



Antecedents of Academic Performance of University Students: Does Social Media Matters?

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ABSTRACT

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Purpose: Universities can succeed by emphasizing things like student academic performance. As a result, this study aimed to investigate how social media, real leadership, teacher support, the learning environment, and psychological health affect academic achievement. This study also intends to investigate the moderating effects of social media and the mediating effects of psychological well-being. **Research Design and Methodology:** This study employed a survey-based approach. To gather information from the students of Baghdad's private and public universities, a five-point Likert scale was created. This study obtained 223 complete questionnaires from the respondents to the questions addressed to them. Using SPSS 26 and Smart PLS 3, these surveys were evaluated.

Findings: According to actual evidence from this study, social media dramatically affects students' academic achievement. Additionally, academic success is favorably correlated with psychological well-being. Additionally, genuine leadership, the learning environment, and teacher support significantly impact psychological health. The study's results also indicate the mediation function of psychological health. In the end, social media's moderating function was also validated. **Research Limitations and Implications:** The context of this study was college students attending universities in Baghdad. As a result, future investigations may include a longitudinal research approach. **Practical Implications:** This paper sought to offer the administration of Baghdad's universities input so that they might create strategies to raise students' academic performance. Thanks to them, academics can use these discoveries in their upcoming research.

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Introduction

Numerous previous studies have shown that student's achievement is greatly influenced by the learning environment in which they interact with instructors and other stakeholders. The fundamental goal of an educational institution is not achieved in the absence of execution or the presence of an environment in which students can learn from their surroundings. The quality of the setting in the classroom affects the students' feelings. As a result, students' behavior is also affected. The leadership environment has six fundamental roles. According to [Virtanen et al. \(2018\)](#), these include managing, scaffolding, creating, collaborating, communicating, and instructing.

Students' opinions of the institutional climate demonstrate the nature of the learning environment. It covers how students feel about professors' attitudes, communication abilities, learning possibilities, and other campus amenities. The foundation for pupils' success is their learning environment. The learning environment catalyzes because it also serves as a covert catalyst. It is exceedingly challenging to quantify the learning environment in literature ([Ahmed et al., 2018](#)).

Administrators at educational institutions must respect the human family they are working with. Additionally, they must create an environment that will allow kids to study. People working in educational institutions look for role models who speak to their hearts and motivate them. As a result, they take actions they would not normally perform. Unable to create a rapport with upper management at work is a person's worst nightmare. Studies from the past have constantly shown that a person's leadership qualities significantly impact how they behave once they start working for the company ([Shahzad, Raja, & Hashmi, 2020](#)). Few leadership approaches identified in the literature are particularly effective, including ethics and change. The real leadership style is one of the newest types of leadership. This management approach was first used about 50 years ago. Due to the social cost to the corporation, this leadership style is receiving attention on a global scale ([Elrehail et al., 2018](#)).

The present educational trend shows how motivational and cognitive integration is necessary for students' success in their learning. Therefore, the social support that teachers provide to their pupils is crucial in keeping them motivated. Intrinsic motivation is preferred as a sort of commitment. Social support is crucial for building a strong relationship. Students will experience loneliness and depression if the social structure is very weak. Social support is crucial for enhancing life quality and acting as a safety net in adversity ([Ciarrochi et al., 2017](#)).

The psychological health of a person is also significant in this situation. Psychology deals with the mind; a person's mind is their entire being. What you think about in life is what you will accomplish. According to the research of several authors, building a positive work environment depends significantly on one's mental fortitude. A century ago, psychological wellness was established ([Arshad & Rafique, 2016](#)).

The opinions of other pupils have a favorable influence on a student's behavior. Understanding student perception is crucial for explaining and comprehending student behavior. The conclusions drawn by the faculty members are not as crucial. Through the

correlation between objectives and performance, the evaluation of students gives teachers a way to evaluate the efficacy of their instruction. As a result, teachers can reevaluate their teaching methods and make effective decisions from a teaching perspective. According to Keržič et al. (2021), students will profit from their perceived performance.

