Psychological Well-being as a Mediator of Academic Resilience among Selected Private University Students

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Abstract: This study intended to determine whether psychological well-being (PWB) plays a mediating role in the association between academic resilience, self-efficacy and social support according to the self-determination theory's framework, especially among students in Malaysia's private universities. Data were collected from 200 first year university students studying at Mahsa University by utilizing a cross-sectional technique and a quantitative assessment protocol. The audit used endorsed instruments, including the Academic Resilience Scale (ARS-30), General Self-Efficacy Scale (GSE), Perceived Social Support Scale (PSSS), and Psychological Well-Being (PWB) Scale. Data were inspected using realistic knowledge, Pearson correlation, and Multiple Linear Regression. Social support and academic resilience were found to have a strong and direct correlation ($r = .977$, $p = .000$). Perceived social support ($= 1.272$, $p = .001$) and self-efficacy ($= .011$, $p = .536$) were also found to significantly support academic resilience, in addition to PWB. Nevertheless, PWB ($\beta = .307$, $p = .001$) was recognized as the most grounded indicator of academic resilience. Findings show that psychological well-being (PWB) is crucial for coordinating the impact of self-efficacy and social support on insightful flexibility. The results underscore the central role of PWB, namely to link self-efficacy and social support that leads to academic resilience, which is essential for enhancing a student's academic achievement.

Keywords: academic resilience, psychological well-being, self-efficacy, social support

1.   Introduction

Academic resilience is a fundamental determinant of achievement and well-being among students pursuing higher education. Academic resilience refers to the limits of a student's adaptability and success when faced with academic difficulties and hardships (Shengyao et al., 2024). This concept is increasingly being used in the private university environment, where students are often confronted with explicit requirements and adherence to guidelines (Mazen Omar Almulla, 2024). Recent research shows that perceived social support and autonomy play a significant role in the expectation of academic resilience (Hassan et al., 2023). However, further research has explored the underlying factors responsible for these associations (Yildiz et al., 2023; Lee & Robbins, 2020). Self-efficacy, which indicates that confidence in one's ability to succeed is reliably linked to various academic achievements. Research has found a positive association between higher levels of self-sustainability and more notable academic achievements and perseverance (Schunk & DiBenedetto, 2023).

The current study's findings align with those of Reis et al. (2024), who identified social support as a critical factor in academic resilience. Nevertheless, in contrast with previous research, this current study's findings indicate that psychological well-being significantly influences this relationship. This implies that initiatives targeting the enhancement of well-being may have a wider influence on a student's resilience. Psychological well-being is a complex concept that includes pleasant emotions, life satisfactions, and overall mental health. It is now widely recognized as a factor that influences educational studies. Academic resilience refers to an understudy's capacity to successfully deal with and overcome difficulties, stress, and tension in scholarly circumstances (Abbas et al., 2024). Self-efficacy is the ability to quickly overcome scholarly adversities and continue accomplishing scholastic objectives in spite of unfortunate circumstances (Shengyao et al., 2024). Understanding the determinants of academic resilience is fundamental for creating fruitful instructive systems that can improve both undergraduate studies and students' well-being. These three aspects are thought to assume pivotal roles in improving fortitude inside a scholastic climate. Self-efficacy is the faith in one's capacity to actually perform tasks and achieve objectives. It acts as a rousing variable and assists individuals in enduring their endeavours. Perceived social support includes assistance offered by one's own family, companions, or friends, enveloping a viable close-to-home viable guide and support that can successfully mitigates pressure (Faudziah Yusof et al., 2016; Pimple et al., 2022). Parents play a crucial role in the academic success of their children; hence, a need for greater awareness among parents, especially those of low-performing students. As motivation is a vital aspect, it is necessary for both parents and lecturers, who are generally the people closest to a student, to provide it so that students can confide in them about their university life and progress in their studies (Wei Mun Chin et al., 2024).

Mental well-being incorporates different components, like self-acknowledgment, good relationships with others, independence, firm control over current circumstances, having direction, and self-awareness (Wiium et al., 2023; Katarina et al., 2019; Shensa et al., 2020). These components help students in dealing with the prerequisites of a scholastic pursuit. Therefore, this study aimed to comprehend the association between these components and how this association impacts scholastic achievement (Yang et al., 2022; Santini et al., 2015; Katarina et al., 2019; Shensa et al., 2020). The emphasis is on strategic planning that provides significant data to help improve academic achievement in comparative instructive settings.

