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Self-Adjustment as a Mediator of the Relationship between Psychological Capital and Psychological Well-Being among Islamic Boarding School Students

Firda Himmatul Ulya, Fitrotun Nasichatur Rohmah, Dymas Satriagung, Zaki Nur Fahmawati
Universitas Muhammadiyah Sidoarjo, Indonesia
firdahimmatul@gmail.com; fitrotunnasichaturr@gmail.com

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Abstract

Academic and nonacademic challenges in Islamic boarding schools highlight the importance of understanding the psychological resources and adjustment processes associated with students' well-being. This study examined the mediating role of self-adjustment in the relationship between psychological capital and psychological well-being among students at Al-Fattah Islamic Boarding School. The study involved 101 students. Data were collected using psychological capital, self-adjustment, and psychological well-being scales and analyzed using partial least squares structural equation modeling (PLS-SEM) with SmartPLS 4. Psychological capital was positively and significantly associated with self-adjustment ($\beta = 0.751$, $t = 13.585$, $p < .001$) and psychological well-being ($\beta = 0.329$, $t = 2.820$, $p = .005$). Self-adjustment was also positively and significantly associated with psychological well-being ($\beta = 0.507$, $t = 4.666$, $p < .001$). Furthermore, self-adjustment significantly mediated the relationship between psychological capital and psychological well-being, with an indirect effect of $\beta = 0.381$ ($t = 4.372$, $p < .001$). These findings highlight self-adjustment as a potential pathway linking psychological capital with psychological well-being. The study suggests that psychological resources and adjustment processes warrant joint consideration in efforts to understand and support students' well-being in Islamic boarding schools.

Keywords: Psychological Capital; Self-Adjustment; Psychological Well-Being; Islamic Boarding School Students; Mediation Analysis

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INTRODUCTION

Islamic Boarding Schools (*pesantren*) are distinctive Islamic educational institutions characterized by a residential learning system, the integration of academic and religious curricula, and an environment that emphasizes independence and discipline. Throughout their educational experience, *santri* (Islamic Boarding School students) are required to fulfill a wide range of academic and religious responsibilities. These include memorizing the Qur'an, studying classical Islamic texts (*kitab*) and Hadith, completing academic learning tasks, and participating in various institutional obligations, such as maintaining cleanliness and carrying out scheduled duty assignments (Syafrizal, 2026). These diverse demands require *santri* to effectively adjust to the *pesantren* environment in order to fulfill their roles and responsibilities optimally (Mu et al., 2023).

When *santri* successfully meet these diverse demands, they are more likely to experience eudaimonic happiness, a state of well-being characterized by optimal functioning in managing everyday responsibilities and the full realization of one's potential (Muliadi & Hidayat, 2022). Conversely, failure to meet the demands of the *pesantren* environment may give rise to feelings of dissatisfaction among *santri*. When such dissatisfaction with their experiences in the *pesantren* persists over time, it may undermine their psychological well-being (Wardani & Hertinjung, 2024). According to Ryff (2013) psychological well-being has definition in which individuals maintain a positive perception of themselves and others, possess a meaningful sense of purpose in life, demonstrate a continuous drive for personal growth, exhibit autonomy, and effectively manage their surrounding environment. Psychological well-being comprises six dimensions: (1) self-acceptance, (2) positive relations with others, (3) purpose in life, (4) personal growth, (5) autonomy, and (6) environmental mastery.

The findings of a previous study by Suryatiningsih et al. (2024) indicated that the majority of *santri* reported a moderate level of psychological well-being (40%). In addition, 21% were classified as having low psychological well-being, and 8% as very low, whereas 24% were categorized as having high psychological well-being and 7% as very high. These findings are consistent with the results of a preliminary survey conducted among *santri* at Al-Fattah Islamic Boarding School in Sidoarjo. Based on the survey, it is depicted that 35% of the participants demonstrated low levels of psychological well-being, hence 64% of the students were categorized in demonstrating moderate psychological well-being. Meanwhile,

there were no students managed to demonstrate high-levels of psychological well-being. It is highly advised that investigation should be performed as students demonstrating low psychological well-being may acquire mental blockade which may affect their academic achievement.