Review of Past Literature

Perceived performance

Literature has demonstrated how a student's approach and perspective affect their performance. The same is true when discussing education. Numerous elements have an impact on a person's positivity. The literature frequently discusses self-esteem and self-worth as two of these crucial elements. The student's academic performance is crucial to them (Clarkson, 2020). According to literary definitions, perceived academic achievement refers to "the student's level of knowledge displayed in a particular area or subject compared to the standard for their age and academic level." Performance, however, can also deal with qualitative data as the foundation for a self-perception assessment. According to Escalante Mateos et al. (2020), perceived academic performance is an evaluation of one's work done for academic purposes. This evaluation aids academicians in understanding their accomplishments at the academic level.

Psychological well-being; Relationship of Psychological well-being & Perceived performance

The term "well-being" refers to a broad concept defined as a person's valued experiences that increase their performance at work and in other pursuits. According to much research, "well-being" is subjective and describes a person's satisfaction. Additionally, it discusses task completion, ability fulfillment, happiness, and wish fulfillment. A psychological being is a concept with multiple components. It covers a variety of factors of self-esteem and happiness with how things are going in life. The two components of psychological wellness comprise the concept of functioning affectivity and feeling good. The key to good functioning is developing a person's potential and control over their lives. Additionally, it consists of happy relationships and a purposeful life (Zeike et al., 2019).

There are roughly three basic approaches to the idea of psychological well-being. There are several features to each of these three diverse approaches. Eudemonic well-being, hedonic well-being, and life appraisal are some factors. Life evolution is defined as human perceptions of the goodness or value of their own lives. Numerous studies have already demonstrated the impact of psychological health on performance (Kundi et al., 2021).

Psychological well-being is currently used in literature to promote mental health. It is critical to address this issue to boost organizational and individual performance. Past research has attempted to concentrate on the impact of psychological health on performance. This research has revealed a favorable association between these elements (Culver, 2022; Usman, 2017).

A person's psychological health is related to their success. Improvements in physical and mental health are associated with improved functioning, which favors factors that will come into play later. Students' mental health significantly affects their academic

achievement in the context of their education. It is considered that if individuals have a happy outlook on life, it will favor their performance (Barış, 2022; Farrington, 2017).

Learning Environment; Relationship of Learning Environment & Psychological well-being

The fundamental concept of the term "learning environment" is addressed, applied, and examined in various contexts. The classroom setting serves as a representation of various talents, educational duties, and significant highlights. For organizations working in the education sector, these environments are crucial. The classroom setting shows how involved each kid is. The classroom environment is where students engage in social and physical activities. The learning environment they are in is crucial to improve pupils' academic performance. There are numerous environmental influences. A classroom setting is typically a common space where students and staff members collaborate. The majority of the time, there are two types of classrooms. Both the physical and social environments are involved. The psychological setting of the classroom reflects the social setting. In this setting, the professor assumes the facilitator position, assisting in developing the classroom atmosphere and enhancing student learning. On the other hand, the classroom's physical environment includes lighting, furniture, and other physical elements. Numerous studies have been undertaken to determine the relationship between the classroom environment and students' academic achievement (Munir et al., 2021).

The results of earlier studies indicate that the classroom environment affects the psychosocial aspects of learning. These activities must have an environment that supports psychosocial development and facilitates observation of the learning process, student growth, social interaction, intellectual stimulation, and facilitation. The psychosocial climate depicts the social climate of university classrooms. The teacher serves as a facilitator in these classrooms, assisting the pupils' learning of academic material. The teacher also plays a crucial role in creating, maintaining, and enhancing a creative learning environment. Over the past few decades, a significant change in the literature has made it crucial to explore how the classroom environment affects student outcomes (Sarwar & Tarique, 2016). The combination of the class's social and physical characteristics shapes the learning environment for each student. The learning environment is what is created from these elements. It also covers the procedures used in the classroom, the furnishings, and the arrangement of the area. According to Bückner et al. (2018), the learning environment is crucial for success.

For pupils to learn within their learning environment, adaptation is crucial. It is necessary to meet a few fundamental prerequisites to function in a certain academic setting. The classroom's physical environment where instruction is taking place is only one aspect of the learning environment. On the other hand, it also covers topics relating to education within the institution, such as the terminology and relationships between faculty members and students, as well as relationships between students themselves and the entire culture. Researchers have identified five components of the educational environment: the student's self-perception, view of the surroundings, perception of academic activities, and perception of teachers (Valtonen et al., 2021).