In recent years, the Ministry of Higher Education has emphasised the need for resilience, social support, and student well-being as a means for enhancing academic achievement. In order to improve student outcomes, it is crucial for higher education institutions to understand the components that contribute to academic resilience (Hayat et., 2021). According to Dhanabhakyam and Sarath (2023), psychological well-being (PWB) is essential for regulating the influence of perceived social support and self-efficacy in efforts to attain academic resilience.

Self-efficacy is a fundamental notion in social cognitive theory that refers to an individual's beliefs about the capacity to effectively complete tasks and achieve desired goals (Karimi et al., 2023). Academic resilience is a student's ability to successfully manage and overcome academic obstacles, failures, and pressure (Kalaivani, 2021). Mohamad Puzi et al., (2022) found that this feature plays a key role in accurately predicting academic achievement and highlighted the association between self-efficacy and psychological well-being in students. Self-efficacy positively influences a student's resilience by enhancing the ability to rebound from under-achieving academic performances and maintaining the enthusiasm and vigour towards new educational goals (Parisa Abdolrezapour et al., 2023).

This positive mind-set improves students' basic capacity to handle and adapt to academic adversities. A significant correlation exists between self-efficacy and academic resilience, in which self-efficacy exerts a beneficial impact on academic resilience. Perceived social support is crucial in fostering the growth of academic resilience (Adhawiyah et al., 2021). Self-efficacy and support systems significantly influence a student's academic achievement during the transition to university life. Sevgi Uygur et al. (2023) found that Irish students who had positive views of university life often highlighted the importance of peer networks and common interests. This implies that social relationships have a role in fostering academic resilience. Kalaivani et al. (2021) asserted that the involvement of family and community plays a pivotal role in cultivating a student's academic resilience, thus, facilitating the acquisition of proficient coping mechanisms.

Perceived social support plays a crucial role in enabling students to utilize problem-solving skills, actively seek support, and sustain motivation, even in the face of adversities, in efforts to enhance academic resilience (Md Khalid et al.,2021). Perceived social support has a positive effect on academic resilience. The intersections between academic resilience and perceived social support have also been the subject of recent research. Parisa Abdolrezapour et al., (2023) investigated how socioeconomic position, gender and race affects the effectiveness of interpersonal support. This research found that there is a need for customized support measures that take these intersecting elements into account, as the perceived social support's influence on academic resilience differs dramatically among different student demographics (Hamzah et al, 2021).

There is a lack of studies on the impact of a private institution's unique environment on these relationships (Norful et al., 2024). Chaudhry and Chhajer (2023) found a lack of research that analyses how a private organization's environment impacts these relationships. However, it is evident that resilience can help bridge the gap between honouring the values in life and mental health, leading to better overall health among students.

Key educational interventions focus on improving psychological well-being (PWB). This current study applied self-determination theory (SDT) in an educational context to comprehend how students' demands for relatedness, autonomy, and competence can be fulfilled, which could improve their intrinsic motivation and academic performance. This theory provides a comprehensive element that supports academic resilience and psychological well-being. SDT holds that good functioning and well-being depend on fulfilling the core psychological requirements of autonomy, competence, and relatedness (Ryan & Deci, 2020). Undergraduate students can overcome academic challenges and maintain psychological well-being by understanding their surroundings and getting enough social support. In this regard, perceived social support (relatedness) and self-efficacy (competence) are important components that improve psychological well-being, which in turn promotes academic resilience.

Recent research suggests that students have improved psychological well-being and increased resilience when they perceive themselves as competent and receive support from their social environment when facing academic challenges (Vansteenkiste, Ryan & Soenens, 2020; Ryan & Deci, 2020). Previous studies on academic resilience in an educational setting have indicated that students exhibit greater resilience when their psychological well-being (PWB) mediates their level of self-efficacy (Martín-Albo et al., 2022) In addition, studies have shown that social support, through its role in promoting psychological well-being, can significantly predict academic resilience (Thiyagarajan et al., 2022; Taylor & Reyes, 2022).