Some studies have consistently indicated that low psychological well-being is frequently associate to wide range of personal drawbacks resulting negative outcomes. Aulia & Panjaitan (2019) stated that individual's demonstrating low psychological well-being deal with emotional sensitivity and tension, distraction during learning process. Also, those with low psychological well-being definitely have barriers to get acquuitances (Allo & Soetjiningsih, 2025). Furthermore, it is significantly associated with higher academic burnout, as limited self-acceptance, autonomy, environmental mastery, purpose in life, personal growth, and positive relationships may reduce individual's capacity to cope with academic demands, thereby increasing emotional exhaustion and cynical attitudes (Ardilla et al., 2020).

Psychological capital refers to an individual's positive psychological state of development. According to Luthans, psychological capital comprises four core dimensions: (1) self-efficacy, (2) optimism, (3) hope, and (4) resilience (Hafilia et al., 2022). First, self-efficacy refers to an individual's confidence in their ability to deal with particular tasks. Second, optimism refers to an individual's attitude of viewing the future positively, characterized by the expectation that good things will happen. Hope refers to an individual's drive to achieve a specific goal, characterized by the ability to find solutions to problems, maintain long-term motivation, and persist without giving up easily. Finally, resilience refers to the capacity to recover and adapt following adversity, enabling individual's to emerge stronger, more positive, and better equipped to cope with future challenges (Mustofa, 2022).

The four dimensions of psychological capital represent important psychological resources that help individual's cope with challenges and achieve their goals. These resources may contribute to the development of psychological well-being, consistent with Luthans theoretical perspective that psychological capital is an important antecedent of psychological well-being (Prayogi & Handarini, 2017). Several research has demonstrated a positive and significant association between psychological capital and psychological well-being (Hafilia et al., 2022). Psychological capital enables individual's to develop positive perspectives, utilize opportunities, adapt to changing demands, and manage various responsibilities, which may

support optimal psychological functioning (Fironi, 2022). Furthermore, previous studies have shown that each dimension of psychological capital contributes to psychological well-being. Self-efficacy and optimism have been positively and significantly associated with psychological well-being among students (Prayogi & Handarini, 2017), while resilience (Suryatiningsih et al., 2024) and hope (Salsabila et al., 2023) have also demonstrated positive associations with psychological well-being.

Another important predictor of psychological well-being is self-adjustment (Dayyana, 2021). Self-adjustment is defined as an ongoing process of modifying one's behavior to achieve harmony with both environmental and internal demands (Haber, 1894) Self-adjustment comprises five dimensions: (1) accurate perception of reality, (2) the ability to cope with stress and anxiety, (3) a positive self-image, (4) emotional expression, and (5) healthy interpersonal relationships. Within the *pesantren* context, *santri* face various demands, making effective self-adjustment essential for both their successful adaptation and psychological well-being. These findings are consistent with previous research by Mulyati et al. (2023) which reported a positive and statistically significant association between self-adjustment and psychological well-being. Similarly, other studies have shown that higher levels of self-adjustment are positively associated with psychological well-being among *santri* (Eviliani et al., 2024). Higher levels of self-adjustment enable *santri* to align their behavior with the rules, norms, and demands of the *pesantren*, thereby promoting better psychosocial functioning (Wardani & Maryam, 2024).

Self-adjustment is proposed as a mediating variable in the relationship between psychological capital and psychological well-being. The Academic Social Emotional Flourishing Framework (ASEFF) posits that flourishing defined as experiencing positive emotions and functioning optimally in academic settings represents the outcome of an adaptive pathway (Collie & Martin, 2024). According to the ASEFF, flourishing is influenced by both personal and contextual resources. Psychological capital, which comprises hope, self-efficacy, resilience, and optimism, is part of internal resources, while emotional support, feedback, and school climate belong to external resources. *Santri* who possess both resource components at a high level are better able to cope with various demands in the boarding school environment, thereby facilitating their self-adjustment. Furthermore, students with good self-adjustment will experience improved psychological well-being (Collie & Martin, 2024).

Research conducted by Dwinanda & Nugraha, (2023) found that academic adjustment partially mediates the relationship between self-efficacy, a dimension of psychological capital, and well-being. In line with this, a model examining the relationship between psychological capital and psychological well-being through the mediation of self-adaptation has also been previously tested in industrial and organizational settings (Tabala et al., 2025). The study found that individual adaptability mediated the relationship between psychological capital and psychological well-being. Individual's with high psychological resources were better able to adapt to changing business demands, which ultimately promoted the realization of their full potential.

