


Exploring Student Engagement Predictors for Working Students: The Role of Self-Esteem and Social Support with Resilience as Mediator

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Article Information:

Received 2024-01-19

Revised 2024-04-24

Published 2024-06-14

Keywords:

resilience, self-esteem, social support, student engagement

Abstract

This research uses structural equation modelling (SEM) technique to investigate and comprehend the dynamics of student engagement among working students, with a particular emphasis on the effects of self-esteem and social support mediated by resilience. It also aims to discover the complex relationships between those variables and to identify the mechanisms that help to improve student engagement. Total numbers (n)=340 working students were taken as sample, self-report questionnaire was applied. Research known that self-esteem don't affect student engagement directly, but indirect results of the study showed that resilience significantly mediated the relationship between self-esteem and student engagement. Social support also had a significant direct effect on student engagement, and resilience significantly mediated the relationship between social support and student engagement. In conclusion, this research has identified several factors that potentially predict student engagement. The study highlights the critical role of resilience, evidenced by its significant mediating effect between self-esteem, social support, and student engagement. This suggests that interventions promoting resilience can be successful in boosting student engagement. While the findings indicate no direct effect of self-esteem on engagement, the authors call for further investigation into potential moderating variables that might influence the self-esteem and student engagement relationship.

INTRODUCTION

The prevalence of working students in academic environments is a notable trend that is anticipated to persist, especially given the ongoing rise in the cost of higher education (Darolia, 2014). As students choose to simultaneously engage in employment to address financial constraints, they encounter various challenges such as effectively juggling their time and energy between work and academic commitments, as well as harmonizing their obligations both academically and financially (de Luzuriaga-Balaria et al., 2024). Despite these hurdles, working students enjoy several advantages, including the acquisition of valuable work experience, the cultivation of crucial time management and organizational skills, and a boost in their financial independence. Working students encounter several challenges, with a significant hurdle being the effective management of their time and energy between employment and academic responsibilities (Olivier et al., 2019). Frequently required to commit extended hours to their jobs, these students find themselves with limited time for studying and completing school

How to cite:

Rahayu, A., Fachmi, T., & Burhanudin, M. D. (2024). Exploring Student Engagement Predictors for Working Students: The Role of Self-Esteem and Social Support with Resilience As Mediator. *Islamic Guidance and Counseling Journal*, 7(2). <https://doi.org/10.25217/0020247473300>

E-ISSN:

2614-1566

Published by:

Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung

assignments. Moreover, the demands of their employment can result in fatigue and stress, posing difficulties in maintaining focus on their academic pursuits. Juggling their financial and academic responsibilities is another difficulty faced by working students. In order to have more time for work, working students frequently need to drop or take fewer classes. This may cause them to take longer to graduate and may also make it more challenging for them to keep their GPA (a standardized of measuring academic achievement) good. Furthermore, working students might need to take out additional loans in order to pay for their education.

Determining the elements that lead to successful learning requires an understanding of student engagement (Ferrer et al., 2020). Students that are actively involved in the classroom are more likely to finish their tasks, participate in class, and perform better academically. There is a positive correlation between student engagement and tenacity and motivation in academic endeavours. Examining the components that increase engagement might result in tactics that encourage sustained dedication to learning in spite of obstacles relating to the workplace (Jowkar et al., 2014). It might be difficult for working students to balance their studies and jobs. By fostering supportive learning environments which means that learning environment who promote positive growth, development, and learning for all individuals involved, solutions that lower stress and burnout can be found through research on student engagement (Barnett et al., 2023). A stronger sense of accomplishment and purpose is frequently felt by engaged pupils. Researching the elements that influence participation can give light on how to support working students' mental health outcomes (Fiorilli et al., 2022).

