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Self-Efficacy, the Relationship with the Psychology Well-Being among Private Higher Education Students in Malacca

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Abstract

The purpose of this study was to examine the relationship between the self-efficacy and the psychological well-being of private university student in Melaka. The study was conducted using quantitative method which was a survey in which the questionnaire was distributed to the research samples. The sample of the study was 1500 people among the students of private university in Melaka. The instruments used in this study are the General Self-Efficacy Scale (GSE) and Ryff Psychology Well-being Scale (RPWS). The findings show that there is a positive and significant relationship between the self-efficacy and the psychological well-being of private university student in Melaka. Good Self-efficacy affects the psychological well-being of IPTS students in Melaka.

Keywords: Self Efficacy, Psychology-Well Being

Introduction

Psychological well-being is an individual's subjective assessment of life satisfaction and satisfaction in fulfilling one's potential in career, succesfull in life, self-esteem and sense of belonging and avoiding sadness (Shek, 1997; Sastre & Ferriere, 2000; VanWel, Linssen & Abma, 2000). Psychological well-being also refers to well-being associated with or derived from various social, psychological, or independence needs (Asmawati Desa, Ahmad and Sharkawi, 2009). Its shows that psychological well-beingand is very important to get quality in life. Understanding psychological well-being can also give psychologists and counselors an idea of how to deal with clients with problems (Christoper, 1999).

Self-efficacy is one of factor that influence psychological well-being (Shamsul, 2015). Self-efficacy refers to the degree to which the individual chooses confidence in his or her ability to achieve a goal. It is an assessment of the ability to organize and perfect the sequence of performance behaviors needed to achieve the goal (Bandura, 1981). Self-efficacy is an individual's perception of the ability to do something effectively and successfully in behavior

(Redzuan & Abdullah, 2004). It refers to the extent to which a person believes that he or she is capable of acting competently to produce the desired outcome. Self-efficacy also determines the individual's choice of activities, the strength of the effort and the individual's ability to withstand adverse obstacles and experiences. According to Ramey-Gassert & Enoch (1990), self-efficacy is defined as one's confidence in one's abilities. They also argue that self-efficacy is an individual's belief in one's abilities that can make a person act better.

Problem Statement

There is still not many research on psychological well-being among Private Higher Education (PHE) students especially in Malacca. So this study was conducted to find solutions to address issues of mental health, social problems, and disciplinary deterioration among students at the Institute of Private Higher Education (PHE) in Malacca. If this situation continues to be feared it will be detrimental to the country. The string of these problems can also undermine the credibility of the higher education group and is one of the most difficult social diseases.

In view of the many problems that arise among today's PHE students in Malacca, a study should be conducted that covers the essence of the problem as well as the external problem. Studying human well-being from a psychological perspective is important because it is a knowledge that enables us to understand why a problem arises, its causes and how we should address it. Understanding a problem from a psychological point of view will enable us to understand one person and another in relation to the attitude, perception and style of the problem. In addition, the planning of psychological intervention and counseling to address a problem according to the needs of an individual or a group of people can be done.

Psychological well-being and Self-efficacy are seen as affecting student achievement and success. Studies conducted by researchers have shown that students with high efficacy and psychological well-being are motivated to achieve academic excellence and have a positive attitude toward excellence in educational institutions (Ozer & Bandura, 1990; Lyubomirsky, 2001; Khramtsova et al., 2007) and have goals in their lives (Zimmerman, Bandura, & Martinez-Pons, 1992). Students with high levels of psychological well-being are more flexible, resilient, and efficient in solving problems and more committed to their success and avoid failure. Students with high self-efficacy help them avoid from get depression.

Research Objective

1. To identify demographics among students of Private Higher Education (PHE) in Malacca.
2. To see the differences in psychological well-being among students in the Private Higher Education (PHE) in Malacca by gender.
3. To examine the relationship between self-efficacy and psychological well-being among students in the Private Higher Education (PHE) Malacca.

Literature Review

Ryff (1989) has developed the theory of psychological well-being based on a combination of ideas in personality theories such as Maslow, Jung, Rogers, Allport, Erikson, Buhler, Neugarten and Johada where in his model of psychological well-being there are six components of positive psychological functioning (Christopher, 1999). According to Ryff & Keyes (1995); Tehrani & Razali, (2018), the six-dimensional strengths developed in this Ryff wellness model are broadly discussed in that they cover developmental psychology, mental health and clinical

psychology and show that the broad field of psychology covers many aspects. Each dimension has different roles for individuals.

These dimensions are self-acceptance, which is a positive view of oneself. Second, Personal Growth, which is the ability to continually improve and embrace new experiences. Purpose in life has purpose and direction in life. Positive Relationships With Others, the quality of relationships with others. Mastering the Environment, is the ability to manipulate, control and utilize the surrounding environment. The last dimension is autonomy which is independent in life and self-determination (Ryff, 1989; Isynuwardhana, Surur, 2018).

According to a study conducted by Maria and Elisabetta (2013): Armaou & Antoniou (2018), who examined the relationship between self-efficacy and psychological well-being, whether high or low among adolescents aged 14 to 18 in three Italian schools. This study uses the Generalized Self-efficacy Scale (GSES) and Psychological Well-Being Scale (PWB) test. The sample for this study was 136 respondents consisting of 64 males and 72 females. The results show that there is a positive relationship between self-efficacy and psychological well-being.