While prior research has established the roles of self-efficacy and social support in academic resilience (Schunk & DiBenedetto, 2020; Richardson et al., 2020), this current study uniquely contributes by demonstrating the mediating effect of psychological well-being, which has been underexplored in the private university context. Irrespective of a student's initial aptitude, this attribute is crucial for the proficient fulfilment of academic tasks and exerts a significant impact on academic conduct (Pai & Sekhar, 2023). Therefore, in addition to postulating direct connections between the independent variables (self-efficacy and perceived social support) and academic resilience, this study aimed to investigate psychological well-being (PWB) as a mediator that could elucidate the experiences of undergraduate students. Psychological well-being (PWB) mediates the relationship between academic resilience, self-efficacy and social support.

The objectives of this study are as follows:
1) To determine whether self-efficacy and perceived social support influence academic resilience in first year undergraduate students from a selected private university.
2) To investigate PWB's mediating role in the relationship between perceived social support, self-efficacy and academic resilience among first year undergraduate students from a selected private university.

Specifically, this study aims to examine the following research questions:

RQ1: What is the relationship between self-efficacy, perceived social support, psychological well-being, and academic resilience among first year undergraduate students in a selected private university?

RQ2: How does psychological well-being mediate the relationship between self-efficacy, perceived social support and academic resilience among these students?

Based on these research questions, the study proposes the following hypotheses:

H1: There is a positive relationship between self-efficacy, perceived social support and academic resilience.

H2 : Psychological well-being mediates the relationship between self-efficacy, perceived social support and academic resilience.
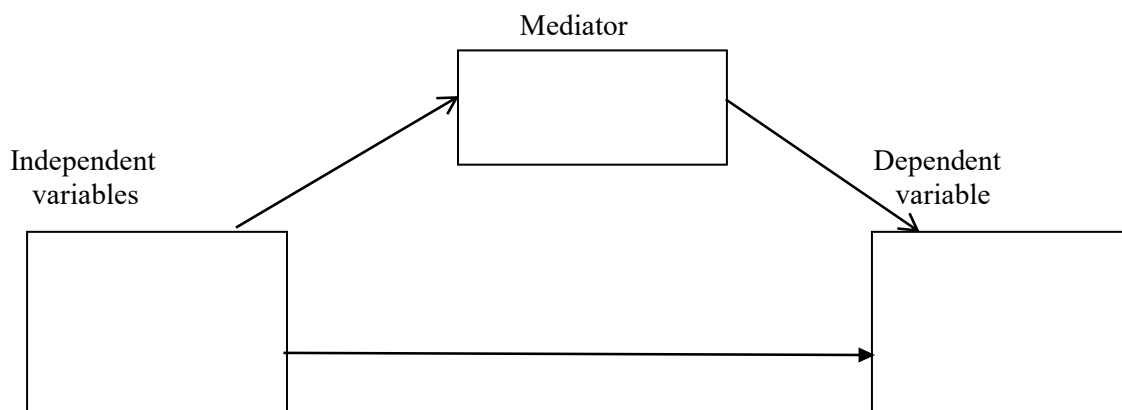
2. Materials and methods

2.1 Research framework

Figure 1 illustrates the mediating effect of PWB on the relationship between self-efficacy and perceived social support, which leads to academic resilience among undergraduate students.

Figure 1

Research Framework: Antecedents and Mediators of Academic resilience

2.2 Overview of the research's location, population and duration

This research took place at Mahsa University (MU), which is one of the leading private universities in the country, situated in Bandar Saujana Putra, Hulu Langat, Selangor. The study sample comprised first-year undergraduate students who were selected using the random sampling technique assisted by the Microsoft Excel software. A descriptive correlation approach was adopted using quantitative data collection techniques. The main research instrument for data collection was the questionnaire. The distribution and collection of the survey instrument began in May 2022 until the end of July 2022 and it was preceded by a comprehensive and effective pilot research. The population sample specifically involved first-year undergraduate students from Mahsa University. After receiving approval for a cross-sectional study from the university review board, 200 undergraduate students, including full-time and distance learning (PJJ) students, were recruited from different faculties in the university. Data collection was carried out via an online platform where questionnaires were distributed to participants via email using the Google Form.

2.2.1   Sample size and calculation

This study utilized G*Power, a commonly employed system for conducting a statistical power analysis. The analysis was conducted based on several parameters, namely a medium effect size (f^2 = 0.15), a significance level of α = 0.05, a power of 0.95, and 3 predictors. The effect size was calculated using defined criteria. The investigation revealed that a minimum of 115 participants was required for the Pearson Product Moment Correlation Coefficient, and 119 individuals for the Multiple Linear Regression (Kang, 2021).