Developing strategies to optimize time allocation requires an understanding of how working students balance work and school (Zhoc et al., 2019). Better work-life balance and more productive study habits may result from this. Research on student engagement illuminates the difficulties faced by working students in juggling a variety of obligations. Overcoming these obstacles can improve general well-being and academic achievement. Students who are actively involved in their studies are more likely to stick with them and finish them (Wrench et al., 2014). Institutions can identify at-risk students and carry out focused interventions to increase retention rates by analyzing engagement patterns among working students typically involve balancing work and studies, utilizing flexible schedules, efficient time management, integrating work with studies when possible, relying on support networks, managing stress, adapting to changes, and setting realistic expectations to avoid burnout. It is crucial to comprehend the relationship between graduation rates and engagement when creating programs that assist working students in earning their degrees. Professionally useful abilities like critical thinking, communication, and teamwork are frequently developed by engaged students (Ferrer et al., 2020). The process of identifying skills related to engagement can help with the design of educational programs that improve working students' readiness for the workforce. Students that are actively involved in extracurricular activities and who form strong networks are more likely to be engaged. Studies on involvement can shed light on how social support functions in working students' professional and academic lives (Christenson et al., 2012). Education policies that address the particular requirements of working students can be informed by research on student engagement. This could involve customized support services, flexible scheduling, or financial aid initiatives.

Academic success depends on behavioural, emotional, and cognitive components of student engagement, which is a multifaceted construct. Due to time constraints and extra obligations, students who work tend to be less engaged than their peers who do not work (Darolia, 2014). To effectively implement interventions and cultivate a supportive learning environment, it is imperative to identify and comprehend the factors that impact their engagement. Working students frequently encounter particular difficulties and expectations as they juggle work and school obligations. The involvement of working students can be influenced by various factors (Creed et al., 2023). External factors and internal factors. Some

factors may effective time management is crucial for working students to allocate sufficient time to study, attend classes, and fulfill work responsibilities, financial concerns and the need to support oneself financially or contribute to family income can be a significant source of stress, striking a balance between work, academics, and personal life is essential, support from peers and family members plays a vital role in a working student's engagement, a clear understanding of personal and academic goals can enhance a working student's sense of purpose and motivation, the intrinsic motivation and resilience of working students play a crucial role in their engagement.

A vital component precedent of both well-being and academic success is student engagement (Olivier et al., 2019). Scholars have repeatedly stressed how crucial it is to comprehend the variables that affect student engagement, particularly for working students who frequently encounter particular difficulties in juggling their obligations to their jobs and their studies. Those mentioned studies focused into a plausible predictors of student engagement. including time management, socio-emotional factors, and academic motivation are also some of plausible predictors of student engagement. But there is an increasing need to investigate certain predictors that are especially important for students who work. Student engagement has been found to be significantly influenced by self-esteem (Yidana & Arthur, 2024). Higher self-esteem makes students more likely to be actively involved in their academic endeavors and to display more positive attitudes toward learning. Nonetheless, there is a deficiency in the research concerning the particular function of self-esteem. Limited attention to working students, although student engagement is covered in the scientific literature, there is a clear knowledge gap concerning the particular difficulties encountered by working students. By examining engagement predictors specifically designed for working students, this study seeks to close this gap. Insufficient examination of Self-Esteem, although self-esteem is known to play a significant role in student engagement, little research has been done on the subject in depth, especially when it comes to working students. The purpose of this study is to investigate the subtleties of self-esteem and how it affects engagement in this particular group.

Social support in the context of working students, while research on the relationship between social support and student engagement has been done, little has been done to examine how working students' support networks affect their engagement levels (Bradshaw et al., 2014). By analyzing the particular dynamics of social support for working students, this study seeks to close this gap. The role of resilience as a mediator in the relationship between self-esteem, social support, and student engagement has not been thoroughly studied, despite the fact that resilience is acknowledged as a crucial psychological component (Acosta-Gonzaga, 2023). The goal of this study is to add to the body of literature by examining resilience's mediating role in the context of working students. To put it briefly, the proposed study, "Exploring Student Engagement Predictors for Working Students: The Role of Self-Esteem and Social Support with Resilience as a Mediator," focuses on the unique needs and difficulties faced by working students and fills in important gaps in the body of existing research. The goal of the study is to provide insightful information that will help shape educational practices and student support systems.

