

The Mediating Role of Social Adjustment in the Relationship between Psychological Well-Being, and Achievement Motivation among Arab Postgraduate Students in Malaysia

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Abstract

The present study aims to examine whether social adjustment mediates the relationship between psychological wellbeing, and achievement motivation among Arab postgraduate students in Malaysia. The participants in this study included 210 Arab postgraduate students in Malaysia. Data were collected using the Grera's Achievement Motivation test (2022), Ryff's psychological wellbeing test (1989), and Social adjustment test (Grera, 2023). Pearson correlation coefficient test and Structural equation modeling using AMOS 23 were used to analyze the data. The results indicated that there were significant relationships between psychological wellbeing, and achievement motivation among Arab postgraduate students in Malaysia. The study findings indicated that social adjustment mediated the relationship between psychological well-being (environmental mastery, autonomy, self-acceptance, positive relations with others, personal growth, and purpose in life) and achievement motivation (Perseverance, Ambition, Goal setting, and Endurance) among postgraduate students in Malaysia.

Keywords: Psychological Well-Being, Social Adjustment, Achievement Motivation, Arab Postgraduate Students.

Introduction

In spite of all difficulties that face Achieving success, the Achieving success was associated with psychological and social qualities. The researchers described these individuals as having great abilities to resist social pressures and prefer to participate in activities in pursuit of their social adjustment. They feel that their social adjustment makes them happy people who are distinguished by a positive psychological performance towards themselves, accepting their positives and negatives. also, they have a goal they seek to achieve, they are distinguished by their independence, the ability to control the environment around them, and they have a

constant desire to develop their potential. Moreover Grera (2023) asserted that achievement motivation has four dimensions which are Ambition, Goal setting, endurance, and Perseverance. All of this enables them to feel psychological well-being, which is not only concerned with achieving satisfaction or pleasure, but also focuses on how a person strives to achieve perfection, which creates a strong achievement motivation to reach his goals in life.

There is no doubt that social adjustment is one of the most important aspects of healthy psychological and an important factor in achieving a sense of comfort and psychological well-being. A person who is able to adapt to the circumstances of social life, whether pleasant or unpleasant, he is able to create in him a feeling of satisfaction work. So, he seeks to achieve his self-demands stemming from his achievement motivation. Ryff asserted that maintaining positive relationships with others is a way to live a meaningful life, and that those who tend to form good relationships with others are individuals who have greater subjective well-being and feelings of contentment than those who do not (Peterson & Seligman, 2005).

The study of the relationships between variables of psychological well-being, social adjustment, and achievement motivation is one of the vital topics. Several studies have confirmed the existence of a correlation between social adjustment and achievement motivation. The study of Heydarel and Daneshi (2015) indicated that there is a relationship between parental treatment patterns, social adjustment and achievement motivation (see also Mombin, 2016). As for psychological well-being and its relationship to achievement motivation, the study (Hooha 7 Shaktawat, 2017) confirmed that there is a correlation between psychological well-being and achievement motivation, and the statistical analyzes of this study showed that psychological well-being contributed to a high rate of variable achievement motivation for students. Some studies have confirmed that students who are better able to get along in school tend to have less stress and have a higher level of psychological well-being, while students who are poor fitter feel more difficult to manage stress and have higher levels of psychological well-being (Niehorster, 2012). less than psychological well-being (Schmidt & Welsh, 2010).

Although there are previous studies that dealt with the relationship between these three variables, there is no study that focused on studying social adjustment as a mediator in studying the relationship between psychological well-being and achievement motivation. Therefore, the aim of the current study is to reveal the Mediating Role of social adjustment in the Relationship Between Psychological Well-Being, and achievement motivation Among Arab postgraduate students in Malaysia.

Social Adjustment

The socially adjustment person is characterized by a set of manifestations that indicate the extent of his social maturity, such as the clarity of one's idea of himself, the individual's goals being in line with the goals of the group, the individual's sense of social responsibility among the members of his group, the individual's tendency to go along with his group, a sense of familiarity with them, and the tendency to devotion to Every matter concerns his group, as well as sacrificing his personal interests for the sake of the general interest of his group. Accordingly, the social adjustment of the individual with his group results in his feeling of personal or psychological adjustment, because the more the individual feels adjustment and

synergistic with his group which he belongs, the more he feels happiness, satisfaction and personal harmony.