Studies from the past have attempted to establish links between academic success, psychological well-being, and the learning environment. Researchers found that the pupils' stress levels are influenced by their academic environment. The subject difficulty, academic load, and assessment format are among the aspects of the academic environment that impact stress (Nor et al., 2019). However, a different study found a link between a student's academic contentment and their degree of satisfaction. Additionally, psychological well-being impacts academic success and negatively affects anxiety and sadness (Bücker et al., 2018). Additionally, experts have found a strong connection between academic success and psychological health (Mustafa et al., 2020). Yusoff, Hadie, and Yasin (2021), who indicated that educational environments have a crucial role in positively affecting students' psychological wellness, validated the same findings.

Authentic Leadership; Relationship of Authentic Leadership & Psychological well-being

According to academics, authenticity refers to psychological concepts demonstrating how one's core or true self functions daily. Researchers that believe it is feasible to theorize this psychological authenticity have identified several processes through which a person's true nature is ingrained, acknowledged, and uncovered. Researchers have noticed that a strong sense of purpose for a leadership job is necessary. Their behavior is a reflection of their core values. They lead with their heads and hearts and regard themselves as servants and stewards (Ausar, Kang, & Kim, 2016).

The leader is unable to recognize him or herself as a true leader. A leader can learn about this sort of leadership from someone who has had experience with it. Thus, others' opinions about a person's authenticity. It is described as how the leader is perceived by both the followers and the workforce. Integrity and honesty are further characteristics. Most authors have stated unequivocally that no leader can refer to himself as an authentic leader. Others must precisely describe what a true leader looks like. Positive organizational behavior results from genuine leadership (Novitasari et al., 2020).

Genuine leaders establish confidence, deliver consistent results, and display integrity. Additionally, it aided the followers in realizing their potential. Through these behaviors, the ownership of the employees is increased or expanded. Likely, followers of these leaders will readily accept the organizational goals through positive persuasion and vision molding. Because their motivation is based on meaningful goals, it is comparable to intrinsic motivation (Christy & Duraisamy, 2015).

Authentic leadership is conceptualized as a fundamental component to define the leadership of positive forms that build confidence and trust among the followers throughout challenging times. As a result, academics have focused much attention on this kind of leadership. These leaders operate from a place of value, meaning, and purpose. They create enduring bonds with others. Because they know these leaders' positions, their followers adhere to them. They have self-control and are reliable. These individuals don't compromise when their convictions are put to the test. Such leaders frequently devote their lives to personal growth since they know that being a leader is a lengthy process. They concentrate primarily on developing themselves personally. A true leader possesses three

qualities. These executives are dedicated to the organization's success while keeping social ideals in mind. Second, by establishing a moral and ethical framework, they promote a high level of trust. The majority of genuine leaders are self-aware. They consider other people's well-being, are aware of all the people they are leading, and always seek improvement (Nikolić & Kvasić, 2020).

Real leaders have positive psychological characteristics. These characteristics include flexibility, aspiration, optimism, and confidence (Joo & Jo, 2017). Moral reasoning and a moral compass are frequently used when making choices related to an ethical culture and self-reliance. Most employees and followers follow their leaders to encourage moral behavior. Genuine leaders are always aware of their weaknesses and strengths. They frequently admire other people as well. There are a few things that emphasize how important relationships are. Most of the time, leaders have a crucial role in influencing others' psychological well-being (Bannay & Hadi, 2021).

Past research in the workplace setting has shown that genuine leaders favor a person's psychological needs (Leroy et al., 2015). Past research in management science has indicated that real leaders make a significant impact on their followers. They boost followers' performance while meeting their psychological requirements. Consequently, they have a significant impact on students' satisfaction development. According to the literature, satisfaction is one of the fundamental requirements of students. These genuine leaders also play a crucial role in meeting the students' needs for competence and autonomy, which are crucial for fostering engagement. Three fundamental psychological demands must be met to maintain intrinsic motivation in the followers. These needs include (1) relatedness, which is the perception of a person's relationship to their community and social environment; (2) competence, which is the perception of a person's capacity to carry out a particular task; (3) and autonomy, which demonstrates the freedom to choose how to act internally. Other academics have reported other influences on psychological climate. These elements include the ability to act freely, support for developing meaningful relationships, and the number of resources required to complete a task (Nelson et al., 2014).

