Self-Esteem and Perceived Academic Control towards Well-Being Emotion among Wellness Students

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Abstract. The purpose of this study is to investigate the self-esteem and perceived academic control towards well-being emotions among wellness students and the most factors affecting the well-being emotions among wellness students at Uni X. A total of 250 Wellness students been surveyed and data was analyzed using SPSS software. The findings of this study are aligned with the past studies which are there is a relationship between self-esteem and academic perceived control towards well-being emotion among wellness students. In addition, this study also revealed that self-esteem is the most influencial factor compared to perceived academic control towards well-being emotion among wellness student.

INTRODUCTION

Emotion is a one part of human life that very important in managing daily life. Emotion can make a person to be in a good or bad condition. People nowadays sometime does not know the factors that influence their emotion and behaviour and how to manage them rationally. Emotions is an important role in human social and decision making [1]. In the past studies, it states that negative emotion will give a negative impact where the risk of bad decision becomes high. Self-esteem is a positive or negative character against an individual. The proper self-esteem is a must in terms of a state of mind [2]. Besides that, if the person herself realized that what they did in the past is a worth correctly, they bravely want to go for it. But sometimes, if the person guess too much of high hope where they even cannot achieve it, they will get down. Moreover, self-esteem has a powerful destined that blow up on real life experiences and that the high and low self-esteem are completely the success and failure in important life [3].This concludes that the low and high of self-esteem give impact to the person herself whether the impact is positive or negative. There are confusion whether the person with high self-esteem have greater expectation towards their life than the person with low self-esteem. However, past study by [4] found that people who are continuously increased in age are probably having high of self-esteem compared to the students. This is because people who are aged have been out of stress and burdensome unlike students.

In university as well as in other educational institution, grades are always being a main measurement success of a student. As supported by [5] who agreed that grades are often be seeing as a gold in measuring the success in the university. Many studies have been done focusing in determining the factors that lead the academic achievement [6]. Moreover, self-esteem is the main factors that influence an individual's academic performance, more important than other contributing factors including stress and body image [7]. Due to the obsession in investigating the factors that contribute to academic achievement, less study seems to ignore the importance of self-esteem among students. According to [8] as a student, it is very important to examine how well-being of college students is crucial in effecting

their perceived academic performance. In fact, a good health, positive feeling will lead to the less stress, positive emotional pattern and thus will help them in achieving a higher grade[9].However, there is an inconsistency that link between self-esteem and perceived academic control. In past study by [7] found that the linkage between self-esteem and perceived academic control that contribute to the well-being of the student.Thus, this study adapted a research framework from [5] in comparing between self-esteem and perceived academic control. In this framework, perceived academic control and self-esteem is the main predictor of the subjective well-being of the students. Meawhile, subjective well-being be measured by the self-reported emotion consist of enjoyment, boredom, and anxiety while stress be measure by the health. In health, there are two another variable which are physical health and psychological health [5].

The objectives of this study are:

1. To examine the relationship between self-esteem and well-being emotions among wellness students in Uni X.
2. To examine the relationship between perceived academic control and well-being emotions among wellness students in Uni X.
3. To determine the most factors that affects the well-being emotions among wellness students in Uni X.

LITERATURE REVIEW

Self-esteem

According to [3], people with high self-esteem had good expectation for their life than people with self-esteem. Some studies suggest that self-esteem was the person which had overall assessment or estimation of his or her worth where it is no important influence on relationship success, economic welfare and health [5]. Self-esteem are basically refer as the positive or negative attitude where an individual has towards the idea of the self and it is likewise a standout amongst the most explored builds in brain research. Self-esteem also are includes physical health and psychological health to perceived for more noteworthy yearnings that more determined notwithstanding disappointment and are more outlandish are disgrace to sentiments of inadequacy and self-question. Self-esteem has been found that fundamentally to be a powerless of academic achievement. This is because many students cannot afford achievement that have been made and on targeted. Besides that, high self-esteem protect individual is against the inconvenient impacts of anxiety, injury and incident.