As a result, social adjustment and personal or psychological adjustment go hand in hand and complement each other. While the manifestations of poor social adjustment are the feeling of unhappiness and frustration, lack of responsibility, stagnation and inflexibility, social isolation, and they appear when a person fails to form any good social relations and lack of harmony with other members of his community and thus loses happiness and his feeling of satisfaction with himself and others. And both Libet & Lewinson (1973) emphasized that social behavioral skills are represented in the individual's ability to form behaviors that are positive reinforcers and not to form behaviors that are punishable, and individuals who tend to show the latter behavior are often socially incompetent and they are often poorly aligned with their group. Also, self-rejection is a result of bad social harmony and individual rejection of himself leads to feelings of anxiety and tension and always negatively affects the stability and balance of personality. This is confirmed by Baumeister (1993) that self-esteem affects a person's self-concept, the higher the self-esteem, the positive the self-satisfaction.

Through the foregoing, we can confirm that the achievement motivation has a strong relationship with the psychological aspect, such as psychological well-being, and the social aspect, such as the ability to social adjustment. This is due to the researchers' belief that the achievement motivation is an important indicator towards achieving the required academic achievement and positive educational outcomes, and its strong association with a personality that is free of any psychological or social obstacles. The credit is due to (Murray, 1983) in confirming that achievement motivation is a component of a healthy personality, and considered it one of the acquired human motivation, as he defines it as a person's keenness to achieve goals that others deem difficult, and the ability to control the social environment and control over Ideas, their good organization, speed of performance, independence, overcoming difficulties and obstacles, achieving excellence and superiority over oneself, competing with others and surpassing them, and being proud and appreciating oneself. Through his theory, he emphasized the role of the social environment in satisfying the individual's needs and the individual's ability to control his environment. He also emphasized the individual's ability to be independent, excel, and self-esteem for a higher level of achievement motivation.

Social Adjustment and Achievement Motivation

Social adjustment emerges as an indispensable structure determining the level of achievement motivation of the students with different stage of study. Through the answer to this question, how students accomplish goals, which social factors have more influence on their achievement motivation of study. which become the major concerns for educational psychologists. Achievement motivation means intending to secure progress, overcoming obstacles, desiring for superiority, and maintaining high level standards (Karimi, 2005). It is the base for reaching success and getting all desires in our life (Settlemyer, 2010).

Many researches have been done that there is a relationship between social adjustment and achievement motivation for students at school. But very few of these studies examined this relationship for Arab postgraduate students. In this part will show some of these studies, the study was conducted by Grera, et al (2022) about "psychological well-being, social adjustment

and social responsibility as predictors of achievement motivation among Arab postgraduate students in Malaysia". The sample consisted of (137) Arab postgraduate students in Malaysia, the results showed that social adjustment was significant predictors of achievement motivation among Arab postgraduate students. With the same way, Mombin (2016) who studied correlation between social adjustment and achievement motivation among (300) students at secondary school of Izeh. The result reveal that there is a correlation between between social adjustment and achievement motivation. Also, Jarer (2017) which studied the Relationship between social adjustment and achievement motivation for (150) secondary school. It is found that there is positive relationship between adjustment and achievement. On the other hand, there are studies showed opposite result. the study by (Nirmala Devi, 2011) " a study of adjustment of students in related to personality and achievement motivation" The sample consisted of 699 students studying in high school classes in the state of Haryana. The result was found that achievement motivation has no effect on the adjustment. Also, the study was conducted by (Beri & Kaur, 2020) about "Relationship of adjustment, social competence and achievement motivation among senior secondary school students". A sample of 478 senior secondary school students. Results revealed that Adjustment was not found correlated to achievement motivation very little influence of achievement motivation was found on social adjustment.