To ensure the reliability of the study and address potential non-response issues, this research recruited supplementary participants. The ultimate random sample included 200 individuals, comprising 108 (54.0%) females and 92 (46.0%) males. The average age of the participants was 22.0 years, with a standard deviation of 0.874. The students included in this study were enrolled in the first-year diploma and bachelor's degree programs of various faculties, including medical (30.0%), engineering (47.0%), and pharmacy (23.0%).

2.2.2   Study instrument

Cassidy et al. (2015) developed the ARS-30 scale to measure academic resilience. According to Chakrabarti et al., (2023), this instrument has a 5-point Likert scale, with response options ranging from 1 (Strongly Disagree) to 5 (strongly Agree) and it is used to assess academic resilience. The ARS-30 scale has shown excellent dependability, with a Cronbach's alpha coefficient of 0.98. Respondents were instructed to express their degree of agreement or disagreement to each of the 10 items based on a 5-point Likert scale, which encompasses responses ranging from 'strongly disagree' to 'strongly agree'.

The general self-efficacy (GSE) scale created by Schwarzer and Jerusalem (1995) was used to measure general self-efficacy. This scale, which uses a 5-point Likert scale, has a Cronbach's alpha coefficient of 0.99 and demonstrates strong internal consistency. The instrument comprised 10 items, some of which are, 'I am confident that I can deal efficiently with unexpected events' and 'I can remain calm when facing difficulties because I can rely on my coping abilities'.

Next, the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et al. (1988), was used to measure perceived social support. The MSPSS, which employs a 5-point Likert scale, has a Cronbach's alpha coefficient of 0.99 and demonstrates strong internal consistency. The assessment consists of 12-items that measure support as perceived by the students. For example, 'My friend really tried to help me' and 'There is a special person in my life who cares about my feelings'.

The Ryff Psychological Well-being (PWB) scale (1989), which uses a 5-point Likert scale, is used to measure psychological well-being. The 14-item scale is used to measure various aspects of psychological well-being in students. Examples of items in the scale are, 'I like most aspects of my personality' and 'The demands of everyday life often get me down'.

A preliminary investigation was carried out to assess the dependability of these tools. Measures such as academic resilience (0.95), general self-efficacy (0.99), perceived social support (0.99), and psychological well-being all had Cronbach's alpha values of over 0.91, indicating strong reliability. Based on the creation of strong definitions for the research constructs and the suitability of the instruments that were modified from Cassidy et al. (2015), Schwarzer and Jerusalem (1995), Zimet et al. (1988), and Ryff (1989), the content validity was then established.

2.2.3   Statistical analysis

Bhaskar et al. (2019) used SPSS version 24 to analyse data in their study. Descriptive statistics like frequency, percentage, as well as measures of central tendency and variability, provide a better understanding of the data. Inferential statistics simplified the decision-making process. The Pearson product-moment correlation coefficient was used to determine the strength and direction of correlations between variables (Babbie, 2017), while Guildford's (1973) rule of thumb was used to determine the strength of the correlation.

A multiple linear regression analysis was conducted to determine the standardised regression coefficient (beta) for self-efficacy, social support, and academic resilience, which are the independent variables. As proposed by Preacher and Hayes (2008), the 'PROCESS' macro in SPSS version 24 was used to determine how psychological well-being affects the link between self-efficacy, interpersonal support, and academic stress. This method made it easier to observe both instant and long-term effects. This study also involved the Hayes' PROCESS Model, which is one of the methods that provides skewed percentiles and the Monte Carlo confidence intervals (CIs) for indirect effects, which increases reliability (Hamzah et al., 2021).

3.   Results and Discussion

The Pearson Product-Moment correlation coefficient was calculated to examine the relationship between psychological well-being, self-efficacy, perceived social support and academic resilience in the study samples. A preliminary analysis confirmed that the assumptions of normality and linearity were met. Table 1 presents the bivariate correlations between psychological well-being, self-efficacy, perceived social support, and academic resilience among the study sample (n = 200).