Rationale of the study

Examining the elements influencing students' academic endeavors is vital it is in line with the growth in the number of working students enrolling in higher education and the need for these students to manage their dual roles as workers and students. Several studies demonstrate a positive correlation between student engagement and academic success (Christenson et al., 2012). Understanding the factors that promote or hinder engagement is crucial to develop targeted interventions that support employed students in achieving their learning goals. Self-esteem is one psychological idea that is critical to an individual's general success and well-

being. It is important to look at how working students' self-esteem influences their academic engagement because it can have an impact on their motivation, confidence, and ability to manage the demands of balancing many obligations.

It is also acknowledged that social support plays a major role in determining a student's success. The availability and caliber of social support networks can have a big influence on working students' capacity to manage their work and academic obligations. Analyzing the connection between student engagement and social support helps to provide a comprehensive picture of the difficulties this group faces (Xerri et al., 2018). The ability to overcome hardship and carry on in the face of difficulties is known as resilience. The concept of resilience as a mediator in the relationship between social support, self-esteem, and student engagement offers a more nuanced understanding of the ways in which psychological factors may affect the capacity of working students to overcome setbacks and stay committed to their academic goals (Rudd et al., 2021). The results of this study can help educational institutions understand the unique requirements and difficulties faced by working students. In order to improve student engagement and success, targeted support programs and interventions can be developed with an understanding of the interactions that exist between resilience, social support, and self-esteem. By filling a vacuum in the literature regarding the distinct experiences of working students, this study adds to the body of knowledge already in existence. Through investigating the connections among self-worth, social assistance, adaptability, and involvement from students, the research contributes to our comprehension of the intricate processes affecting the educational journey of this specific group.

This study promotes a comprehensive understanding to student engagement that goes beyond focusing only on the examination of outside variables like social support and internal variables namely self-esteem, and resilience. It makes the argument that comprehending the needs and difficulties faced by working students requires an internal lens that takes resilience and self-esteem. This multifaceted approach is highly valuable when designing and implementing strong support that address both the short-term pressures and the psychological resources required for long-term academic success.

Purposes the study

The purpose of this study is to clarify the complex connections between social support, self-esteem, and student engagement with the mediation role of resilience. By examining these variables, the research hopes to provide insightful information that will aid in the creation of efficient support systems that will improve the academic performance and experiences of this diverse and expanding factors that predict working students' engagement.

Research Hypotheses

The purpose of this study is to look into how the independent variable affects the dependent variable. Next, the analysis is done to determine whether the mediator variable has an impact on the variation in the relationship between the independent variables and dependent variables. In light of this description, the study's hypothesis is described below:

H₁: The theoretical model which states that self-esteem and social support influence student engagement which is mediated by resilience is fit or compatible with the empirical data.

H₂: Resilience has a positive and significant effect on student engagement

H₃: Social Support has a positive and significant effect on student engagement

H₄: Self-esteem has a positive and significant effect on student engagement

H₅: Social Support has a positive and significant effect on student engagement which is mediated by resilience

H₆: Self-esteem has a positive and significant effect on student engagement which is mediated by resilience

METHODS

Population and the Methods of sampling

The total amount of (n)=340 Terbuka University (UT) students were taken as sample. Simple random sampling a type of probability sampling was used to carry out the sampling procedure. In order to guarantee that every member of the population had an equal chance of being chosen to be a sample member, this particular method was chosen. The objective of this methodology was to augment the sample's representativeness and the findings' applicability to a larger population. Total population of working student in Universitas Terbuka (UT) were approximately 1200 students. In determining the sample size, we refer to Krejcie and Morgan table which stated that if the population (N) 1200 to 3500 the sample should around 291-346 sample, further 340 working students were taken. The sample criteria in this research are explained below: 1) Active student of Universitas Terbuka, 2) Having double role as worker and student, 3) willing to volunteer to be subject of this study.

Instrumentation

Self-report questionnaires were given to the students by online through Google form using the Likert scale approach, which had four categories: strongly disagree (1), strongly agree (4), and neutral. All the measurement scales have positive and negative items, each with a varying score. Strongly agree receives the highest score on the favorable item, while strongly disagree receives a low score. Subsequently, participants were requested to select a response option based on their personal experiences or feelings. Confirmatory factor analysis (CFA) was utilized to verify the instruments' construct validity. To perform the goodness of fit test, we employed two indices: p-value and Root Mean Square Error of Approximation (RMSEA). We employed the RMSEA values are < 0.060 and the significance (p-value) is < 0.005 as measures of model fit.