Social Adjustment and Psychological Well- Being

Mental health as a state of positive mental condition in which one realizes his/her capabilities, manages the life stresses, put effort effectively and efficiently, and is competent enough to put some contribution to his/her society (World Health Organization, 2010). The study was conducted by Ryff (1989) identified and defined the concept of psychological well -being based on six dimensions of self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life and personal growth.

Some previous studies dealt with the relationship between social adjustment and psychological well-being. one of these studies is the study of Chui & Chan (2020), which aimed to study the relationship between school adjustment and psychological well-being for a sample of 299 male and 396 female students from colleges in China. The results revealed that students who have low scores in school adjustment have low scores in the life satisfaction scale, and there is an indirect positive relationship between school adjustment and psychological well-being through the psychological stress variable, and that positive thinking was a mediator in the relationship between school adjustment and psychological well-being of students. Rahman (2018) study under the title Psychological well-being of international students in Thai universities and its effects on social adjustment. This study aimed to reveal the relationship between the psychological well-being variable and the social adjustment variable for a sample of 105 consisting of students from the International College and Graduate School of Business. The study found a positive correlation between social adjustment and psychological well-being of international students, where the correlation coefficient ($r = 0.283$), which is significant at the level of 0.01. Minasochah study (2018) included the title of compatibility with peers and parents and its relationship to psychological well-being among adolescents. The study aimed to determine the relationship of adjustment with peers and parents and the psychological well-being of adolescents for a sample of 135 adolescents. The results showed that the relationship between psychological well-being and adjustment with companions and parents was positive. Referring to the regression analysis coefficients, it was found that the relationship of agreement with parents and psychological

well-being was not statistically significant. And the study of Holopainen, et al (2011) under the title: The role of social adjustment on psychological well-being in secondary schools, and the study aimed to know the relationship between social adjustment and psychological well-being among adolescents for a sample of high school students consisting of 412 students. The results confirmed that there is a positive relationship linking psychological well-being with increased cooperation and social adjustment skills. Dewi, et al (2017) study aimed to study the relationship between emotional maturity and social adjustment with psychological well-being. The aim of the study was to reveal the nature of the relationship between the study variables for a sample of 42 employees in the Bilabuh region. The correlation test showed that the correlation value between social adjustment and psychological well-being is 0.343 ($p < 0.05$), which is weak, positive and statistically significant.

Psychological Well-Being and Achievement Motivation

Some of the previous researches examined the relationship of psychological well-being with achievement motivation. Research findings have supported this relation for example, the study was conducted by (Grera & Abd Hamid, 2021) studied the relationship between psychological well-being and Achievement Motivation Among Libyan Postgraduate students in a sample of 82 (43 male and 39 female) Libyan postgraduate students. The results showed that psychological well-being was significantly positively associated with achievement motivation among Libyan postgraduate students. Nisa & et al (2017) a study about "Relationship of achievement motivation and psychological well-being in adolescents". A sample of 210 was taken purposively from the four major districts of Kashmir. Results revealed a significant positive correlation between psychological wellbeing and achievement motivation. The study was conducted by Grera, et al (2022) about "psychological well-being, social adjustment and social responsibility as predictors of achievement motivation among Arab postgraduate students in Malaysia". The sample consisted of 137 Arab postgraduate students in Malaysia, the results showed that psychological well-being was significant predictors of achievement motivation among Arab postgraduate students. Anamika (2020) conducted a study about the effect of achievement motivation on well-being of working men and women in public and private sector, on a sample consisting of 100 women (50 public sectors, 50 private sectors). The result showed that achievement motivation is significantly positively associated with psychological well-being and its dimensions, namely, autonomy, personal growth, positive relations and purpose in life and self-acceptance. Psychological well-being is positively associated with achievement motivation and its dimension (self-assurance, ambition and self-control).