Table 1

Coefficient correlations among psychological well-being towards independent and dependent variables

Variable	r	Sig.
Academic resilience		
Self-efficacy	0.593**	0.001
Perceived social support	0.977**	0.000
Psychological well-being (PWB)	0.949**	0.000

*** *Significant at p < 0.001* level (2-tailed)

The results indicate a significant positive correlation between academic resilience, psychological well-being (r = .949, p < .000), self-efficacy (r = .593, p < .000), and perceived social support (r = .977, p < .000). These findings indicate that students who have higher levels of psychological well-being, self-efficacy, and perceived social support are more likely to have stronger academic resilience. The study demonstrates that perceived social support plays a significant role in explaining the differences in psychological well-being among students at the study location (F = 2615.876, p < 0.001; β = 0.202, p = .000). Out of all the factors analysed, perceived social support had the greatest and most noticeable influence on academic resilience, followed by psychological well-being (PWB) (p = 0.001). Conversely, self-efficacy's impact was comparatively less significant (p = 0.536).

Multiple regression, which applied the forced entry method, was used to determine how psychological well-being, self-efficacy, and perceived social support affect academic resilience = (Table 2). It was found that psychological well-being (β =.307, p <.001), perceived social support (β = 1.272, p <.001), and self-efficacy (^{2} =.011, p =.0536) are all related. The beta coefficient for perceived social support was the highest (1.272), which means it has the most significant effect on academic recovery. There is a strong link between self-efficacy, social support, psychological well-being and academic resilience (R^2 = 0.976), which means that these factors explain over 97% of the difference in academic resilience.

Table 2

Regression analysis of independent variables towards academic resilience

Variables	Unstandardized Coefficients, B	Std. Error	Standardized Coefficients, Beta	t	Sig.
Constant	1.284	.093		13.746	.001
Self-efficacy	.008	.013	.011	.619	.536
Perceived social support	.902	.058	1.272	15.455	.001
PWB	-.316	.082	.307	-3.837	.001

** Notes: *R=0.988, R² = 0.976, F=2615.876, p=0.001*

Table 3 shows the results for psychological well-being (PWB) as a mediator in the relationship between self-efficacy and academic resilience. Mediation was assessed by examining whether the confidence interval (CI) for the indirect effect included zero, following the analytical approach by Hayes (2013). These findings emphasise the crucial function of psychological well-being in enhancing the impact of self-efficacy and perceived social support on academic resilience.

The bias-corrected 95% percentile CI for the indirect effect of self-efficacy on academic resilience through psychological well-being was (β = -.351, CI = -.494, -.206, p < .001), indicating a significant mediation effect. Similarly, the CI for the indirect effect of perceived social support on academic resilience through psychological well-being was (β = -.351, CI = -.492, -.210, p < .001), also indicating a statistically significant mediation effect. These findings highlight the crucial role of psychological well-being as a mediator in enhancing the impact of self-efficacy and perceived social support on academic resilience.

Table 3

Analysis Results Using the PROCESS Method Regarding the Mediation of Psychological Well-Being (PWB)

	Point estimate (β)	SE	Bootstrapping BC percentile 95% CI	
			Lower	Upper
Self-efficacy	-.351	.073	-.494	-.206
Interpersonal support	-.351	.072	-.492	-.210

Note: ** BC refers to the bootstrap confidence, and CI refers to the confidence interval.
An indirect impact is considered significant if the value of 0 is not within the interval

This research aimed to expand the study on these variables by exploring the interrelationship between self-efficacy, social support, academic resilience and psychological well-being (PWB) of the study samples. The findings demonstrate a significant correlation between academic resilience and self-efficacy, as well as social support and psychological well-being (PWB). Psychological well-being was found to be the most influential factor when predicting academic resilience. In this mediation process, psychological health is essential because it affects how students view and use social support. Good mental health makes it easier to efficiently use resources and develop stronger coping mechanisms, which improves academic resilience (Ryff & Singer, 2021).

This result supports previous studies by claiming that students' capacity to adjust and succeed academically is highly enhanced in a supportive psychosocial environment (Seligman, 2019; Waugh et al., 2021). Psychological well-being has a strong correlation with academic resilience. In their longitudinal study, Bajaj et al. (2022) discovered that resilience acts as a mediator in the relationship between a meaningful life and mental health, hence, enhancing the overall well-being of students (Singh et al., 2024). This discovery implies that bolstering psychological well-being can directly enhance

students' resilience. Research conducted on medical and nursing students, who frequently experienced substantial academic stress, has demonstrated a positive correlation between higher levels of psychological well-being (PWB) and increased resilience (Rayani et al., 2024; Parisa Abdolrezapour et al., 2023).