To measure level of students' resilience we applied resilience scale by Connor and Davidson (2003). This resilience scale consists of 40 items, of which there are 20 items favorable and 20 unfavorable items, later this scale was tested for validity using CFA method. By looking RMSEA values are < 0.060 and the significance (p-value) is < 0.005 , it can be concluded that the scale was fit. Self-esteem scale was measured by using self-esteem scale by Coopersmith (1967), this scale consists of 28 items, consisting of 14 favorable items and 14 unfavorable items. CFA tested to examine the validity, the result obtained that RMSEA values are < 0.060 and the significance (p-value) is < 0.005 this means that the scale was fit. Social support scale using House and Kahn (1958) consists of 32 items, consisting of 16 favorable items and 16 unfavorable items, CFA was applied to obtained fit model. The CFA result known that RMSEA 0.43 and P-Value 0.00. CFA obtained that RMSEA values are < 0.060 and the significance (p-value) is < 0.005 this means that the scale was fit. Student engagement scale using (Fredricks et al., 2004), consist of 20 items, 11 favorable and 9 unfavorable items. Later the scale was tested to investigate the validity and the result obtained that RMSEA 0.54 and p-Value 0.000. CFA obtained that RMSEA values are < 0.060 and the significance (p-value) is < 0.005 this means that the scale was fit. After all, CFA is used to test items for validity. The factor score is determined by using the instrument's validated items. An individual's factor score is an estimate of the quantitative value on a latent variable that they would have if it were possible to measure this directly (Espejo et al., 2022).

Data Analysis

The study took a quantitative approach, with the main analytical method applied Structural Equation Modelling (SEM) by using M-plus 8.3 application. Confirmatory factor analysis (CFA), multiple regression, and factor analysis are all integrated into SEM, a multivariate analysis technique. It allows researchers to examine a number of interactions

between Independent Variables (IV) and Dependent Variables (DV). The figure 1 below are the explanation what are Independent Variables (IV), Dependent Variables (DV) and mediator variable in this study:

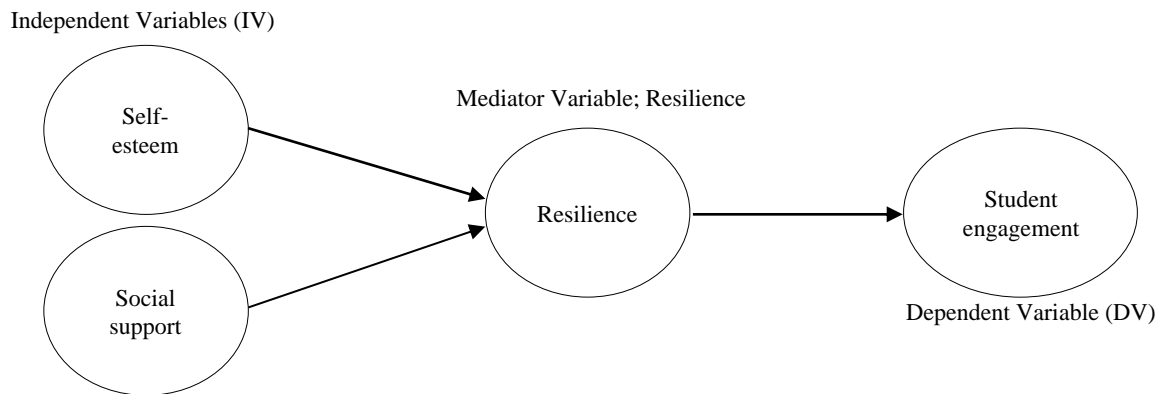


Figure 1. Independent variable, dependent variable and mediator variable

From the Figure 1, we figure out that that independent variables (IV) are Self-esteem, Social support, while dependent variable (DV) was student engagement, meanwhile resilience as mediator variable. Mediator variable means that represents the variable positioned between the dependent and independent variables, it describes how the independent and dependent variables are related to one another, it sheds light on the fundamental mechanism or process through which the independent variable affects the dependent variable. This method enables to investigate whether the interactions take the form of two latent variables or more (Hair et al., 2014). SEM is strong statistical method that combines elements of path analysis and confirmatory factor analysis. It enables the study of intricate connections between latent constructs, or variables that are not readily apparent (Edeh et al., 2022).

