

Self-Confidence and Psychological Well-Being among Student Assistants at a Higher Educational Institution in Negros Oriental, Philippines

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ABSTRACT. In today's competitive academic and economic landscape, working students face distinct challenges to their mental health. This study examines the relationship between self-confidence and psychological well-being (PWB) among 84 student assistants at a higher education institution in Negros Oriental, Philippines. Employing a descriptive-correlational design, the research utilized Kelsey Perkins' model for self-confidence and Carol Ryff's six-factor model for PWB. Results reveal that while respondents maintained high to very high levels of self-confidence, their PWB scores varied across different dimensions. Statistical analysis confirmed a significant relationship between self-confidence and overall PWB; however, the strength of this association was inconsistent. While some areas showed strong correlations, specific dimensions—including self-efficacy, autonomy, self-compassion, personal growth, and purpose in life—exhibited only weak correlations. These findings suggest that high self-confidence does not guarantee well-being in all aspects, highlighting the urgent need for targeted interventions to address these specific psychological gaps.

1.0. Introduction

The pressures and demands of academic requirements inevitably expose the student to psychological stress and, potentially, the decline of self-confidence. With the rigidity of expected learning competencies and performance standards of HEIs, the student's preparedness to maneuver successfully through these hurdles inevitably exposes them not only to learning difficulties but also to psychological challenges (Jiang et al., 2022; Pritchard et al., 2007). Although academic success is often linked to intellectual rigor, research suggests that self-confidence plays a crucial role, particularly in a student's ability to adjust to their environment (Akbari et al., 2020; Malko & Mutlu, 2019). In this way, self-confidence potentially holds the key to the learner's better academic performance, as one's overall psychological well-being hinges on one's volition to overcome challenges. This research, therefore, examines the role of self-confidence in the psychological well-being of students (PWB) among

working students on an HEI in Dumaguete City, Negros Oriental.

Albert Bandura (1986) underscores the role of self-confidence or self-efficacy in regulating and influencing the individual's behavior and perception. Bandura defines these constructs as the individual's capacity to accomplish an activity despite shifting situations and conditions (Bandura, 1977). Thus, self-confidence and self-efficacy steer the individual towards overcoming different challenges. Rosenberg (1965) defines self-esteem as the self-evaluative tendencies of the individual toward herself, which could be negative or positive. Though self-esteem and self-confidence cannot be separated, as self-confidence contributes to the individual's ability to construct a better self-image, the difference is that the former refers to the self-evaluation of the *ego*, which is often influenced by experiences and social engagements. In contrast, the latter refers to the internal driving force of the individual to believe in one's capacities (Legere, 2020).

Moreover, Singhal and Prakash (2021) define self-esteem as the individual's self-perception that develops the competence to overcome hurdles and, thus,

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constructs better self-confidence. On the one hand, self-esteem hinges heavily on various external factors, such as past relationships, family upbringing, and failure to cope with difficult situations, which inevitably impact the individual's psychological well-being. On the other hand, self-confidence, as discussed earlier, is the internal willingness of the individual or simply the courage to believe in herself despite gargantuan frontiers (Welsh, 2023). Yet, self-confidence is necessarily a product of one's experiences, culture, familial, and social influences. Undoubtedly, past experiences, whether positive or negative, create a level of self-trust and certainty that the frontiers ahead are conquerable (Sulu et al., 2023).

Consequently, psychological well-being as a construct could be understood generally as the individual's holistic psychological health. The well-being of the individual, however, hinges on various aspects. For one, one's psychological well-being is influenced and shaped by past experiences, such as one's familial upbringing and the underlying uniqueness of personal character. However, the literature suggests that psychological well-being concerns the "happiness" and "life satisfaction" of the individual members of society (Akin, 2008). Oskrochi et al. (2018) suggest that financial status and capability may contribute exponentially to the individual's psychological wellness, while Moleno and Doromal (2024) attribute it to positive work environments. Though economic issues, with certainty, affect the mobility and the functionality of individual members of society, the conclusion shows that income *per se* does not significantly affect psychological well-being. However, one gets stability from regular paying jobs. Thus, it is aligned with economic well-being.