The predictors of academic resilience accruing from perceived social support emerged as a key predictor of academic resilience, with a strong positive relationship ($\beta = 1.272$, $p < .001$). This finding is consistent with the literature that underscores the importance of perceived social support in promoting academic success and resilience (Cutrona & Russell, 1990; Hayat et al., 2021). One way to adapt this is to highlight how resilience among students can have a comparable effect on academic engagement in an educational setting. Based on a previous study, resilience has a significant impact on work engagement, indicating that individuals who are highly resilient also tend to have higher levels of work engagement (Musa et al., 2023).

Perceived social support provides essential resources and emotional support that helps students navigate academic pressures effectively. Conversely, self-efficacy did not have a significant direct effect on academic resilience ($\beta = 0.011$, $p = 0.536$). This result contrasts with some studies suggesting that higher self-efficacy is a critical determinant of academic performance and resilience (Schunk & DiBenedetto, 2021). The lack of significance might be due to contextual factors or measurement differences, suggesting that self-efficacy alone may not fully capture the factors influencing academic resilience in this setting.

According to the current study's focus on the mediating impact of PWB ($\beta = -0.316$, $p < .001$), PWB significantly mediates the association between perceived social support and academic resilience. One significant example involved teaching students various coping mechanisms to address the challenges of migration, workload, and other life stressors. Since interpersonal skills can enhance students' relationships with people in their immediate social circle, it is essential to introduce this topic to students. According to Sukor et al. (2021), in order to determine how well teaching and learning occur in higher education, the study looked at the connection between academic performance and several dimensions of student engagement, including behavioural, social, emotional, and cognitive aspects. In the realm of educational research, a thorough study of the broad impact of student involvement on academic outcomes has led to its recognition as a crucial element in improving student performance since this leads to greater engagement and better academic achievement.

 Universities should support and create platforms for social events and networks that not only unite local and international students but also allow international students to form groups or clubs that will help them blend-in as part of facilitating the social support system (Yue Qi et al., 2021). This research highlighted the crucial role of psychological health in utilising perceived social support to enhance academic resilience.

This perspective is supported by recent research, which demonstrates that psychological health plays a crucial role in amplifying the impact of perceived social support on academic resilience (Aryuwat et al., 2022). Students' psychological well-being (PWB) directly affects their ability to manage academic stress and effectively utilise social support groups. Good mental health makes it easier to wisely use resources and develop stronger coping mechanisms, which improves academic resilience (Ryff & Singer, 2021). This study also investigated the role of psychological well-being (PWB) in moderating the relationship between self-efficacy and perceived social support in relation to academic resilience among undergraduate students.

The results show that psychological well-being (PWB) plays a significant role in mediating the effects of self-efficacy and perceived social support on academic resilience. This result is consistent with Hayat et al. (2021) and Ye Shengyao et al. (2024), who examined the mediating role of psychological well-being in the association between academic resilience, perceived social support, and self-efficacy. These research findings indicate that psychological well-being plays a pivotal role as a mediator, thus amplifying the influence of self-efficacy and perceived social support on students' academic resilience.

The social cognitive theory, when applied to career and academic development, holds that an individual's goal-setting and achievement processes are closely linked to their psychological well-being. As a result, students who have greater psychological well-being are better able to meet their learning objectives and deal with difficulties. According to Siti Raba'ah Hamzah and Nur Salihah Min Athaha

(2022), enhancing the psychological well-being of university students can be achieved by implementing effective plans, such as counselling sessions or other relevant programs. These measures aim to maintain a consistently high level of mental health among university students. Furthermore, the findings of this study can potentially make a valuable contribution to future research carried out by other scholars.

This study showed that self-efficacy, perceived social support and academic resilience are significantly mediated by psychological well-being among students from a private university. This discovery has practical implications as it can increase the influence of perceived social support and self-efficacy on students' academic resilience by improving their psychological well-being. Consequently, instructors and administrators in universities should focus on developing comprehensive curricula that address psychological well-being, incorporate training in self-efficacy, and enhance perceived social support networks. Workshops on mental health, counselling, peer support groups, and programs to increase self-efficacy are a few examples of such activities. Institutions can significantly enhance students' resilience and overall academic performance by fostering an environment that promotes psychological well-being. Conversely, every person should engage in their passion or favourite activity to enhance and manage general well-being, which can help decrease the likelihood of developing mental health problems (AMbok Welan & Zulkifli, 2023).