Although previous studies have examined the relationship between psychological capital and psychological well-being through the mediating role of individual adaptability in industrial and organizational settings (Tabala et al., 2025), and others have identified self-efficacy as a dimension of psychological capital in a relationship between psychological capital and psychological well-being (Dwinanda & Nugraha, 2023). No study has specifically investigated self-adjustment as a mediator of the relationship between psychological capital and psychological well-being within the framework of the Academic Social Emotional Flourishing Framework (ASEFF). Accordingly, this study aims to examine the direct relationship between psychological capital and psychological well-being, as well as the mediating role of self-adjustment. Based on the ASEFF framework and previous empirical findings, the following hypotheses are proposed:

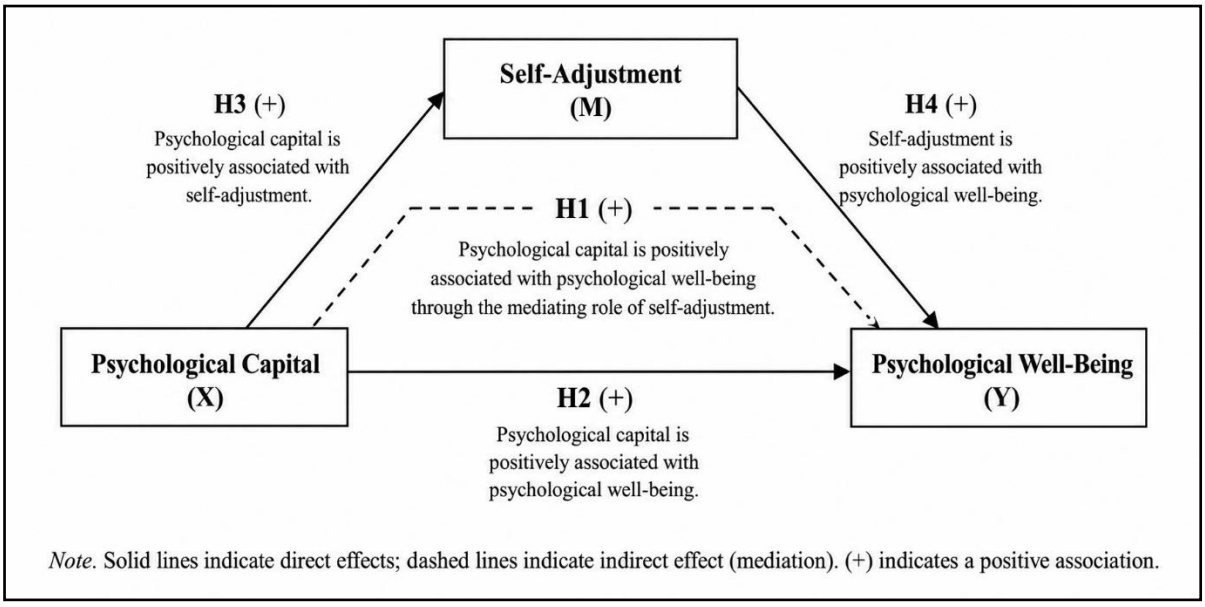


Figure 1. Hypothesis Model

METHODS

This study employed a quantitative correlational approach with a cross-sectional design. This approach and design were chosen because they align with the research objective, namely to examine a mediation model of psychological capital and psychological well-being through self-adjustment.

The population of this study consisted of all students at Al-Fattah Islamic Boarding School in Grades 7 and 8. Grade 9 students were excluded from the population because they had completed their studies before data collection took place. Participants were recruited using convenience sampling, whereby students who were available and willing to participate were invited to take part in the study. The sample size was determined using G*Power, taking into account statistical power ($f^2 = 0.15$, $\alpha = 0.05$, Power = 0.80). Based on this calculation, a minimum sample size of 68 participants was obtained. To achieve more statistically valid results, the researcher increased the sample size to 101 participants.

Psychological well-being was measured using an adapted version of the Psychological Well-Being Scale (PWBS) developed by, Pangestuti (2025) which was constructed based on Ryff's multidimensional model of psychological well-being. This instrument consists of 21 items, including 14 favorable items and 7 unfavorable items. The adapted instrument exhibited excellent internal consistency (Cronbach's $\alpha = 0.965$). Responses were recorded on a four-point Likert scale ranging from 1 ("strongly disagree") to 4 ("strongly agree").