Based on [10], self-esteem is an evaluation of our worthiness as individuals, a judgement that we are good, valuable people. Self-esteem is also important aspect of mental health. Based on previous research [11] found that adaptive perfectionists as measured by the Almost Perfect Scale-Revised had the Family Almost Perfect Scale had Higher academic achievement. This study was examined about the relationship between family expectations, college student's expectations, self-esteem and academic achievement. Generally, there are numerous advantages to having a positive perspective of the self. Individuals who have high self-esteem are more to be mentally glad and health, then those people with low self-esteem is accepted to be mentally bothered and maybe even discouraged. Most people that have high self-esteem also seem to lead glad and profitable lives. This is because they always have side positive and not too much think. But for low self-esteem, they always think negative, too humble with around people and it basically dislike for themselves colours their impression of everything around them. Besides that, self-esteem is important for mental health where it is apparent in the famous media and in educational arrangement. Based on the [11], found that adaptive perfectionists as measured by the Almost Perfect Scale-Revised and the Rosenberg Scale had higher self-esteem than maladaptive perfectionists but there was little difference in their academic achievement. This study research to examine different courses in which self-esteem is measured and the suggestions that these strategies have on our comprehension of what it implies for an individual to have high or low self-esteem.

In addition, [12] indicates that self-beliefs among students have been studies as a multidimensional situation then it is have strong relationships and near meaning with self-esteem. In any case, there has been an expanding interest which the students perceived their capacities as moderately elements and improve by effort. Furthermore, full of feeling of self-idea, self-esteem was the assessment part of self-information which is characterized by amount of worth individuals on them. Self-esteem also had a moderately stable part of individual contrasts. The actual performance of term in self-efficacy is important thing for self-esteem where it most likely relies on upon whether achievement and disappointment are tied with self-esteem. Self-esteem and self-efficacy was evaluation the parts of self-beliefs, whether the students assess their capacities as moderately steady or conceivable to make strides [12].Furthermore, [10] said that self-esteem was not definitely a bad thing. For example, individual with high self- esteem encounter

more happiness, confidence, and motivation than those people with low self-esteem had less depression, anxiety and negative mood. Self-esteem also was not always unbalanced, unpredictable, self-centred or ego-defensive. Therefore, in this study self-esteem is referred as an independent variable [5].

Perceived Academic Control

Based on [13] the idea that academic achievement is related to social and emotional adjustment to the school environment has recently received considerable attention from the fields of economics, social and emotional learning and positive psychology. Educational success one of the learning practises, sustained effort, managing time demand and academic stress. This study was conducted that academic performance it more exact in the event that they depend on appraisal of assortment of individual contrast and specify to past achievement and cognitive capacity. This study also affect to the psychology not simply indicated to past accomplishment and psychological limit. Many researchers identified that it had variety of individual contrasts that foresee academic execution and incited development of an extension variety of appraisal instruments. This perceived academic control will affect to well-being emotion because of sometimes students too stress to achieve a good result in their academic performance. Furthermore, based on past theoretical, the researcher found that college students perceived academic control have positive connection with satisfaction, trust and pride, and additionally a negative relationship with anger, anxiety, shame and hopelessness. Based on previous researchers, perceived academic control was more successful academically academic achievement compare than self-esteem [5]. Research also found that perceived academic control plays a role of student's emotions, stress and health. According to the previous researcher argued that impression of control decrease stress through the reappraisals of occasions as less debilitating and testing which then builds the utilization of imperative methodologies after disappointment. At that point, students with higher perceived academic control might be less vulnerable to poor physical and mental wellbeing because of their apparent control over academic adjusting with healthy lifestyles. The objective of this study was compare perceived academic control and self-esteem that has relationship between well-being of students college, defined as students self-reported emotions, anxiety and wellbeing. This study has a strong correlation to self-esteem and perceived academic control between well-being emotions [5].

Other than that, other researchers said that the connection between self-esteem and academic achievement is somewhat feeble, the academic space are a solid indicator of academic achievement. This is contrast in other study by in [14] whose found that there is no relationship between self-esteem and academic achievement. Academic achievement is identified with academic self-concept however it is irrelevant with self-esteem. Academic self-efficacy is one of the most intense for student's achievement. This is because student's beliefs that their academic abilities turn into an internal asset of their academic engagement and performance.

According to the [15] student faculty interactions are one of important thing in developing of student's academic self-concept and enhancing their motivation and achievement. Student's academic progress has potentially to increasing their intellectual and professional development. There is have evidence that students successful are liable to feel more fulfilled by their school life and seek to go further in their vocations. Then, students who experience informal interactions tend to be more motivated, engaged and actively involved in the learning process. Some researchers have found that students who talked more frequently and dynamic in personnel outside and inside class and got counsel about their educational system are basically achieving the higher academic self-confidence [15] Next, students who are frequently contact with faculty members and get more critics on their performance that had change in communicating in a group, ability in their future occupation and general critical thinking skills. Other advantages is when have relationship with student-faculty is more prominent fulfilment with academic life, lesser probability of dropping out and feeling more mentally determined. Thus, in this study perceived academic control is defined based on [5] as an independent variable.