Researchers found that honesty, loyalty, respect, and trust form the foundation of the relationship between genuine leadership and the pupils. This results in a pleasant learning environment and stimulates many forms of motivation, such as intrinsic motivation, which enables students to voice their opinions freely and autonomously. Their sense of belonging is one of students' three fundamental psychological demands. As a result, according to the literature, genuine leaders have a good impact on psychological requirements (Berkovich & Gueta, 2022).

Teacher Support; Relationship of Teacher Support & Psychological well-being

According to researchers, social support is being loved, respected, and cherished. It also symbolizes having other people in one's life who love them. It can originate from various places, such as social groups, the local area, teachers, friends, and family. A person can easily obtain social support through immaterial aid given by others when they are in need. Some of these many occasions are analyzing various scenarios, providing emotional support, and creating efficient solutions. Social support is one of the most important strategies for reducing the stress that a person in a tough circumstance feels (Mishra, 2020).

Studies from the past indicate that mental health is a crucial component of mental health. Taken to mean the complete range of mental health states, mental illness is defined as pathological disease states. In contrast, according to researchers, mental wellness refers to the positive end of the spectrum. Social support and mental health must be provided concurrently to assist a person's mental well-being. Researchers concur that social sports can assist a person's mental well-being in developing. One study also indicated that patients' mental health would improve if they felt they had strong social support (Lo-oh & Ayuk, 2018).

The significance of health is explicitly mentioned in the eco-logical paradigm put forth in earlier studies. Additionally, it asserts that the environment impacts one's physical and emotional well-being. It is especially relevant at the most fundamental level, where friends, parents, and teachers engage in an unpretentious atmosphere. In the context of educational institutions, faculty members can offer support. For a student's social and psychological welfare, this support includes competency support, academic help, and emotional support. Therefore, further research must be done to determine how student outcomes are affected by the assistance given by the instructor. These elements are crucial for a student's growth in terms of mental health. It is also important to note that a teacher may operate in a protective capacity for a student, leading to increased satisfaction and better mental health. The assistance of instructors can have a detrimental impact on negative elements like anxiety and depression (Pössel et al., 2018). Less research has previously examined the connection between teacher support and mental health. According to studies, these parameters are positively correlated (Guo et al., 2018). More importantly, it is still necessary to investigate the mechanism relating to positive results and positive resources. Therefore, it is crucial to investigate the connection between teacher support and mental health in the presence of various resources (Guo et al., 2020).

Evidence from earlier scientists revealed that teacher support improves students' emotional well-being. Additionally, it frequently has a detrimental effect on unpleasant emotions. Resilience is subsequently increased. The welfare of pupils will most likely improve if techniques to boost resilience and reduce negative emotions are implemented. As their emotions are controlled, students will feel supported. However, we still need to emphasize children's academic accomplishments more. When pupils are feeling better, their performance is more likely to improve. By teaching them lessons on various abilities, emotional growth, and social development, teachers can encourage their kids. Gaining resilience and controlling negative emotions will improve one's wellness (Guo et al., 2020).

Social media as a moderator

Literature in the fields of mass media, information science, management science, and public relations has provided a variety of definitions of social media. The definitions of social media that are commonly used apply to digital technology that emphasizes user-generated content or other interactions. Most of the time, social media are also regarded as having features of various channels, such as directing messages sent through various tools like Twitter and Facebook for interaction (Kapoor et al., 2018).

The previous ten years have seen the emergence of social media. As a result, numerous studies on the effects of social media on various elements have been done. The majority of earlier studies have emphasized both consumer behavior and attitude. These studies demonstrate that

most social media work focuses on respondents' attitudes and behaviors. It demonstrates the importance of researching social media about students pursuing higher education. Social media fosters relationships between university stakeholders (Peruta & Shields, 2017).

Researchers have also stated that allocating resources is crucial since it will have a long-term impact on both an organization's and an individual's achievement, given the prevalence of social media. According to the framework of the current study, social media marketing and utilization by challenging members of the university management may have a good effect on the students' psychological well-being. On the other hand, it can also help students perform better. It can therefore reduce the impact of psychological factors on performance (Shiekh & Aziz, 2021).