Psychological capital was assessed using an adapted version of the Psychological Capital Scale by Safitri (2021), which was developed based on the theoretical framework proposed by Luthans. This instrument consists of 18 items, including 15 favorable items and 3 unfavorable items. The adapted scale showed good internal consistency (Cronbach's $\alpha = 0.812$). Responses to each item were recorded on a four-point Likert scale ranging from 1 ("strongly disagree") to 4 ("strongly agree").

Self-adjustment was measured using an adapted version of the Self-Adjustment Scale Roys (2022), which was developed based on the conceptual framework proposed by Haber and Runyon. This instrument consists of 20 items with internal consistency was observed for the adapted scale (Cronbach's $\alpha = 0.807$). Each item was rated on a four-point Likert-type scale, with response options ranging from 1 ("strongly disagree") to 4 ("strongly agree").

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS Professional version 4.1.1.6. PLS-SEM is a multivariate statistical

technique used to examine complex relationships among latent variables while emphasizing prediction and causal modeling (Hair, 2021). Prior to model estimation, item parceling was applied to the multidimensional constructs. The measurement model was then assessed by examining validity and reliability. Subsequently, the structural model was evaluated in terms of collinearity, R Square, f Square, and the significance of both direct and indirect effects using bootstrapping.

RESULTS

Table 1. Characteristic of Respondent

Characteristic	Category	Frequency (N)	Percentage (%)
Gender	Male	53	52%
	Female	48	48%
Age	13	50	50%
	14	38	38%
	15	10	10%
Class	7	77	76%
	8	24	24%

Tabel 1 present the characteristics, this study included 101 participants, comprising 48 male *santri* (48%) and 53 female *santri* (53%). Most participants were 13 years old (50%), followed by those aged 14 (38%) and 15 (10%). Regarding grade level, the majority were enrolled in Grade 7 (76%), while the remaining participants were in Grade 8 (24%).

Table 2. Result of Measurement Model

No	Latent Variables	Indicators	Factor Loading	Average Variance Extracted	Composite Reliability	Cronbach Alpha
1	Psychological Capital	PC1	0.878	0.695	0.865	0.854
		PC2	0.827			
		PC3	0.776			

		PC4	0.851			
2	Self Adjustment	SA1	0.868	0.532	0.839	0.874
		SA2	0.860			
		SA3	0.958			
		SA4	0.729			
		SA5	0.652			
3	Psychological Well Being	PWB1	0.747	0.674	0.918	0.825
		PWB2	0.742			
		PWB3	0.769			
		PWB4	0.727			
		PWB5	0.575			
		PWB6	0.797			

Table 2 present the result of the measurement model assesment, convergent validity was evaluated using factor loadings and the Average Variance Extracted (AVE). Most indicators exhibited factor loadings ranging from 0.575 to 0.958, while the AVE values ranged from 0.532 to 0.695. According to Hair et al. (2017), indicator loadings of 0.70 or higher are considered acceptable. Two indicators, SA5 and PWB5, had loadings below this threshold. However, they were retained because the Average Variance Extracted (AVE) for the psychological capital, self-adjustment, and psychological well-being constructs exceeded the recommended cutoff of 0.50 (Hair et al., 2017).

Construct reliability was assessed using Composite Reliability (CR) and Cronbach's alpha. The CR values ranged from 0.839 to 0.918, whereas Cronbach's alpha values ranged from 0.825 to 0.874. According to the recommended criteria, constructs are considered reliable when both CR and Cronbach's alpha are at least 0.70. As all constructs met these thresholds, the psychological capital, self-adjustment, and psychological well-being measures were considered reliable (Hair et al., 2017).

Table 3. Result of Discriminant Validity (HTMT)

	PC ⟷ PWB	PC ⟷ SA	SA ⟷ PWB
PC ⟷ PWB	0.798		
PC ⟷ SA		0.843	
SA ⟷ PWB			0.853

Table 3 the results of discriminant validity was assessed using the Heterotrait–Monotrait Ratio (HTMT). The HTMT values were 0.798 for psychological capital and psychological well-being, 0.843 for psychological capital and self-adjustment, and 0.853 for self-adjustment and psychological well-being. All values were below the recommended threshold of 0.90, indicating adequate discriminant validity for all constructs (Hair, 2021).