RESULTS AND DISCUSSION

Item Analysis

To assess internal consistency for each variable in this study, the researcher employed Cronbach's Alpha (α) and adopted a reliability value > 0.70 to indicate adequate reliability (Nunnally, 1978).

Table 1. The Cronbach's Alpha values for each measurement instrument are as follows:

No	Scales	α	Information
1	Student Engagement	0.81	Adequate reliability
2	Resilience	0.80	Adequate reliability
3	Self-Esteem	0.90	Adequate reliability
4	Social Support	0.85	Adequate reliability

Confirmatory Factor Analysis (CFA)

In assessing the reliability of the measurement instruments used in this study, the researcher employed Confirmatory Factor Analysis (CFA) to test whether all items on the student engagement, resilience, self-esteem, and social support scales were unidimensional, meaning that they truly measured only one factor. The main purpose of CFA is to evaluate how well a proposed measurement model fits the observed data. Latent constructs, or factors, are measured by observed variables in a theoretical model that researchers propose; the degree to which this model fits the actual data is assessed using CFA (Raykov & Marcoulides, 2004). CFA examines the connections between observed and latent variables to aid in the validation

of theoretical constructs. The validity of the underlying constructs is supported if the given model fits the data (Raykov et al., 2015). The results of the CFA analysis conducted with a one-factor model for each measurement instrument in the study are presented in Table 2.

Table 2. Model Fitting Results for Each Measurement Instrument

No	Scales	RMSEA	P- Value	Total item dropped
1	Student Engagement	0.054	0.000	3
2	Resilience	0.034	0.000	2
3	Self-Esteem	0.060	0.000	6
4	Social Support	0.043	0.000	3

In Table 2, it is indicated that all measurement instruments in this study are unidimensional, where the RMSEA values are < 0.060 and the significance (p-value) is < 0.005 .

Preliminary analysis and descriptive statistics

CFAs were conducted before testing the research model. It included the self esteem, social support, resiliensi and engage variables. All items were loaded more than 0.40 on their latent factor, and the final measurement model showed an adequate, where the four variables with each item are unidimensional with an RMSEA value > 0.060 (Bauldry, 2015).

Table 3. Means, standard deviations, and zero-order bivariate correlation

No	Variable	Mean	SD	1	2	3	4
1	Student Engagement	27.618	7.120	1.000			
2	Resilience	29.725	3.432	0.418	1.000		
3	Self-Esteem	43.413	6.324	0.133	0.171	1.000	
4	Social Support	30.118	5.123	0.343	0.338	0.135	1.000

Based on Table 3, it describes the correlation between each variable in this study, indicating an overall positive correlation. Additionally, it is noted that the student engagement variable has a mean value of 27.618 and $SD = 7.120$. Resilience has a mean value of 29.725 and $SD = 3.432$. Self-esteem has a mean value of 43.413 and $SD = 6.324$, while social support has a mean value of 30.118 and $SD = 5.123$.

Fitting Model

Based on the results of the fitting model, it is known that the RMSEA value = 0.050, CFI = 0.920 and TLI = 0.910. where the RMSEA value is < 0.060 and the CFI and TLI values are close to 1, it can be concluded that the model is fit, meaning that the data and the proposed model are suitable or in harmony. So that interpretation can be carried out on the proposed model. Information regarding model fitting can be seen in the table 4.

Based on the results of the model fit in the mediation effects of resilience in the associations between self-esteem, social support, and student engagement, it is observed that the RMSEA value is 0.050, CFI is 0.920, and TLI is 0.910. Given that the RMSEA value is < 0.060 and the CFI and TLI values approach 1, it can be concluded that the model fits well, meaning that the data aligns with the proposed model.