The results should be considered in light of the cultural environment prevailing in Malaysia's private education institutions, where this current research was conducted. Participants' reactions and actions may have been impacted by Malaysia's unique cultural environment, characterised by a blend of Malay, Chinese, Indian, and indigenous peoples, which sets it apart from other cultural contexts. An examination of the impact of these cultural elements on self-efficacy, social support, and psychological well-being can provide a useful understanding of the applicability of these findings. Further investigation should explore these cultural aspects in greater depth and compare the differences in them with results from other cultural settings to augment the comprehension of cultural diversity's influence on academic resilience and psychological well-being.

4.   Limitations of the study

This study shows that undergraduate university students' self-efficacy, social support, and academic resilience are influenced by psychological well-being. This disclosure offers a practical suggestion that the impact of social support and self-efficacy on academic resilience can be further developed by enhancing their psychological well-being. Consequently, instructors and administrators in universities should focus on developing comprehensive curricula that address psychological well-being, incorporate training in self-efficacy, and enhance perceived social support networks. Workshops on mental health, counselling, peer support groups, and programs to increase self-efficacy are a few examples of such activities. Institutions can significantly enhance students' resilience and overall academic performance by fostering an environment that promotes and supports psychological well-being.

This study looked at how psychological well-being among undergraduate students in a private university mediates the relationship between academic resilience, self-efficacy, and interpersonal support. Future research should involve a range of private and public higher education institutions to increase the generalizability of these findings. A longitudinal approach may offer a more comprehensive understanding of how psychological well-being influences the dynamic relationships that emerge over time between academic resilience, social support, and self-efficacy, particularly when students enter the job market.

Furthermore, the current study's sample size was small; therefore, increasing the sample size in subsequent studies may improve the applicability and robustness of the findings. Researchers will be able to more fully validate the significance of psychological well-being and its influence on academic resilience if they involve a wider and more diverse sample of individuals.

This study is limited by its focus on a single private university in Malaysia, which may restrict the generalizability of the findings to other educational contexts. Future research could extend this investigation to multiple universities across different regions to enhance the robust evidence for

formulating informed policies and practices aimed at improving the quality of higher education, particularly in Malaysia.

5.   Conclusion

This research has demonstrated how psychological well-being among university students mediates the relationship between academic resilience, social support, and self-efficacy. The results highlight the crucial role of psychological health in enhancing the effects of perceived social support and self-efficacy on academic resilience. It provides a theoretical framework for understanding how to use psychological well-being to enhance students' academic performance. It also adds to the existing corpus of knowledge in academia by providing a thorough research framework for a setting related to undergraduate students at a private institution. It emphasises the importance of psychological health as a bridge between academic resilience, social support, and self-efficacy. In addition, this study provides insightful information that will help educators, academic counsellors, and support staff to create focused interventions that will improve students' psychological well-being and strengthen their academic resilience.

The results also underscore the importance of cultivating university students' understanding of the pivotal role that psychological well-being, self-efficacy, and perceived social support play in fostering academic resilience. Students can more effectively navigate their academic challenges and achieve higher levels of success through proactive participation in behaviours that enhance psychological well-being and the pursuit of appropriate support. The findings of this study can inform the development of interventions and supportive programs that facilitate students' transition from college to the job market.

6.   Suggestions

Future research should adopt a longitudinal, mixed-methods approach to examine the long-term effects of psychological well-being, self-efficacy, and perceived social support on academic resilience. It will be able to monitor changes in these variables and their impact on students' resilience and academic performance over the course of their academic careers by using longitudinal studies. A mixed-methods approach that captures both measurable change and individual experiences, combining quantitative surveys and qualitative interviews, will provide a more comprehensive perspective. Examining cross-cultural gaps is essential for generalising findings on how perceived social support and self-efficacy increase resilience, based on this study. Future research should prioritise the implementation and evaluation of specific interventions that focus on enhancing psychological well-being and self-efficacy. It should aim to identify effective strategies for enhancing academic resilience.

7.   Co-Author Contribution

Authors 1 and 2 had collaborated in formulating and designing this study. Author 1 was responsible for organising the database, conducting the statistical analysis, and writing portions of the text. Authors 1 and 2 also wrote the initial version of this study and its English translation. All authors participated in the revision of this paper, reviewed it, and gave their approval for the eventual submitted version.

8.   Acknowledgements

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