The following Hypotheses are developed from the review of the literature mentioned above

- H1: Learning Environment and Psychological well-being are significantly related to each other.
- H2: Authentic Leadership and Psychological well-being are significantly related to each other.
- H3 Teacher Support and Psychological well-being are significantly related to each other.
- H4: Social Media have a significant effect on perceived Academic performance
- H5: Psychological well-being and Perceived performance are significantly related to each other.
- H6: Psychological well-being mediates the association between Learning Environment and Perceived performance.
- H7: Psychological well-being mediates the association of Authentic Leadership and Perceived performance.
- H8: Psychological well-being mediates the association of Teacher Support and Perceived performance.
- H9: Social media moderates the relationship between Psychological well-being and Perceived performance.

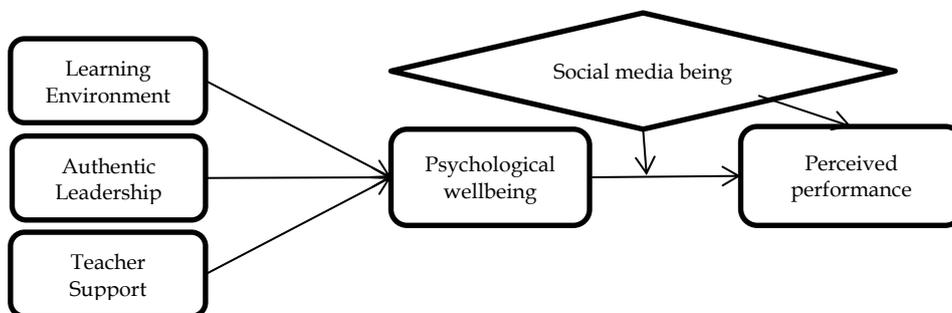


Figure 1: Framework

Methodology

This study looked at how predictive variables affected how students viewed their academic success. Therefore, the researcher's strategy for the current study was survey-based. In this investigation, simple random sampling was used. The information was gathered from students in Baghdad, Iraq's private and governmental colleges. The respondents' information was gathered in the form of a questionnaire. The survey was created using a Likert 5-point scale. These questionnaire questions were modified from earlier research. There were two sections to the questionnaire. The purpose of the first phase was to gather data from the respondents. The items relevant to the study's variables were in the second half.

Comrey and Lee (1992) suggested that the sample size be at least 300 in terms of the quantity of respondents. 300 pupils received questionnaires as a result. There were 223 responses to the survey, making the response rate 74.33%, according to Sekaran and Bougie's advice Sekaran and Bougie (2016). This response rate is sufficient for further investigation. SPSS and clever PLS were used to analyze the collected data. In this study, the initial data screening, identifying missing values, and determining data normality were all carried out using SPSS. It was discovered that the questionnaire included no missing data. Later, smart PLS-3 was used to evaluate this data. Because the sample size for this investigation was not very large, clever PLS-3 was used. Using Smart PLS is advised by Reinartz, Haenlein, and Henseler (2009) if the sample size is not huge. A second-generation SEM technique is clever PLS 3. Academics recommend the usage of this technique for several reasons. This method allows one to discover relationships between constructs and indicators simultaneously. In management and social science fields, Ramayah et al. (2018) also advocate the adoption of this technique. Many authors have reported using PLS-SEM with success.

Analysis

Using SPSS 25, the demographic analysis was the first step in the analysis of this study. The age, gender, and marital status of the respondents are shown in Table 1. Around 89.3 percent of responders were men, and the remaining 10.7 percent were women, according to data in table 1. Additionally, only 21.4% of respondents reported being married, with 77.5 percent of respondents being single and 1.1 percent of respondents leaving out their marital status. According to the demographic data, 46.02 percent of respondents were between the ages of 18 and 30; 31.96 percent were between the ages of 31 and 40; 18.7 percent were between the ages of 41 and 50, and the remaining respondents were over the age of 50.

Table 1

Demographics

Demographic Variable	Category	% age
Gender	Male	89.3%
	Female	10.7%
Marital Status	Married	21.4%
	Single	77.5%
	Other	1.1%
Age group	18-30	46.02%
	31-40	31.96%
	41-50	18.70%
	More than 50 Years	3.32%

This information was later used in Smart PLS-3 for additional analysis. The two steps of the Smart PLS-3 analysis are the structural modeling and the measurement model. The AVE (average variance extracted), composite reliability, factor loading, discriminant validity, and VIF are all included in the study of measurement modeling. VIF testing comes first in the measuring model. This test is crucial for determining whether the data are normal. In this test, several less than 5 are advised. All of the VIF values, according to Table 2, fall between 1.451 and 21.62. Since they are lower than 5, the data is normal.