Hypothesis Analysis

Structural Equation Modeling (SEM) was used to test the suggested model's hypotheses. The easy access to direct causal effects between the exogenous and endogenous constructs, as well as indirect and total effects, is one of the main benefits of covariance-based structural equation modeling. When using SEM, a confirmatory approach, the entire theoretical model must be specified before any data analysis can begin. SEM's model fit constraints are better

suited for verifying and testing established theories (Astrachan et al., 2014; Rigdon et al., 2017). Based on the results of the SEM test carried out, the following results were obtained:

Table 4. Fitting Model

RMSEA (Root Mean Square Error of Approximation)	
Estimate	0.050
90 Percent C.I.	0.194 0.359
Probability RMSEA ≤ .05	0.000
CFI/TLI	
CFI	0.920
TLI	0.910
Chi-Square Test of Model Fit for the Baseline Model	
Value	319.637
Degrees of Freedom	5
P-Value	0.0000
SRMR (Standardized Root Mean Square Residual)	
Value	0.048

Table 5. The relationship among research variables

Relationship	Estimate	S.E	Z - Value	P
Student Engagement ON				
Resilience	0.335	0.044	7.552	0.000
Self-esteem	0.045	0.045	1.018	0.309
Social Support	0.224	0.049	4.528	0.000
Resilience ON				
Self-esteem	0.128	0.046	2.795	0.000
Social support	0.321	0.052	6.117	0.000

Based on Table 2, it is known that resilience significantly influences student engagement with a t-value of 7.552 and a significance value (P) of 0.000 ($p < 0.05$). Self-esteem did not demonstrate a direct impact on student engagement, with a t-value of -1.018 (< -1.96) and a significance value (p) of 0.309 (> 0.05). Social support is proven that influence student engagement significantly, with a t-value of 4.528 ($t > 1.96$), and a significance value of 0.000 ($p < 0.05$). Self-esteem significantly affects resilience, with a t-value of 2.795 ($t > 1.96$) and a p-value of 0.000 ($p < 0.05$), and social support also significantly influences resilience with a t-value of 6.117 ($t > 1.96$) and a p-value of 0.000 ($p < 0.05$).

Mediation analysis

In this section, the researcher conducted further test, examining the mediation effects of resilience in the associations between self-esteem, social support, and student engagement. The specific model can be further observed in the figure 2.

The analysis results indicate that resilience mediates the relationship between social support and student engagement. From the figure above, it is known that social support significantly influences student engagement directly, with a t-value of 4.528 ($t > 1.96$) and a significance value of 0.000. Meanwhile, it is also shown that resilience significantly mediates the relationship between social support and student engagement indirectly, with a t-value of 4.328 ($t > 1.96$) and $p = 0.000$ ($p < 0.005$). Another finding known that self-esteem don't effect student engagement directly, but self-esteem influence student engagement should be mediated

by resilience. With both direct and indirect relationships being significant, it can be concluded that resilience serves as a mediation between social support and student engagement.

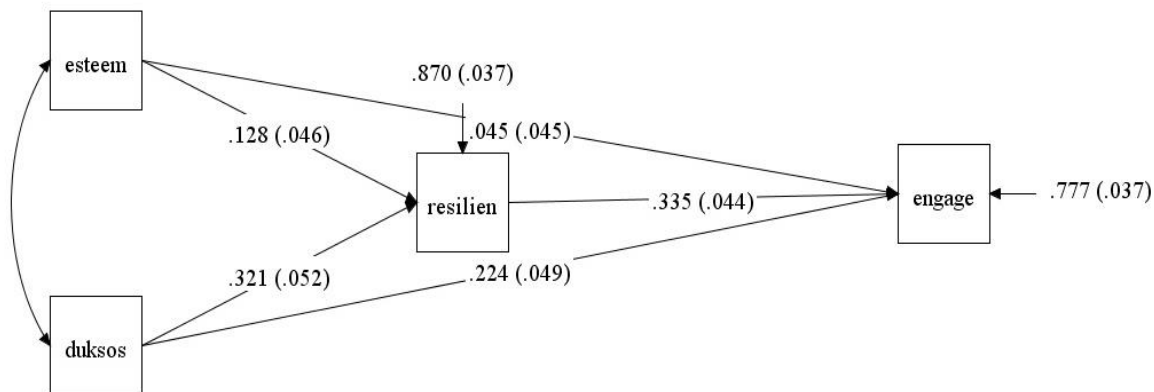


Figure 2. The mediation effects of resilience in the associations between self-esteem, social support and student engagement.

