-being</b>					
<b>Perceived Self-efficacy</b>	0.605				

<b>Academic Hope</b>	0.850	0.795		
<b>Academic Resilience</b>	0.895	0.720	0.825	
<b>Academic Performance</b>	0.690	0.730	0.780	0.895

To analyse the direct and indirect hypothesis of current study, the study has employed SEM-PLS bootstrapping. The bootstrapping of 450 cases to 1000 is applied in current study (Hair Jr et al., 2020; Sarstedt, et al.,2021). The results of the direct hypothesis are shown in the table 4.

**Table 4.**  
**Direct Effect Results**

Path	Beta	SD	T Statistics	P Values	2.50%	97.50%
Psychological Well-being -> Academic Performance	0.260	0.058	4.48	0	0.145	0.368
Perceived Self-efficacy -> Academic Performance	0.435	0.067	6.52	0	0.305	0.570
Academic Hope -> Academic Performance	0.245	0.066	3.72	0	0.104	0.353
Academic Resilience -> Academic Performance	0.418	0.066	6.34	0	0.287	0.543
Psychological Well-being -> Perceived Self-efficacy	0.785	0.024	33.66	0	0.732	0.826
Psychological Well-being -> Academic Hope	0.534	0.060	8.94	0	0.426	0.657
Psychological Well-being -> Academic Resilience	0.481	0.057	8.63	0	0.372	0.587

The results from the statistical analysis reveal a profound and significant impact of psychological well-being on various dimensions of academic performance, illuminating the pivotal role that emotional and mental health play in educational success. Notably, the data shows that having a higher level of psychological well-being improves academic performance directly, with a positive beta coefficient, and also indirectly, by making people feel more capable, giving them academic hope, and making them stronger (García-Álvarez et al., 2021). These results show that psychological well-being and self-efficacy are closely linked. A strong belief in one's own abilities, shown by a high beta value for self-efficacy's effect on performance, seems to be a key factor that links well-being to academic success.

Moreover, psychological well-being significantly bolsters hope and resilience, attributes that enable students to aspire toward future goals and bounce back from setbacks, as evidenced by their substantial beta values and statistically significant T-statistics. This intricate web of relationships suggests that educational interventions aimed at enhancing psychological well-being could yield substantial benefits across multiple facets of student life, not only boosting academic outcomes but also empowering students with the psychological tools necessary to navigate the challenges of their educational journey. Such insights advocate for a holistic approach in educational settings, recognizing the foundational role of fostering mental and emotional health in nurturing academic achievement and building resilient, efficacious, and hopeful learners.

**Table 5.**  
**Indirect Effect Results**

Path	Beta	SD	T Statistics	P Values	2.50%	97.50%
Psychological Well-being -> Perceived Self-efficacy -> Academic Resilience	0.340	0.054	6.420	0	0.237	0.443
Psychological Well-being -> Academic Hope -> Academic Resilience	0.112	0.032	3.560	0	0.056	0.179
Psychological Well-being -> Academic Resilience -> Academic Resilience	0.088	0.026	3.520	0.001	0.043	0.136

The data indicates that psychological well-being has a significant impact on crucial academic outcomes through various pathways. Improving one's psychological well-being enhances academic resilience by increasing one's perception of self-efficacy. Having confidence in one's abilities is crucial for academic success, as evidenced by a T-statistic of 6.420 and a P-value of 0. The confidence intervals, ranging from 0.237 to 0.443, indicate a robust and dependable relationship between the variables. Interventions aimed at improving students' mental health can help them develop the confidence to build resilience.

The second pathway of the study investigates the impact of psychological well-being (beta = 0.112) on academic optimism and resilience. A T-statistic of 3.560 and a P-value of 0 indicate that the relationship is statistically significant. The confidence intervals, ranging from 0.056 to 0.179, offer further support for the notion that students' happiness enhances their optimism, subsequently bolstering their resilience. This implies that creating an environment that promotes positive emotional and mental well-being can significantly cultivate a student body that is more hopeful and resilient. The third path, with a beta coefficient of 0.088, illustrates a clear impact of psychological well-being on academic resilience. Although the beta value has decreased, the relationship remains statistically significant (T statistic = 3.520, P = 0.001), with confidence intervals spanning from 0.043 to 0.136. The direct impact underscores the essential role of well-being in building resilience, thereby equipping students to effectively adjust and flourish in challenging academic settings.

## CONCLUSION

This study indicates that the mental well-being of university students has a substantial impact on their academic achievement. Amholt et al. (2020) found that students' academic performance is influenced by their overall psychological well-being in two distinct manners. Firstly, they exert a direct influence on students' academic performance. Additionally, they indirectly influence academic performance by enhancing resilience, academic hope, and perceived self-efficacy. These results indicate that schools should take additional measures to create a supportive atmosphere that promotes students' emotional and mental well-being. There is a strong correlation between psychological well-being and perceived self-efficacy, indicating that students who have a positive outlook on themselves and their circumstances are more likely to have confidence in their own abilities. Their ability to overcome academic challenges is subsequently improved.

These findings indicate that interventions targeting the enhancement of students' emotional and mental well-being may have significant and wide-ranging impacts on their academic performance. Furthermore, students' ability to cope with the pressures and difficulties of university life is enhanced when their mental well-being is robust, as this enhances their academic optimism and ability to bounce back from setbacks (Morris et al., 2023). Universities should give top priority to mental health services and

initiatives that promote a positive and supportive environment, as psychological well-being has a significant impact on these factors. Despite the recognized significance of psychological capital (PsyCap) in influencing organizational and academic results, there has been a lack of research conducted on this subject in educational environments (Sarwar et al., 2023). This research contributes to the existing knowledge by showcasing the positive impact of PsyCap on students' academic performance in the classroom. This underscores the significance of conducting additional research and implementing PsyCap principles in the field of educational psychology. Ultimately, this study highlights the crucial significance of colleges prioritizing the mental and emotional well-being of their students alongside their academic requirements. Implementing this strategy can enhance students' holistic well-being and academic achievements, equipping them with the necessary skills to effectively tackle the demands of contemporary society (Harini et al., 2023).

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