Methodology

The research method of this study is based on quantitative and a cross-sectional survey research design. A total of 1500 respondents from PHE students in Malacca representing the population were randomly selected. The questionnaire used consisted of the Ryff's Psychological Well-Being Scale (PWS), a test for measuring the psychological well-being of the respondents (Ryff, 1989) and the General Self-Efficacy Scale (GSE), a scale for measuring self-efficacy among students (Schwarzer & Jerusalem, 1995). Data analysis was performed using Statistical Package For Social Science (SPSS) software.

Findings

The finding discuss based on research objective used statistical analyzed as below.

Objective 1: Frequency of Respondents by Gender

The first research question was to identify the demographic of PHE students in Malacca. To answer this research question, frequency and percentage tests were performed.

Table 1 :
Frequency of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	541	36.1
Female	959	63.9
Total	1 500	100

Table 1 shows the frequency distribution and percentage of respondents by gender. A total of 541 (36.1%) were male students and the remaining 959 (60.9%) were female students.

Objective 2: The mean differences the psychological well-being of Private Higher Education (IPTS) Malacca students by gender.

The second research question is to study the differences in psychological well-being among students in the IPTS of Malacca by gender. To answer this research question, t tests were performed. The analysis was performed to see the differences in psychological well-being based on gender.

Table 2
Differences Psychological Well-being by Gender

Gender	N	Mean	t	df	p
Male	541	3.82	.550	1498	.583
Female	959	3.83			

$p > 0.05$

Table 2 shows the results of t-test analysis and based on these results, there were no significant psychological well-being differences at the level of significance of less than .05 for both genders [$t(1498) = .550$; $p > .05$]. The mean male score was 3.82 and the mean female score was 3.83.

Objective 3: The Relationship between Self-Efficacy and Psychological Well-Being

The third research question was to analyze the relationship between the independent variables that are self-efficacy and the dependent variable that is the psychological well-being of Private Higher Education (PHE) students in Malacca. To answer this research question, the Pearson Correlation test was performed. Analyzes were conducted to determine the relationship between psychological well-being and self-efficacy variables.

Table 3
Relationship between Self Efficacy with Psuchological well-being

	Self Efficacy
	r
Psychological well-being N = 1500	.209**

** $p < .01$

Based on table 3, it is found that Pearson correlation analysis showed that there was a significant positive relationship between psychological well-being and self-efficacy, $r = .209$, $p < .01$ although the strength of the relationship was low. This shows that the higher the self-efficacy, the higher the psychological well-being.

Discussions

Psychological Well-being Differences in Private Higher Education (PHE) Students in Malacca by Gender

The t-test results showed that there were no significant differences psychological well-being among the Malacca PHE students based on gender, for male and female. The mean score scores of both groups showed no significant differences, possibly because they were all

students in Private Education Institutions and they were in the same learning situation. Based on the above results, it is clear that a student's psychological well-being does not depend on his or her gender. The results of this study are also supported by the study of Asthma and Rafia (2013) who stated that there is no significant difference between genders in psychological well-being. However, the findings of Aini (2014) are different from the findings of the research study where there are significant differences in psychological well-being based on gender. His findings suggest that women are healthier in terms of emotions, thoughts and behaviors. Stability in these aspects leads to psychological well-being that is fundamental to mental health. Therefore, women are also seen to have better mental health than men. The findings of this study are also inconsistent with the findings of Ryff and Keyes (1995), who state that gender differences also influence a person's psychological well-being.

The Relationship between Psychological Well-being with Self-efficacy

The results show that there is a significant positive relationship between psychological well-being and self-efficacy although the strength of the relationship is low. The findings of this study are supported by the study of Maria and Elisabetta (2013) in which their findings indicate that there is a significant positive relationship between self-efficacy and psychological well-being. In addition, the study conducted by Maria, Cipriano, Faustino and Junnile (2014) also supported the findings of the study, which showed a positive and significant relationship between self-efficacy and psychological well-being. Studies by Sahar and Rania (2014) also show that there is a significant positive relationship between the dimensions of stress, self-efficacy and psychological well-being. The study also suggested that counseling services be established to assist students in their studies, social and emotional stress.

Implications of the Study

Generally, the findings of the study can be applied directly by the Ministry of Education Malaysia and its agencies such as the State Education Department and the Institute of Higher Education (IHE) itself in designing policies and strategies to improve the psychological well-being of adolescents. One of the things that the Ministry of Education Malaysia and its agencies including counselors need to keep in mind is identifying and focusing on students with low levels of psychological well-being. In addition, social support needs to be provided to the students so that they are always motivated to continue their studies and to prevent them from doing waste things that could have a detrimental effect on the student. Families and governments need to act as mentors and advocates, helping these students access resources in their current environment to plan for their emotional and psychological well-being.

Conclusion

Overall, the results of this study show that the self-efficacy factor contributes to the psychological well-being of students in Malacca while helping them to achieve well-being in their lives. In conclusion, this study is expected to assist relevant stakeholders in addressing issues of troubled IPTS students.

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