The Present Study

Arab students as consider international students face many changes, including cultural habits, weather conditions, language and behaviors. and, On the other hand, various Psychological problems among these students increase because of these changes. In addition, the main concerns of these students stem from communication problems with social environment, and academic difficulties that confront their achievement motivation. In this point, Arab students need to experience a period of social adjustment to various educational and social situations. Therefore, students must understand that good level of social adjustment could be real factor to make balance relationship between their healthy psychological and their motivation for achievement. In this respect, Grera & Abd Hamid (2021) indicated that there is a significant relationship between psychological well-being and

achievement motivation among Libyan students. Moreover, Grera et al (2022) conferred that psychological well-being and social adjustment were significant predictors of achievement motivation among Arab postgraduate students.

Where the owners of the humanistic theory, including Carl Roger, the author of the theory of self, affirmed that the individual is able to achieve positive growth and is able to control himself and control his desires to reach one motive, which is self-realization. It works in one direction, which is self-realization. Also, Maslow expresses this that all people have potential for positive growth and that environmental and social conditions play an important role in reaching the stage of self-actualization.

In addition, Rogers believes that adjustment criteria can be summarized in three main points: 1- A sense of freedom and independence 2- Openness to new experiences 3- Confidence in oneself and one's own feelings. While Maslow sees about the criteria of social adjustment from his vision, the focus on self-realization leads him to achieve compatibility through the following criteria: focus on problems and difficulties in order to find solutions to them, effective social relations, self-acceptance, effective awareness of the individual's reality, sense of freedom and independence self, and the balance between different aspects of life.

Furthermore, social adjustment may play a role in how students feel satisfaction, and if they effectively achieved their targets in their study. Jones (2010) noted that social adjustment can be measured through students' reported satisfaction with (and quality of) informal interactions with staff, faculty, and peers. Also it is consider psychological need of student which controls an individual's behavior, cognition, emotions, and decisions related to psychological well-being through social environment. Ryff & Keyes (1995) reported that establish close social ties with others, and express sympathy, affection and intimacy. Positive relationships with the social community are an important indicator of mental health and psychological well-being, having strong feelings of love and having intimate relationships is one of the testes of maturity. Consequently, social adjustment is critical in stress management that students face it and help them for implementation of methods to deal with this stress. Furthermore, Grera (2023) confirmed that the student's ability to adapt to the new social changes accompanying his academic environment with the least amount of disturbance and dispersal, maintaining his balance and continuity In a balanced life, what is known as the ability to social adjustment.

Hence, social adjustment is an essential personal resource for university students to prevent stressors and promote their psychological well-being to reach the highest level of achievement motivation. For what mentioned the purpose of the present study was to examine Mediating Role of social adjustment in the Relationship Between Psychological Well-Being, and achievement motivation Among Arab postgraduate students in Malaysia.

Moreover, social adjustment was observed to mediate the influence of psychological well-being on achievement motivation among Arab postgraduate students in Malaysia. The study's findings help to understand the interrelationship between three variables which are psychological well-being, social adjustment and achievement motivation. So, psychologists, and instructors can plan strategies to enhance students' psychology to be more successful. In addition, Based on the review of previous studies on the mediating role of social adjustment in the relationship between psychological well-being and achievement

motivation, no study has examined the mediating role of social adjustment in the relationship between psychological well-being and achievement motivation among Arab postgraduate students in Malaysia. Although some models of social adjustment and psychological well-being have been proposed, none of these models combined all these factors in a single study, and it is not known how this model fits the data in Asian countries. Therefore, the gaps that this study discusses are related to the lack of explanation of mediating role of social adjustment and its related factors among Arab postgraduate students in Malaysia. Consequently, In this paper, the aim is to elucidate how Mediating Role of social adjustment in the Relationship Between Psychological Well-Being, and achievement motivation Among Arab postgraduate students in Malaysia.

Research Model

The above theoretical and empirical findings about how The effect of psychological well-being on Achievement Motivation among Arab Postgraduate Students in Malaysia, Mediation of social adjustment is summarised in the following diagram. It illustrates the effect between these variables. To achieve the objectives of the study, a conceptual framework is designed (Figure 1).