Commonly, psychological well-being is interpreted through two distinct models: the *hedonic* and *eudaimonic* traditions. The *hedonic* model is the calculative and instrumental positive impact of stimuli, i.e., economic and social influences. One could characterize this as either low or high PWB, at least within the sphere of utility (Ryff, 1989; Ryff & Keyes, 1999). Eudaimonism, originating from the Nichomachean-Aristotelian tradition, refers to the holistic flourishing of the individual, that is, the holistic development of the person (Schaffner, 2023). Following the *eudaimonic* tradition, Carol Ryff's Six-Factor Model of Psychological Well-Being (PWB) claims a more comprehensive and holistic operational definition of PWB. These factors include autonomy, self-acceptance, personal growth, life purpose, and positive social relations (Sauer, 2023). In this manner, through the findings of this study, Perkins' Integrated Model of Self-Confidence and Ryff's Six-Factor

Model of PWB provide a new angle in determining the role of self-confidence in a working student's PWB.

Therefore, this study examines the correlation between PWB factors and self-confidence to determine areas and aspects of student life experience that must be addressed through targeted interventions. Given the internal nature of self-confidence and its manifestation in a working student's PWB, the study provides an angle of analysis that other studies have not addressed. As is well known, recent research on PWB and self-confidence has been focused primarily on the implication of both variables to academic or work performance and student participation. Though this work affirms such findings, determining the correlation between the variables, particularly among student assistants in a university setting, may shed light on the areas that may be improved, i.e., student services, psychosocial interventions, and economic assistance.

These integration challenges and acculturative stressors heavily influence the mental well-being of migrant teachers, often exacerbating burnout (Beames et al., 2021; Ranjbaran, 2023). To counter this, it is crucial to foster positive work environments, provide tailored professional development, and offer accessible mental health support (Sohail et al., 2023; Liu et al., 2018; Gakinya et al., 2022). Although implementing such support systems can be difficult (Goodwin et al., 2021), prioritizing the well-being of migrant educators is essential for ensuring their success and building resilient education systems (Falk, 2021).

3.0. Methodology

Research Design. This research employs a descriptive-correlational design. In this work, the data collected from the perceived psychological well-being of student assistants were subjected to descriptive analysis, statistically treated, and interpreted. This study examines psychological well-being dimensions (self-acceptance, environmental mastery, autonomy, personal growth, positive social relations, and life purpose) in relation to students' self-confidence levels. The survey method for gathering data from the student assistants was total population sampling to gather deeper and more diverse responses and insights from the total population.

Respondents. Respondents of this study were the eighty-four (84) student assistants currently enrolled at the university across all colleges. Student assistants (SA) are assigned to their respective work assignments. The SAs are categorized into two clusters: office/clerical and janitorial/maintenance SAs. The office/clerical SAs are stationed in the guidance center, the university clinic, the bookstore, the main and north campus cafeterias, the main and law libraries, the university registrar, and the business and finance office. The rest of the working

students were assigned to various administrative offices, including the office of the president, the chancellor's office, the dean of student life, and the student life office.

Research Instrument. Two standardized instruments were utilized to measure the study's variables. First, Ryff's Psychological Well-Being (PWB) scale was used to assess six dimensions: self-acceptance, environmental mastery, autonomy, personal growth, positive social relations, and life purpose. This instrument utilizes a seven-point scale and has demonstrated high validity and reliability. Akin (2008) reports internal consistency reliability coefficients ranging from .86 (autonomy) to .93 (self-acceptance), with an average reliability between .87 and .96. Second, self-confidence was measured using Perkins' Integrated Model of Self-Confidence Scale. This instrument also demonstrated strong internal reliability, with Cronbach's Alpha coefficients of .937 for internal self-confidence and .913 for external self-confidence (Perkins, 2018).

Data Analysis. The data collected were subjected to both descriptive and inferential statistical analysis. To evaluate psychological well-being, the weighted values of responses from the seven-point scale were summed and transformed into percentiles for each dimension. For self-confidence (incorporating self-compassion, self-esteem, and self-efficacy), weighted means were calculated. Standard deviation was employed to determine the homogeneity of the responses. Finally, to address the research hypothesis, Pearson's product-moment correlation coefficient (r) was used to determine if a significant relationship exists between psychological well-being and self-confidence.

4.0. Results and Discussion

Profile of the Respondents

This study has 50 percent male and 50 percent female respondents. For age, most respondents were 19 and 20, comprising 27.39 percent of respondents who were 19 and 23.81 percent who were 20. Respondents aged 18 had one male and four female respondents. Of 21-year-old respondents, six were male and 10 were female. 3 male and two female respondents for respondents aged 23. 24-year-old respondents had the least number of participants, with one male and one female respondents. And three male respondents for male and one female respondents. The demographic data indicates that most respondents are in early adulthood. As shown by a recent study in 2022, the entry age for college-level education ranges from 18-20 years old (Cebu, 2023).