Table 2

<i>VIF</i>		
	PAP	PW
AL		1.982
LE		2.162
PW	1.467	
SM	1.451	
TS		1.223

Note: AL= authentic Leadership; LE= Learning environment; TS= teacher support; PWB= psychological well-being; PAP= perceived academic performance

Assessment of factor loading is the next analysis measurement model. [Hair Jr, Babin, and Krey \(2017\)](#) state that a factor loading value greater than 0.50 is advised. The factor loading values listed in table 3 demonstrate that the standard has been met because all values are more than 0.50.

Table 3

Factor Loading

		Factor Loading	CR	Cronbach Alpha	AVE
AL	AL1	0.813	0.941	0.927	0.696
	AL2	0.843			
	AL3	0.846			
	AL4	0.874			
	AL6	0.821			
	AL7	0.851			
	AL8	0.792			
	LE	LE1			
LE2		0.917			
LE3		0.910			
LE4		0.906			
PAP	PAP1	0.922	0.951	0.932	0.830
	PAP2	0.877			
	PAP3	0.925			
	PAP4	0.920			
PWB	PWB1	0.919	0.937	0.915	0.748
	PWB2	0.876			
	PWB3	0.900			
	PWB4	0.856			
	PWB5	0.765			
SM	SM1	0.812	0.838	0.891	0.569
	SM2	0.829			
	SM3	0.786			
	SM4	0.559			
TS	TS1	0.924	0.952	0.807	0.821
	TS2	0.908			
	TS3	0.885			

Note: AL= authentic Leadership; LE= Learning environment; TS= teacher support; PWB= psychological well-being; PAP= perceived academic performance

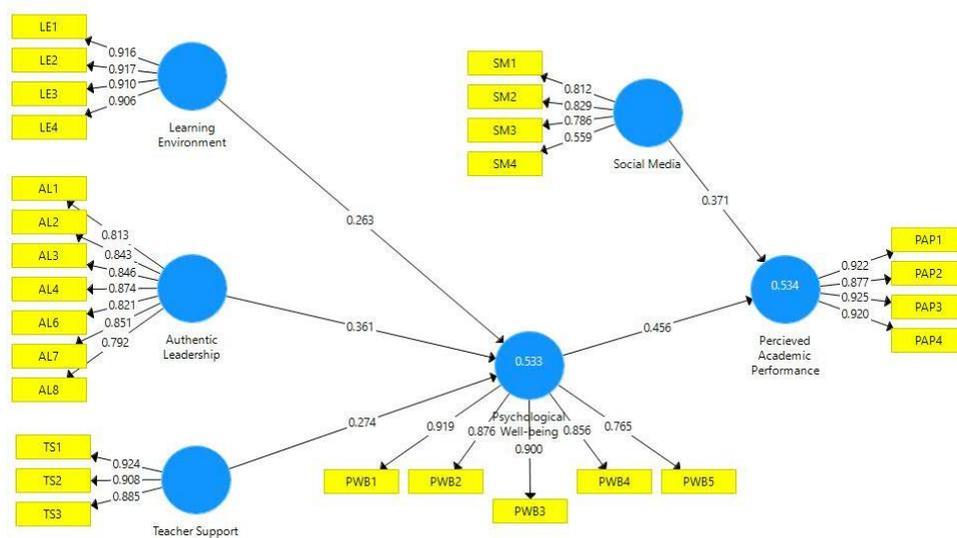


Figure 2: Measurement Model

Note: AL= authentic Leadership; LE= Learning environment; TS= teacher support; PWB= psychological well-being; PAP= perceived academic performance

Additionally, the AVE, composite, and Cronbach Alpha are studied in this study. This study looked at composite and composite reliability to ensure that the data were internally consistent. Cronbach Alpha and composite dependability have cutoff values of 0.70. (Hair Jr et al., 2014). These two tests demonstrate the data's internal consistency. Table 2's figures clearly show that Cronbach Alpha is more than 0.70. Cronbach Alpha readings range from 0.807 to 0.938. The same is true for composite reliability. All CR values are more than 0.70 and fall within the acceptable range of 0.838 to 0.951.