METHODOLOGY

Population and Sampling

Population is all the inhabitants of a particular town, area, or country [12]. It is also the number of people in a geographic area. A group of individuals share one or more characteristics from which data can be gathered and analysed [16].Target population for this research is the students Wellness in Uni X. The population for the target group are 481 students. The population consists of multi-ethnics which are Malay, Chinese, Indian and others. According to

[17] Table, the minimum sample for this study is 214. Based on the minimum sample, the researcher gathered 250 students to be participate in this study.

Unit of Analysis

A unit of analysis is the subject that should be included in this research. In this study, the analysis was based on the influence of well-being emotions wellness students. The data then been analysed by using the Statistical Package for the Social Science (SPSS). Meanwhile, this study used descriptive analysis to analyse data regarded demographic of the respondents. The reliability test with using Cronbanch alpha (α) with value for more than 0.7 and above should be remained has been suggested by [18]. In order to testing the hypotheses, Multiple linear regression analysis needed to do to achieve one of research objective. Based on [5] stated that multiple regression analysis was to identify the relationship between two or more independent variables and dependent variable through analysis equation of straight line. Equation could be formed for this studied to identify the statistical significance of each independent variable on the dependent variable. The values of the regression equation for predicted the dependent variable from the independent variables. Therefore, the equation of regression was could be measured by below formula:

$$Y = A + b(X_1) + c(X_2) + \cdots$$
Where,

TABLE 1. Value of subjective wellbeing

Y	the value of subjective wellbeing
A	fixed; equals the Y value when X value= 0
b,c,	slope of regression line
X1	the value of perceived academic control
X2	the value of self-esteem

RESULTS AND DISCUSSIONS

Table 2 shows that 89 respondents out of 250 respondents were male and the rest of 161 respondents were female. The researchers found that majority of respondents were female compare to male. Male respondents consist of 35.6% while female respondents consist of 64.4% of total respondents. In fact, this data revealed that most of the wellness student in UNI X is female. In addition, Out of 250 respondents, 168 respondents were Malay, 44 respondents were Chinese, 24 respondents were Indian and 14 respondents were other races. Researchers found that majority of respondents were Malay compare to Chinese, Indian and other races respondents. Malay respondents consist 67.2%, Chinese respondents consist of 17.6%, Indian respondents consist of 9.6% and other races respondents consist 5.6% of total respondents. Therefore, this data revealed that majority most of the wellness student were Malay. 53 respondents out of 250 respondents were aged 18 – 20 years old, 184 respondents were aged 21 – 23 years old and the rest 13 respondents were aged 24 – 28 years old. Researchers found that majority of respondents were aged between 21 – 23 years old. Respondents aged between 18 – 20 years old consists of 21.2%, while respondents aged between 21 -23 years old consists of 73.6% and respondents aged between 24 – 28 years old consists 5.2% respectively. As a conclusion, this data revealed that most of the wellness students from year 1 until year 4 were aged between 21 – 23 years old. Meanwhile, Out of 250 respondents, 63 respondents were year 1, 60 respondents were year 2, 65 respondents were year 3 and 62 respondents were year 4. Year 1 respondents consist of 25.2%, Year 2 respondents consists of 24%, Year 3 respondents consists of 26% and Year 4 respondents consists of 24.8% of total respondents. Therefore, this data revealed that the researchers have been divided the questionnaire equally in order to distribute the questionnaire to wellness students which is to avoid any biased.

TABLE 2. Demographic profiles

		Frequency	Percent %
Gender	Male	89	35.6
	Female	161	64.4
Race	Malay	168	67.2
	Chinese	44	17.6
	Indian	24	9.6
	Other	14	5.6
Age	18 – 20 years old	53	21.2
	21 – 23 years old	184	73.6
	24 – 28 years old	13	5.2
Year of student	Year 1	63	25.2
	Year 2	60	24.0
	Year 3	65	26.0
	Year 4	62	24.8

Hypotheses Testing

Multiple regression analysis is a one technique to determine the significant relationships between independent variables (Perceived academic control and Self-esteem) and dependent variable (Well-being emotion).Table below will show the results in details:

TABLE 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.650[a]	.423	.418	.40764

a. Predictors: (Constant), meanPAC, meanSE
b. Dependent Variables: Well-being emotions

Sources: Developed for the study

Based on the Table 3 value of R is 0.650.The value of R is a correlation coefficient between independent variables (Perceived Academic Control and Self-Esteem) and dependent variables (Well-being emotions) that had been taken together in the studies. The results shown there is a negative and moderate positive correlation between both variables (independent and dependent variables). Next, the value of R square is 0.423 where it is a coefficient of determination. From this study, this means the independent variables (Perceived Academic Control and Self-Esteem) exists 4.23% of the variations in dependent variables (Well-being emotions).

TABLE 4.Analysis of variances (ANNOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.029	2	15.015	90.356	.000[b]
	Residual	41.044	247	.166		
	Total	71.074	249			

a. Dependent Variable: meanSWB
b. Predictors: (Constant), meanPAC, meanSE
Sources: Developed for the study

Based on Table 4, analysis of variances (ANNOVA) show the F- value is 90.356 that is significant where the p-value of 0.000 is less than alpha value 0.01, ($p<0.01$). There is a good descriptor of the relation between the dependent and independent variables. Thus, the independent variables (Perceived academic control and Self-esteem) are significant explain the variance in Well-being emotion of the students.

TABLE 5. Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.037	.192		5.404	.000
	meanSE	.354	.060	.371	5.906	.000
	meanPAC	.335	.061	.347	5.513	.000

a. Dependent Variable: meanSWB
Sources: Developed for the study

Table 5shows the p-value of all the independent variables. Both independent variables (Perceived academic control and Self-esteem) show the same results that is 0.000 of p-value. Both of the independent variables have positive relation with dependent variables (Well-being emotion).Besides that, the beta value would be examined when both of the independent variables have the same p-value which less than the alpha value, ($p<0.01$).The Beta value for Self-esteem a 0.371 while the Beta value for Perceived academic control a 0.347. Beta coefficient is used to examine the relationships between independent variables (Perceived academic control and Self-esteem) and dependent variables (Well-being emotion).The changes results in independent variables may affect the results at well-being emotions. There is equation used to get the results:

$$Y=ax+b(Xf)+b(X2)+b(x3)+\ldots.$$

Where,

Y = dependent variables
X(x) = independent variables
a,b = constants to be estimated
Therefore:

$$Y= 1.037+0.354(SE) + 0.335(PAC) + e$$

DISCUSSION AND CONCLUSIONS

The findings revealed that the first hypothesis is positively significant relationship with well-being emotion. Based on the result this variable have good positive relationship towards well-being emotion which is 0.779. This indicates that self-esteem is one of the factors that affect well-being emotions among wellness students that public university.The findings indicates that this is clearly not the case, with direct implications for those who study or wish to expand self-esteem in their daily life. This is due to the using questionnaire given to the people who take courses

as wellness students from first year until fourth year in Uni X. Based on this positive coefficient of the self-esteem, this study concludes that there is a significant relationship between self-esteem and well-being emotion among wellness students in Uni X. The relationship between perceived academic controls was examined by investigating the developed hypothesis (H). The findings present that the second hypothesis is positively significant relationship with well-being emotion. Refering to the result this variable has good positive relationship towards well-being emotion which is 0.750. This indicates that perceived academic control is one of the factors that affect well-being emotion among wellness students in Uni X. Based on past researcher [5], perceived academic control has been defined as a person's belief that they can intentionally influence and predict outcomes in their environment. Several past researcher thinks that perceived academic control is a role in students' emotions, stress and health. This has shown that the results from this research are aligning with results from previous studies which are wellness students wanted to upgrade their daily life. Based on this positive coefficient of the perceived academic control, this study concludes that there is a significant relationship between perceived academic control and well-being emotions among wellness students in Uni X. According to [5], the purpose of the current study was to compare perceived academic control and self-esteem as predictors of college students' subjective well-being, that defined here as students' self-reported emotions, stress and health. Besides, students' self-esteem was a significant predictor of their subsequent perceived stress. These two variables have a good positive relationship towards well-being emotion. But, the most factors that affected the well-being emotions is self-esteem which β-value is 0.354 compare than perceived academic control which β-value is 0.335. This result was showed in Table 5 and this indicates that self-esteem is the most factors that affected the well-being emotion among wellness students of Uni X.

ACKNOWLEDGMENTS

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