Psychological Well-being of Respondents

Table 1 presents the Psychological Well-being of the respondents. Self-acceptance, Personal Growth,

Positive Relations with others, and Purpose in life have a mean score of 45. Environmental Well-being and Autonomy have a mean score of 50, which is average based on their mean scores.

Table 1

Psychological Well-being of Student Assistants

Self-acceptance	f	%
1-19 (Very Low)	17	20.24
20-39 (Low)	18	21.43
40-59 (Average)	24	28.57
60-79 (High)	17	20.24
80-99 (Very High)	8	9.52
Mean=45		
Environmental Well-being		
1-19 (Very Low)	19	22.62
20-39 (Low)	15	17.86
40-59 (Average)	17	20.24
60-79 (High)	17	20.24
80-99 (Very High)	16	19.05
Mean=50		
Autonomy		
1-19 (Very Low)	15	17.86
20-39 (Low)	21	25.00
40-59 (Average)	14	16.67
60-79 (High)	16	19.05
80-99 (Very High)	18	21.43
Mean=50		
Personal Growth		
1-19 (Very Low)	15	17.86
20-39 (Low)	24	28.57
40-59 (Average)	15	17.86
60-79 (High)	24	28.57
80-99 (Very High)	6	7.14
Mean=45		
Positive Relations with Others		
1-19 (Very Low)	14	16.67
20-39 (Low)	20	23.81
40-59 (Average)	20	23.81
60-79 (High)	25	29.76
80-99 (Very High)	5	5.95
Mean=45		
Purpose in Life		
1-19 (Very Low)	17	20.24
20-39 (Low)	15	17.86
40-59 (Average)	24	28.57
60-79 (High)	22	26.19
80-99 (Very High)	6	7.14
Mean=45		

On Self-acceptance. The table in the first category - self-acceptance, indicates that the greatest number of respondents (28.57%) fall within the average level of self-acceptance. The lowest level of self-acceptance is 20.24% of the total population, a tie with a high level of self-acceptance. The least number of respondents (9.52%) fall within the 80-99 range (very high self-confidence). This shows that the levels of self-acceptance are fairly shared among the respondents. Though a fair number of respondents have very low self-acceptance, the same number indicates a high level of self-acceptance. This means that self-acceptance is not hinged on external influences but completely on one's

self-valuation and self-image (Su et al., 2019). Thus, the numbers indicate a nearly equal value.

On Environmental Well-being. The second category indicates that the values are fairly spread among the respondents. The highest number of respondents (22.62%), though not significantly distant from other respondents, indicates that the greatest number of participants have very low environmental well-being. Research suggests that environmental mastery or one's adaptability to the environment plays a huge role in the psychological well-being of the individual (Bhat, 2018). This shows that environmental conditions are a vital aspect of the psychological well-being of the student. For one, the learning process is an integral aspect of student life linked to PWB and requires conducive and encouraging social and environmental conditions. This is precisely why, during the COVID-19 pandemic, students forced to go online find it difficult to catch up, given that asynchronous pedagogical settings, particularly at home, are not ideal learning environments. The SWS survey (2021) shows that 61% of students find learning, particularly blended learning, a challenging frontier in their student life.

On Autonomy. The third category – autonomy, indicates that the greatest number of participants (25%) fall under a low level of autonomy. The lowest number of participants (16.67%) falls under the very low level of autonomy (1–19). The table also shows that the highest level of autonomy is occupied by the second greatest number of respondents (21.43%). Akin to self-acceptance, autonomy refers to the individual agency or drive independent of external factors. As the table shows, the greatest number of respondents have a low level of autonomy, which confirms research conducted by Abaya-Garcia (2015) and Gaviola et al. (2023) that Filipino college students bear the tendency to be indecisive concerning their career paths and other related decisions.

On Personal Growth. The fourth category indicates that 17.86% of the total respondents have a very low level of personal growth, while 7.14% have the highest level of personal growth. On the one hand, the table shows that the least number of participants (7.14%) have a very high level of personal growth. On the other hand, the greatest number of respondents (28.57%) have ranged with low levels of personal growth. Distinctly, there is a tie between the low and high levels and very low and average levels of personal growth.