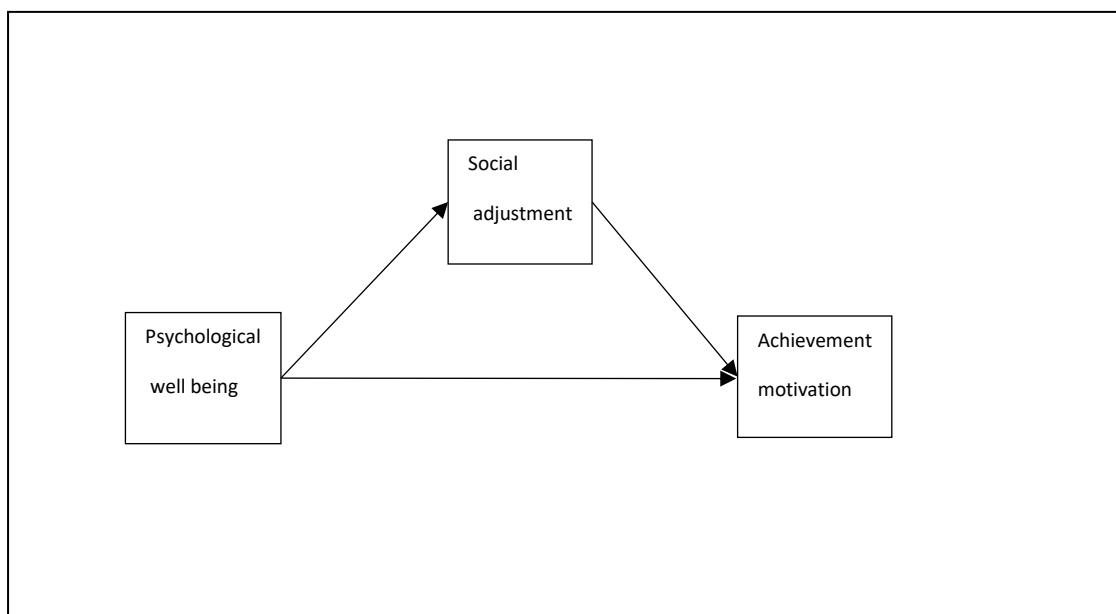


Figure 1: Conceptual framework.

Objectives

The specific objectives of this study are as follows

1. To investigate the relationship between psychological well-being and achievement motivation among Arab postgraduate students in Malaysia.
2. To investigate the relationship between social adjustment and achievement motivation among Arab postgraduate students in Malaysia.
3. To investigate the relationship between psychological well-being and social adjustment among Arab postgraduate students in Malaysia.
4. To investigate the mediating social adjustment in the relationship between psychological well-being and achievement motivation among Arab postgraduate students in Malaysia .

Hypotheses

The study was based on the following hypotheses: H1) There is a relationship between psychological well-being and achievement motivation among Arab postgraduate students in Malaysia. ; H2) There is a relationship between social adjustment and achievement motivation among Arab postgraduate students in Malaysia.; H3) There is a relationship between psychological well-being and social adjustment among Arab postgraduate students in Malaysia ; H4) There is the mediating of social adjustment in the relationship between psychological well-being and achievement motivation among Arab postgraduate students in Malaysia .

Methodology

The study employed a survey method. The participants in the study consisted of a total of 210 Arab postgraduate students. Data were collected through three main instruments; Achievement Motivation test by (Grera, 2022). Ryff's psychological well-being test (1989). Social adjustment test by (Grera, 2023). These are briefly discussed below.

Grera's Achievement Motivation Scale AMMA (2022) : For the measurement of achievement motivation among Arabic postgraduate students, Achievement Motivation scale by Grera (2022) which developed for Arabic postgraduate students who live in Malaysia. The scale consists of 19 items, The 19-items included seven items for the Perseverance subscale, four - items for Ambition, three items for Goal setting and five items for the Endurance subscale. Satisfactory reliability and validity scores have been found for this scale, Cronbach's alpha was (0.85).