Discussion

According to the purposes of this study which aims to examine the theoretical model which states that self-esteem and social support influence student engagement which is mediated by resilience is compatible with empirical data, then to investigate the structural relationship between self-esteem, social support, influence student engagement mediated by resilience. After examining the data, the model revealed as follow:

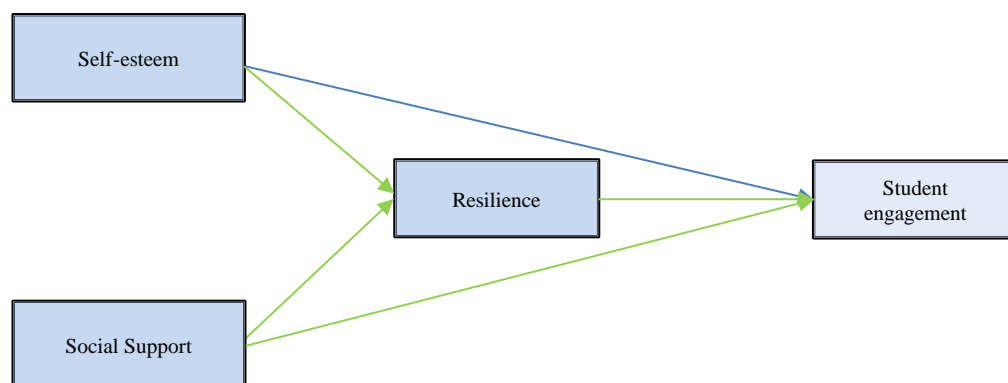


Figure 3. Final Model

Note: Blue line = Not Significant; Green Line = Significant

Figure 3 stated the relationship between some variables that have influences on student engagement. The model explains that directly self-esteem is proven do not significant influence student engagement where the significance value is 0.309 ($p > 0.05$) and the t value is 1.018 ($t < 1.96$) this finding is not relevant with the research result by Artika et al. (2021) which stated that their research finding revealed that self-esteem affect directly on student engagement, this finding should be explored for further research, why self-esteem don't effect student engagement for working student context. However further finding from the figure above known that by conducting indirect mediation test with the resilience variable between self-esteem and student engagement, it was found that the t value was 2.718, where the t value was 1.96 and significance value (p) = 0.007, it can be concluded that resilience has proven to be a full mediation between the variables of self-esteem and student engagement.

Another finding in this research known that resilience has been found significantly

influence student engagement with a t -value of 7.552 and a significance level (p) of 0.000 ($p < 0.05$), this finding is relevant with the research conducted by Jowkar et al. (2014) revealed that resilience has a positive significant on student engagement. Later finding known that social support proven has a significant effect on student engagement for working student, with a t value of 4.528 ($t > 1.96$) and a significance value of 0.000 ($p < 0.05$). Further finding revealed that resilience is highly influenced by self-esteem; the t value is 2.795 (t value > 1.96) and the p value is 0.000 ($p < 0.05$), it is in line with some previous scholar Veselska et al. (2009) conducted the study about the influence of self-esteem on resilience entitled Self-esteem and resilience: The connection with risky behavior among adolescents, from this study known that high self-esteem is equal with high resilience among Slovakian students (Wang & Lane, 1996), later finding known that social support was also proven to significantly influence resilience with a t value of 6.117 (t value > 1.96) with a p value = 0.000 ($p < 0.05$), this finding is quiet relevant with some previous scholar's research entitled "social support, resilience, and subjective well-being in college students" the result known that social support has a positive and significance effect on resilience Martinot et al. (2022).