Table 4. Result of Discriminant Validity (Forner - Larcker Criterion)

Latent Variables	PC	SA	PWB
PC	0.834		
SA	0.751	0.821	
PWB	0.710	0.754	0.730

Table 4 the results of discriminant validity was also assessed using the Fornell–Larcker criterion. The square root of the AVE for psychological capital (0.834) exceeded its correlations with psychological well-being (0.710) and self-adjustment (0.751). Likewise, the square root of the AVE for self-adjustment (0.821) was higher than its correlations with psychological capital (0.751) and psychological well-being (0.754). However, the square root of the AVE for psychological well-being (0.730) was lower than its correlation with self-adjustment (0.754). Luthans & Morgan (2026) the square root of the AVE should exceed the correlations between a construct and all other constructs. Therefore, the Fornell–Larcker criterion was not fully satisfied, particularly for the psychological well-being and self-adjustment constructs.

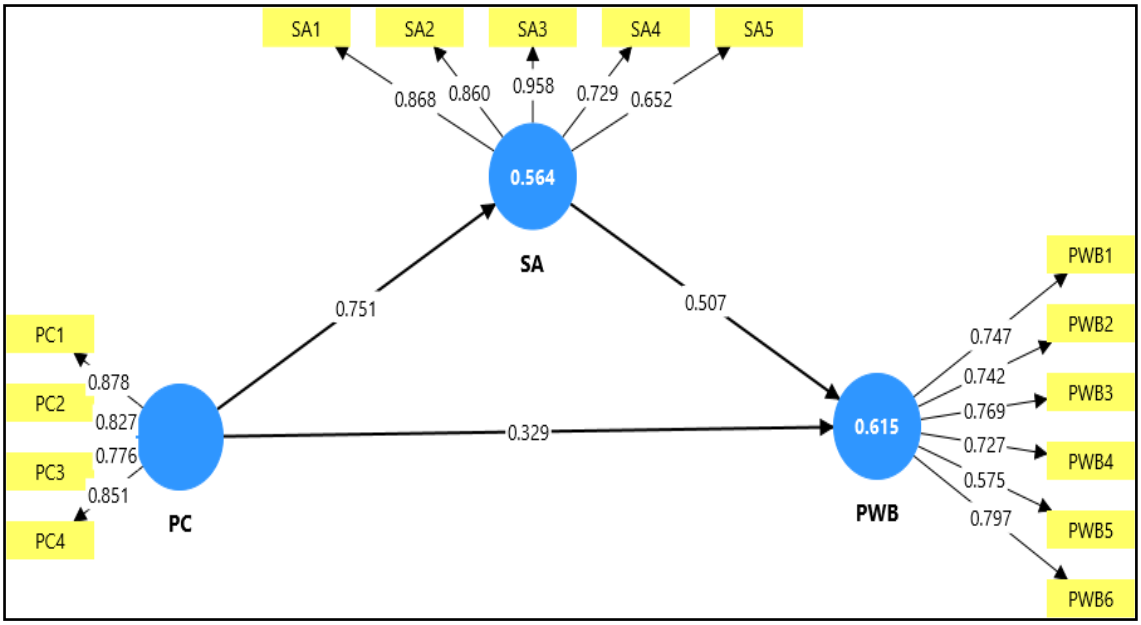


Figure 2. Measurement Model

Figure 2 illustrates the measurement model used to assess the relationships between the latent constructs and their respective indicators: psychological capital, self-adjustment, and psychological well-being. The factor loadings ranged from 0.575 to 0.958, indicating varying levels of indicator representation acro ss the constructs. Although indicators SA5 (0.652) and PWB5 (0.575) had loadings below the recommended threshold of 0.70, they were retained because the Average Variance Extracted (AVE) values for all constructs exceeded 0.50. Furthermore, the constructs demonstrated adequate internal consistency, with Composite Reliability values ranging from 0.839 to 0.918 and Cronbach's alpha values ranging from 0.825 to 0.874. Overall, the measurement model demonstrated acceptable convergent validity and reliability, although the discriminant validity between self-adjustment and psychological well-being requires further consideration based on the Fornell–Larcker criterion.