Ryff's Psychological Well-being Scale(1989) : the scale consists of 42 item version of Ryff's Psychological Well-being Scale was used. It is designed to measure six theoretically motivated constructs (dimensions) of psychological well-being, which are autonomy, environmental mastery, personal growth, positive relations, purpose in life and self-acceptance. It consists of 42 items, 7 in each dimension. Satisfactory reliability and validity scores have been found for this scale. This scale had been used in many studies on well-being and had been found to have high reliability and validity. Cronbach's alpha was 0.89 for psychological well-being.

Grera's social adjustment Scale SAMA (2023) :

It consists of three areas: family adjustment, Academic adjustment, local (friends and neighbors) adjustment., which is "social adjustment." Is consisted of 15 questions, which are (6) items addressing the family subscale, (5) items addressing the Academic subscale, (4) items written for the local subscale "friends & neighbours. Satisfactory reliability and validity scores have been found for this scale, Cronbach's alpha was 0.75.

Data Analysis

Preliminary analysis is an initial process at the beginning of a study to ensure the dataset is normally distributed. In this study, the preliminary analysis involved univariate normality and collinearity analysis. Kline (2015) suggested that the univariate normality of an item was achieved if the item's skewness and kurtosis values range between -1.96 and $+1.96$. The results indicated that all the variables' dimensions achieved the univariate normality (skewness and kurtosis values ranged from -0.864 to 1.002). Next, the collinearity diagnostic analysis was performed. According to Norusis (2012), the possibility of multicollinearity is low

if the value of Tolerance is more than 0.1 while the value of VIF is less than 10.00. The value of Tolerance (range between 0.367 and 0.702) and variance inflation factor (range between 1.425 and 2.725) the requirement as recommended by Norusis (2012), indicating that the collinearity was not a severe issue in the present model.

Confirmatory Factor Analysis

Confirmatory factor analysis (CFA) is a procedure to assess the measurement model by examining the relationship between observed variables (Brown, 2015). The CFA includes assessing factor loading, fit indices, and construct validity (e.g., convergent validity and discriminant validity). In general, factor loadings of 0.70 and above are considered satisfactory according to Hair (2010) and a factor loading of 0.6 is also suggested as acceptable (Chin et al., 1997). According to Table 1, after eliminating items with low factor loadings – less than 0.60 – the factor loadings for the remaining items ranged from 0.62 to 0.87.

Validity and Reliability

Convergent validity (CV) refers to the degree to which multiple items to measure the same concept agree (Hair et al., 2006). CV can be assessed through the average variance extracted (AVE) value. An AVE value of 0.05 confirms the CV of the construct. As shown in **Table 1**, the results indicated that the AVE for all variables exceeded the cut-off value of 0.05. The value for Psychological well-being was (0.517), Achievement motivation (0.523) and social adjustment(0.510) – thus, indicating that the constructs explained most of the variance (Hair, 2010). Furthermore, construct reliability was assessed to confirm the measures' internal consistency through composite reliability (CR). A CR value of 0.7 and above proved that this study's measures possessed satisfactory internal consistency reliability. The results of composite reliability showed that all constructs had achieved the standard criterion of psychological well-being (0.953), Achievement motivation (0.937) and social adjustment(0.902) indicating high consistency reliability of the instrument.

Table 1

Results of measurement model assessment.

Construct	Item	Loadings	CR	AVE
Psychological well-being	P2	0.799	0.953	0.517
	P5	0.701		
	P6	0.725		
	P7	0.703		
	P11	0.845		
	P12	0.693		
	P14	0.703		
	P18	0.683		
	P19	0.661		
	P21	0.678		
	P23	0.661		
	P25	0.649		
	P28	0.681		
	P32	0.669		
P33	0.677			

	P34	0.710		
	P39	0.707		
	P40	0.678		
	P41	0.831		
	P42	0,744		
		0.874		
Achievement motivation	AM2			
	AM3	0.679		
	AM4	0.837	0.937	0.523
	AM5	0.703		
	AM7	0.668		
	AM8	0.839		
	AM9	0.650		
	AM11	0.632		
	AM12	0.644		
	AM13	0.626		
	AM16	0.751		
	AM17	0.869		
	AM18	0.643		
	AM19	0.630		
Social adjustment	AS2	0.654		
	SA3	0.761		
	SA5	0.667	0.902	0.510
	SA7	0.801		
	SA10	0.771		
	SA11	0.634		
	SA13	0.704		
	SA14	0.636		
	AM15	0.677		