Later the researchers carried out further tests, namely whether resilience mediates the relationship between self-esteem and engagement, it is known that directly self-esteem is proven not to significantly influence student engagement where the significance value is 0.309 ($p > 0.05$) and the t value is 1.018 ($t < 1.96$). However, by conducting indirect mediation with the resilience variable between self-esteem and student engagement, it was found that the t value was 2.718, where the t value was 1.96 and significance value (p) = 0.007, it can be concluded that resilience has proven to be a full mediation between the variables of self-esteem and student engagement. Next, researchers looked at whether resilience mediated the social support variable on student engagement. From the results above, it is known that direct social support significantly influences student engagement, with a t value of 4.528 ($t > 1.96$) and a significance value of 0.000. Meanwhile, it was indirectly proven to be significant that resilience mediates social support and student engagement, where the value of $t = 4.328$ ($t > 1.96$) and $p = 0.000$ ($p < 0.005$). With significant direct and indirect relationships, it can be concluded that resilience is a simple mediation between social support and student engagement

Implications

According to the findings of this study, it is revealed that there are some potential predictors for student engagement. Resilience emerges as a crucial factor in student engagement, as evidenced by the study's discovery of its significant mediating role between self-esteem, social support, and student engagement. This indicates that interventions aimed at fostering resilience could prove effective in enhancing student engagement. While the research establishes that self-esteem does not directly impact student engagement, there is a call for further investigation into potential moderating factors influencing the relationship between self-esteem and student engagement. The study underscores the substantial positive influence of social support on student engagement, suggesting that interventions providing such support may effectively boost student engagement. Moreover, there is a recognized need for more in-depth research into the specific mechanisms through which resilience operates as a mediator between self-esteem, social support, and student engagement. The study highlights this gap, emphasizing the importance of unraveling these mechanisms to better understand the dynamics at play. It's worth noting that the study focused on a sample of working students, raising the possibility that its findings may not be universally applicable to other student populations. Consequently, additional research is warranted to ascertain the generalizability of the study's results. In summary, the study furnishes valuable insights into the determinants of student engagement, offering potential guidance for the development of interventions aimed at improving this critical aspect of the educational experience.

Limitation and Suggestions for Further Research

Although this study provides insights into potential predictors of student engagement, it is crucial to recognize its limitations and explore opportunities for additional research. This research has many limitations namely, the study's findings can't be applied to other student populations because of its emphasis on working students. Further investigation utilizing varied student cohorts is required to ascertain the wider relevance of the findings. Further research into potential mediating factors that could affect the relationship between student engagement and self-esteem is recommended by the study. Investigating these variables might yield a more complex comprehension of this connection.

Expand the research to include students from various backgrounds, academic levels, and institutional settings to improve the generalizability of the results. Repeat the study with a diverse student population is needed for future research. Examine potential mediating factors. By determining the variables that affect the relationship between student engagement and self-esteem, we could have better understanding on how the two variables interact in various settings. Utilizing qualitative research methods such as interviews or focus groups has the potential to offer more in-depth insights into the real-life experiences of students and how they perceive various factors that impact their engagement.

CONCLUSIONS

This study using a robust statistical technique called Structural Equation Modelling (SEM), digs deep into the factors influencing student engagement within a group of 340 working students of Universitas Terbuka (UT). It zeroed in on self-esteem and social support, both indirectly mediated by resilience, to untangle the web of connections between these factors and unveil how they impact student engagement. Surprisingly, the study found that self-esteem, while not directly affecting engagement, has a significant indirect effect through resilience. In simpler terms, building resilience acts as a bridge, channeling the positive influence of self-esteem onto engagement. Additionally, social support directly boosts engagement, further emphasizing its importance. Interestingly, resilience again plays a critical role, mediating the positive impact of social support on engagement. These findings suggest that interventions aimed at strengthening resilience hold great promise for enhancing student engagement, especially among working students. Moreover, recognizing the direct influence of social support highlights the need for initiatives that actively build and strengthen support systems for this specific group. The use of SEM provides a nuanced understanding of these complex dynamics, paving the way for more targeted and effective strategies to boost student engagement within the working student population.

ACKNOWLEDGMENTS

The researchers appreciate the respondents' willingness to participate in the data collection process, and we are looking forward to wait the recommendations from the reviewers that will help to improve this work. We also acknowledge the indispensable role of artificial intelligence technology in verifying the originality and ensuring the grammatical correctness of this article throughout its development.

AUTHOR CONTRIBUTION STATEMENT

AR having a responsibility to make research conceptual framework, writing and analyzing phenomenon. MDB is responsible with disseminating and collecting data. TF is responsible for the analysis data, make some interpretation of data finishing result.

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Islamic Guidance and Counseling Journal

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