Table 5. Colinearity Test Result

Latent Variables	VIF
PC → PWB	2.294
PC → SA	1.000
SA → PWB	2.294

Table 5 present the results of the collinearity assessment indicated that the Variance Inflation Factor (VIF) values ranged from 1.000 to 2.294 across all structural paths. Specifically, the VIF values were 2.294 for the path from psychological capital to

psychological well-being, 1.000 for the path from psychological capital to self-adjustment, and 2.294 for the path from self-adjustment to psychological well-being. According to Hair (2021) VIF values below 5.00 indicate the absence of collinearity. Therefore, the results suggest that multicollinearity was not a concern in the structural model.

Table 6. *Results of R-Square (Coefficient of Determination) Test*

Latent Variables	R^2	Adjusted R^2	Interpretation
PWB	0.615	0.608	Moderate
SA	0.564	0.560	Moderate

Table 6 present the coefficient of determination (R^2), for the endogenous constructs in the structural model. Psychological well-being obtained an R^2 value of 0.615 and an adjusted R^2 value of 0.608, indicating that 60.8% of the variance in psychological well-being was explained by psychological capital and self-adjustment, while the remaining 39.2% was explained by factors outside the model. Meanwhile, self-adjustment showed an R^2 value of 0.564 and an adjusted R^2 value of 0.560, indicating that 56.0% of its variance was explained by psychological capital, with the remaining 44.0% attributed to other factors. Based on the criteria proposed by Hair (2021) both R^2 values fall within the moderate category, suggesting that the structural model demonstrates adequate explanatory power.

Table 7. Result of F-Square Test

Path	f^2	Interpretation
PC → PWB	0.123	Small
PC → SA	1.294	Large
SA → PWB	0.291	Medium

Table 7 present the effect size (f^2) of each structural path in the model, the f-square (f^2) analysis indicated that the effect of psychological capital on psychological well-being had a small effect size ($f^2 = 0.123$). Meanwhile, the effect of psychological capital on self-adjustment demonstrated a large effect size ($f^2 = 1.294$), whereas the effect of self-adjustment on psychological well-being showed a medium effect size ($f^2 = 0.291$).

Table 8. Result of Direct Effect

Direct Effect	β	t	p	95% CI		Decision
				CI Lower	CI Upper	
PC → PWB	0.329	2.820	0.005	0.089	0.549	Supported
PC → SA	0.751	13.585	0.000	0.625	0.842	Supported
SA → PWB	0.507	4.666	0.000	0.287	0.721	Supported

Table 8 present the results of the direct effect analysis. The results show that psychological capital was positively and significantly associated with psychological well-being (β = 0.329; t = 2.820; p = 0.005; 95% BCa CI [0.089, 0.549]). Furthermore, psychological capital was positively and significantly associated with self-adjustment (β = 0.751; t = 13.585; p < 0.001; 95% BCa CI [0.625, 0.842]). Similarly, self-adjustment was positively and significantly associated with psychological well-being (β = 0.507; t = 4.666; p < 0.001; 95% BCa CI [0.287, 0.721]). These findings support H2, H3, and H4, as all direct paths showed p-values below 0.05 and 95% bias-corrected confidence intervals that did not include zero.

Table 9. Result of Indirect Effect

Indirect Effect	β	t	p	95% CI		Decision
				CI Lower	CI Upper	
PC → SA → PWB	0.381	4.372	0.000	0.219	0.566	Supported

Table 9 presents the results of the indirect effect analysis examining the mediating role of self-adjustment in the relationship between psychological capital and psychological well-being. The results show a psychological capital was positively and significantly associated with psychological well-being through the mediating role of self-adjustment (β = 0.381; t = 4.372; p < 0.001; 95% BCa CI [0.219, 0.566]). Therefore, H1 was supported, as the p-value was below 0.05 and the 95% bias-corrected confidence interval did not include zero.

DISCUSSION

This study aimed to examine the mediating role of self-adjustment in the relationship between psychological capital and psychological well-being. The result have shown that self-adjustment significantly mediated the relationship between psychological capital and psychological well-being (β = 0.381; t = 4.372; p < 0.001; 95% BCa CI [0.219, 0.566]), supporting H1. This finding is consistent with previous research Tabala et al. (2025) which found that self-adaptation partially mediated the relationship between psychological capital and psychological well-being among owners of small enterprises in Uganda. According to Luthans & Morgan (2026) psychological capital serves as an internal resource that enables individual's to adapt to both environmental and internal demands. Furthermore, *santri* who

are able to adjust effectively to external and internal demands are more likely to achieve optimal psychological functioning (Wardani & Hertinjung, 2024).