It's also crucial to evaluate the average variance that was recovered. The letter AVE denotes the value of the sum of the squared loadings of the variables. This number or value is equivalent to a construct's commonality. The amount of variation between the variables' constituent parts is defined by AVE. The AVE cutoff value must be greater than 0.50. Researchers have noted that an AVE score of less than 0.50 indicates unclarified. All AVE values in this study are more significant than 0.50, and all fall within the acceptable range. According to table 2, the AVE values range from 0.569 to 0.835.

This study then looked at the benefits of discriminant validity. To confirm the correlation between the measurements, it is crucial to examine the test of discriminant validity. This study used the discriminant validity approach proposed by Fornell and Larcker in 1981 to achieve its goals. This method checks the evaluation of the square of the AVE to confirm the discriminant validity (Cheah et al., 2018). This method should result in the square root of the AVE at the diagonal being more significant than the other values (Cheah et al., 2018). Every number in table 4's diagonal is higher than the other values, supporting the data's discriminant validity.

Table 4

Discriminant validity

	AL	LE	PAP	PW	SM	TS
AL	0.835					
LE	0.703	0.912				
PAP	0.518	0.462	0.911			
PW	0.635	0.633	0.663	0.865		
SM	0.631	0.573	0.625	0.558	0.754	
TS	0.327	0.425	0.556	0.504	0.498	0.906

Note: AL= authentic Leadership; LE= Learning environment; TS= teacher support; PWB= psychological well-being; PAP= perceived academic performance

This study has validated the measurement model by confirming discriminant validity, factor loading, internal consistency, and reliability. Later, a structural model under PLS-SEM was applied to this investigation. The assessment of the relationships among the proposed hypotheses uses a structural model. The value of R square is also investigated under the structural model. Under the structural model, the bootstrapping process was utilized to explore the link between variables and moderating effects. The association between the variables was verified using both the P-values and t-values. The p-value must be less than 0.05, and the t-value must be more than 1.96.

Table 5

Direct Results

	Original Sample (O)	SD	T value	P Values
H1 AL -> PW	0.361	0.072	4.986	0.000
H2 LE -> PW	0.263	0.071	3.711	0.000
H3 PW -> PAP	0.385	0.051	7.486	0.000
H4 SM -> PAP	0.274	0.054	5.054	0.000
H5 TS -> PW	0.272	0.051	5.359	0.000

Note: AL= authentic Leadership; LE= Learning environment; TS= teacher support; PWB= psychological well-being; PAP= perceived academic performance

Results of Direct relations throughout the study are mentioned in table 5. As per the values of table 5, AL has a significant effect on PW with Beta = 0.361 and t- a value is 4.986. Therefore, H1 of the study is supported. Moreover, LE and PW have a significant relationship, confirming H2 of the study with Beta=0.263, t=3.711. Moreover, the results show that PW and PAP are significantly related to each other, with Bet=0.385 and t=7.486. So, the H3 of the study is supported as well. Additionally, SM significantly positively affects PAP with Beta= 0.274 and Beta= 5.054. Therefore, H4 is supported. In the end, H5 of the study is supported as well, showing TS is significantly affecting TW with Beta= 2.729 and t value=5.359.

Table 6

Mediation Results

	Original Sample (O)	SD	T value	P Values
H6 AL -> PW -> PAP	0.139	0.035	3.982	0.000
H7 LE -> PW -> PAP	0.101	0.028	3.676	0.000
H8 TS -> PW -> PAP	0.105	0.026	4.091	0.000

Note: AL= authentic Leadership; LE= Learning environment; TS= teacher support; PWB= psychological well-being; PAP= perceived academic performance

This study looked at the study's indirect or mediating results after looking at the direct results. PW mediates the link between AL and PAP, according to the values of table 6, validating H6. The findings also show that PW mediates the link between LE and PAP. Thus, the study's hypothesis H7 is also supported. When mediation is complete, PW mediates TS and PAP's connection. H8 of the study is therefore also supported.

Table 7 also lists the study's results for moderation. These findings demonstrate that SM has a beneficial moderating influence on students' academic achievement and psychological wellness. Thus, the study's hypothesis H8 is also supported.