Results and Discussion

The mediating effects of social adjustment were assessed through path analysis. The full mediation structural model is displayed in Figure 2. The results of the full mediation structural model fit indicated that the model fit the data well, with Chi-square = **298.004** , $p = 0.000$, Relative Chi-Sq = **2.000**. GFI = **0.856**, CFI = **0.952**, IFI = **0.953**, TLI = **0.945**, RMSEA = **0.069**. The Goodness-of-fit indices of the structural model indicated that the GFI, CFI, TLI and IFI approached or exceeded the cut-off value of 0.90 (Hair, 2010). Moreover, the RMSEA was **0.069**, falling within the recommended range between 0.03 and 0.08 (Hair, 2010).

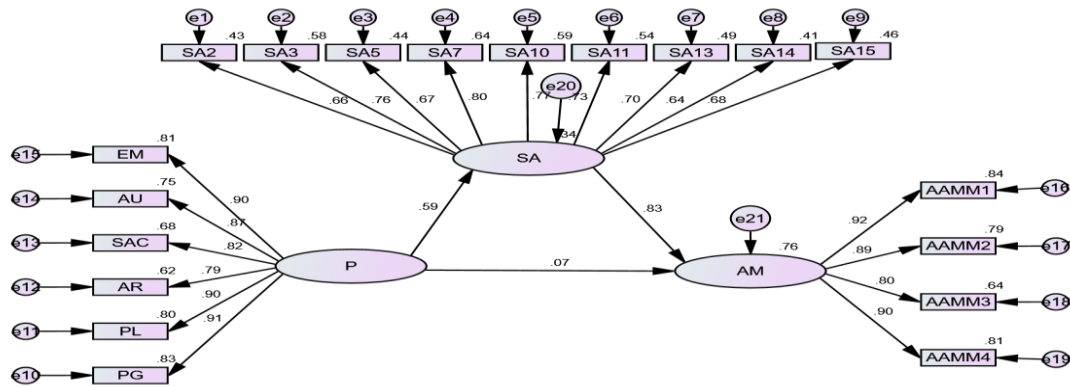


Figure 2: The full mediation structural equation model with standardized path coefficients

Squared Multiple Correlation (R²) of the Structural Model

In this study, the Squared Multiple Correlation or R² of the structural model for the achievement motivation was 0.76. Hence, the result shows that was explained by 76%, as shown in Figure 2 and Table 2.

Table 2

The Result of Analysis for the Hypothesized Model Endogenous Variables Determinants
Hypothesis Model

	P	SA	AM
Path coefficient		.59	.83
SMC			.76 (76%)

Note. SMC (Squared Multiple Correlation) .76 (76%)

Direct Hypotheses: h1-h2-h3.

The present study tested three direct hypotheses related to the objectives of the study. The hypotheses of this study were tested using Structural Equation Modeling (SEM) via AMOS 23 as presented in Figure 2. The structural model assessment as shown in Table 3 provides the indication of the hypotheses testing. the statistical significance $p < 0.05$ and practical importance (standardized $\beta > 0.2$) were considered. All the structural paths were tested. According to these results, among the direct hypotheses in the model, Firstly, H1- social adjustment (AS) has a significant positive relationship with achievement motivation (AM) and this relationship is practically important ($\beta = .83, p < .05$). However, H2- psychological well being (P) has not significant relationship with achievement motivation (AM) and this relationship is not practically important ($\beta = .07, p > .05$). In addition, H3- psychological well being (P) has a significant positive relationship with social adjustment (AS) and this relationship is practically important ($\beta = .59, p < .05$).