The direct effect analysis revealed a positive and significant association between psychological capital and psychological well-being (β = 0.329; t = 2.820; p = 0.005; 95% BCa CI [0.089, 0.549]). This finding is consistent with previous studies demonstrating a positive and significant relationship between psychological capital and psychological well-being (Hafilia et al., 2022;Dayyana, 2021;Montero et al., 2024). Individual's with positive expectations about future goals, confidence in their abilities, psychological resilience, and the capacity to recover from adversity are more likely to realize their potential and function optimally in life (Salsabila et al., 2023;Khairunnisa, 2025;Novianti & Alfian, 2022;Maryam & Chusnah, 2025).

The direct effect analysis indicated a positive and significant association between psychological capital and self-adjustment (β = 0.751; t = 13.585; p < 0.001; 95% BCa CI [0.625, 0.842]). This finding is consistent with previous studies showing that individual's with higher psychological capital tend to demonstrate better adjustment abilities in dealing with environmental demands (Sofiana & Qonitatin, 2026). These findings suggest that higher levels of psychological capital among *santri* are associated with better adaptation to the rules, activities, and social life within the *pesantren* environment.

The direct effect analysis indicated a positive and significant association between self-adjustment and psychological well-being (β = 0.507; t = 4.666; p < 0.001; 95% BCa CI [0.287, 0.721]). This finding is consistent with previous research demonstrating a positive and significant relationship between self-adjustment and psychological well-being (Mulyati et al., 2023). The ability to adapt to environmental demands, changes, and challenges enables individual's to achieve better psychological well-being (Purbandhini & Citra, 2025).

This study offers theoretical implications for mental health research in academic settings, particularly within the context of *pesantren* in Indonesia. The findings show that self-adjustment is proven to mediate the relationship between psychological capital and psychological well-being. This finding contributes to explaining the dynamics underlying the emergence of psychological well-being, with psychological capital serving as a predictor and self-adjustment as the mediating mechanism of that relationship. These findings are expected to provide insights into understanding the factors associated with and the dynamics of psychological well-being within the *pesantren* context. Second, this study extends the literature

on psychological capital beyond organizational settings. The findings indicate that psychological capital serves as an important psychological resource for *santri* in enhancing their psychological well-being.

This study also provides several practical contributions for *pesantren* institutions, educators, and policymakers. Based on the findings, several recommendations can be offered to enhance the psychological well-being of santri. *Pesantren* institutions are encouraged to develop intervention programs focused on strengthening hope, self-efficacy, resilience, and optimism, such as psychoeducation and training programs as well as counseling services. Additionally, *pesantren* can also provide intervention programs to strengthen self-adjustment, such as environmental orientation programs, peer support, and mentoring programs, to help santri adapt effectively within the *pesantren*.

CONCLUSION

All in all, it can be concluded that psychological capital is positively and significantly correlated to psychological well-being. This can be achieved through both a direct pathway and a mediating pathway of self-adjustment. These outcomes mark the important role the components of psychological capital which compromises hope, self-efficacy, resilience, and optimism in supporting the psychological well-being of the students. Furthermore, self-adjustment plays a significant role in bridging the relationship between psychological capital and psychological well-being. This study contributes to the development of literature by providing a better understanding of the mechanisms underlying psychological well-being in the *pesantren* context. In addition, this study contributes to the development.

Despite its contributive results, this study also deals with some limitation which should be concerned. First, this study utilized a cross-sectional design limiting it's coverage to elaborate causal relationships. As a result, any possible studies in the future are advised to apply a longitudinal approach to scrutinize causal relationships. Second, the relatively small sample may not fully capture the diversity of adolescents attending Islamic boarding schools, thereby restricting the representativeness of the findings.. Future studies should recruit larger and more diverse samples from both Islamic Boarding School *(pesantren)* and non-boarding school to improve the generalizability of the findings. As this study relied on self-report instruments, the possibility of generating bias due to social desirability is inevitable. Finally, this study did not include other variables as predictors or mediators in explaining

psychological well-being. Future research is advised to test or utilize other variables such as social support, peer pressure, and perceived teacher support, as predictor or mediator variables in explaining psychological well-being.

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