Table 7

Moderation results

Relationship	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Moderating Effect 1 -> PAP	0.175	0.036	4.941	0.000

Note: AL= authentic Leadership; LE= Learning environment; TS= teacher support; PWB= psychological well-being; PAP= perceived academic performance

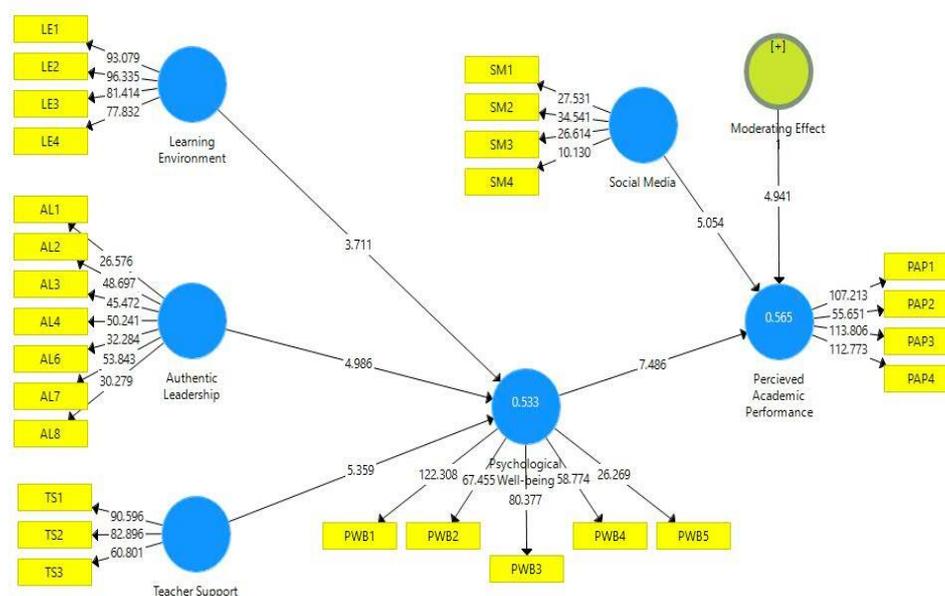


Figure 3: Structural Model

Note: AL= authentic Leadership; LE= Learning environment; TS= teacher support; PWB= psychological well-being; PAP= perceived academic performance

An evaluation of R square wraps up the study's findings. On outcome variables, it is the impact of independent variables. According to the study, PW is impacted by independent variables by 53.3% and PAP by 56.5%. This value is acceptable; the minimum allowable R square value is 0.10. (Shiau, Sarstedt, & Hair, 2019).

Table 8

R-Square

	Original Sample (O)
PAP	0.565
PW	0.533

Note: PWB= psychological well-being; PAP= perceived academic performance

Discussion

Examining the effects of social media, teacher support, authentic leadership, learning environments, and psychological well-being on academic performance was the goal of this study. The study's results indicate that a student's academic performance is significantly influenced by their psychological well-being. The results of this study are comparable to those of Farrington (2017). Additionally, the study's findings confirmed the significance of the learning environment in enhancing students' psychological well-being. Yusoff, Hadie, and Yasin reported the same outcomes (2021).

Additionally, the findings confirmed that, as previously noted, the development of psychological well-being depends on authentic leadership (Berkovich & Gueta, 2022). Additionally, there is a beneficial relationship between teacher support and psychological health (Guo et al., 2020). Finally, the findings back up students' use of social media to raise their academic performance (Shiekh & Aziz, 2021).

Conclusion, Recommendations, and Limitations

The student's academic success and psychological health are key indices of university greatness. A variety of elements influence the academic achievement of kids. Mental health is one of these components. A student's academic performance will increase if they are mentally fit. Additionally, teachers must assist students in achieving their academic goals. To succeed academically, students must pay close attention to one another.

On the other hand, teachers and the administration of the institution must serve as role models for the students. They ought to act in a genuine leadership capacity. Ultimately, the institution's administration must create a setting that fosters psychological health and raises students' academic achievement. The function of social media in the present digital era is another crucial element. The use of social media significantly boosts pupils' academic achievement. It's because kids frequently turn to social media for information.

The cross-sectional method was used in this study's research design. Longitudinal research can be used to collect data in more detail. The same technique can also be used to evaluate student behavior in Malaysia and India, two more Asian nations. Double moderation in the suggested model can be used in future studies. On the other hand, the study's conclusions can be applied by universities and higher education policymakers in Iraq to raise student achievement levels. Additionally, they can advise all administration and academic members to use social media to boost student achievement.

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