Table 3

Direct Hypotheses Testing Result of the Structural Model:-

Direct Hypotheses	β	T-Value	P-Value	Decision based on the test of significance	Practical importance based on the effect size
SA---AM	.82	9.265	***	Supported	Important
P-----AM	.07	1.210	.226	Not Supported	Not Important
P----SA	.059	7.361	***	Supported	Important

***=p-value < 0.001, ** = p-value <0.01, *=p-value <0.05: ns= not significant

Indirect Hypotheses**(significance of the mediation effect)**

Table 4 showed that The final statistical procedure was to test the significance of the mediating role of social adjustment in the relationship between the independent variable (psychological well being) and the dependent variable (achievement motivation) in accordance with hypotheses H4 . Based on methodological recommendations, significance test of mediation among latent variables was done using bootstrapping method. Specifically, bias-corrected bootstrap method was applied using 500 bootstrap samples and 95% confidence intervals.

According to the results of bootstrapping procedure in table 4, among the indirect relationship in the model, the relationship has to be statistically significant; the relationship between psychological well being and achievement motivation through social adjustment was statistically significant ($\beta = 0.004$, SE = .018, $p > 0.05$)

Table 4

Bootstrap Results: Standardized Indirect Effect

Structural Path	β	SE	95% Confidence interval		P. Value P<.05	Decision based on the test of significance
			Lower	Upper		
H3 P—SA—SA-- AM	0.004	0.071	0.344 -	0.626	0.001	Sig-Supported

This result is almost consistent with numerous previous studies conducted in this study and has also been confirmed in previous studies performed by Grera et al (2022), the results of this study showed that social adjustment was significant predictors of achievement motivation among Arab postgraduate students. With the same way, Mombin (2016) and Jarer (2017) who studied correlation between social adjustment and achievement motivation among secondary school . On the other hand, there are studies showed opposite result, which are Devi (2011); Beri & Kaur (2020) Results of these studies revealed that Adjustment was not found correlated to achievement motivation very little influence of achievement motivation was found on social adjustment. Furthermore, the study assessed the relationship between

psychological well being and achievement motivation, the results showed no a significant relationship between achievement motivation and components of psychological well-being. This finding is not in line with some other studies that observe this relationship (e.g., Grera & Abd Hamid, 2021; Nisa & Sehar, 2017; Grera et al., 2022; Anamika, 2020) The results of these studies showed that psychological well-being was significantly positively associated with achievement motivation.

Conclusion

This study aims to investigate the mediating effect of social adjustment on the relationship between psychological well being and achievement motivation among arab postgraduate students in Malaysia . the results found that there is a significant mediating role of social adjustment in the relationship between psychological well-being, and achievement motivation among Arab postgraduate students in malaysia.

The results also found that social adjustment (AS) has a significant positive relationship with achievement motivation (AM) and this relationship is practically important. However, psychological well being (P) has not significant relationship with achievement motivation (AM) and this relationship is not practically important. In addition, psychological well being (P) has a significant positive relationship with social adjustment (AS) and this relationship is practically important.

The findings can explain that the significant mediating role of social adjustment would enhance the relationship between psychological well-being and achievement motivation among Arab postgraduate students in Malaysia. It seems that the higher students' feeling of social adjustment has a significant effect on the students' achievement motivation capability to maintain psychological health and the ability to be more adjust with the diffeculties and problems in host society. That could be confirmed by the results of the study by Grera (2022) which showed that social adjustment was the stronger predictor than psychological well-being on achievement motivation. Also, Maslow's theory expresses this that all people have potential for positive growth and that environmental and social conditions play an important role in reaching the stage of self-actualization. Moreover, through this result, it can be considering that the concept of social adjustment as a consensual method, which could be as a sign to students' belief in their abilities to facing all psychological pressure to achieve their goals. Future studies should be done, not just only focusing on Arab students, but also another nationalities. The effect of other demographic variables such as gender, age, socio-economic status needs further investigation too. These findings are a significant addition to our understanding of the relationship between psychological wellbeing and achievement motivation. It clarifies the hypothesis that psychological wellbeing does contribute to achievement motivation, not directly but indirectly through social adjustment. In practice, this means efforts to improve achievement motivation amongst students through enhancing their psychological wellbeing must also work on social adjustment to achieve the desired results.

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