On Positive Relations with Others. The fifth category indicates that 16.67% of the total population has very low positive relations with others, while only 5.95% belong to the very high range of positive relations with others. However, most of the population (29.76%) has highly positive relations with others. Recent studies in the Philippines confirm that Filipinos generally have

positive relations with others in their community and family (Porio & See, 2017). One of the main factors that inclines Filipinos to positive social relations is its socio-cultural norm of close-knit family ties and a wide circle of peers in the community. The study suggests that the respondents from the rural areas are significantly more satisfied with their social well-being, that is, their relationship and connectedness with the community, than those who reside in urban areas like Metro Manila. This study confirms the findings in this category, that since this thesis is conducted in Dumaguete City, which is still considered a rural area, most of the respondents have a high level of positive relations with others.

On Purpose in Life. The sixth category indicates that 20.24% of the total respondents have a very low range of purpose in life, and about 7.14% have a very high sense of purpose in life. The greatest number of respondents (28.57%) falls under the average level, and the least number (7.14%) falls under a very high level of purpose in life. A study conducted in 2022 suggests that purpose in life or, synonymously, meaning in life is linked with academic and psychological outcomes (Aruta et al., 2022). However, some studies link socioeconomic issues, i.e., income and scarcity of resources, as integral to the individual's perspective on one's purpose in life. Again, the table shows that most respondents have an average level of purpose in life, but certain aspects may or may not be clear to the student. Given that the respondents are working students on an HEI, socioeconomic concerns may have influenced their notion of purpose in life.

Internal Self-Confidence of the Respondents

Table 2 presents the Internal Self-Confidence of the respondents. Self-efficacy has a mean score of 68, Self-Esteem has a mean score of 85, and Self-Compassion has a mean score of 78. The first category (self-efficacy) of Table 3 shows that most respondents (73.81%) have a high level of self-efficacy, and the least number of respondents (5.95%) indicate a very high level of self-efficacy. The second category (self-esteem) indicates that most of the respondents, 66.67%, have a very high level of self-esteem, and only 1.19% (1 respondent) have a low level of self-esteem. The third category (self-compassion) shows that most respondents (50%) have a very high level of self-compassion, and the least number of respondents fall under the average level of self-compassion. Most respondents fall on either a high or very high level of self-confidence. This shows that working students generally have a high level of internal self-confidence.

Table 2

<i>Level of self-confidence of the respondents (n=84)</i>		
Self-efficacy	f	%
1-19 (Very Low)	0	0.00
20-39 (Low)	0	0.00
40-59 (Average)	17	20.24
60-79 (High)	62	73.81
80-99 (Very High)	5	5.95
Mean=68		
Self-esteem		
1-19 (Very Low)	0	0.00
20-39 (Low)	1	1.19
40-59 (Average)	5	5.95
60-79 (High)	22	26.19
80-99 (Very High)	56	66.67
Mean=85		
Self-compassion		
1-19 (Very Low)	0	0.00
20-39 (Low)	0	0.00
40-59 (Average)	10	11.90
60-79 (High)	32	38.10
80-99 (Very High)	42	50.00
Mean=78		

Research supports the idea that self-confidence is an indispensable aspect of pursuing academic endeavors (Malko et al., 2019). In other words, one must believe in one's capacity to achieve and pursue higher educational goals. This reveals that as working students, most respondents, though challenged by work-study balance, have built a psychological stamina to face difficult tasks. Though there is a chance that working students may have difficulty balancing the two spheres of responsibility, research shows that these challenges are not unconquerable barriers to their academic performance (Le Barbanchon et al., 2019). Studies suggest that working students could have high self-confidence and can function well, given that they are more attuned to challenging situations (Mergal et al., 2019).

Relationship between self-confidence and psychological well-being

Table 3 presents the correlational analysis between self-confidence and psychological well-being. The results indicate a statistically significant relationship between self-confidence and most dimensions of well-being, as evidenced by p-values falling below the 0.05 alpha level. However, no significant correlation was found for the specific domains of self-compassion and purpose in life.

It is also worth emphasizing that each of the correlation coefficients is preceded by a positive sign, indicating a direct relationship between each pair of variables. This signifies that any movement in one variable is accompanied by the same movement in the other. In the context of the present study, it can be construed that when self-confidence ascends, so goes psychological well-being. Similarly, when self-confidence descends,

so goes psychological well-being or vice versa. These results highlight the importance of structured interventions to maintain high self-confidence among student assistants. Programs such as self-efficacy workshops and effective communication, among others, could serve as effective strategies for enhancing both self-confidence and psychological well-being.

Based on the foregoing, the null hypothesis indicates that no significant relationship between the two variables is rejected. Moreover, Table 3 shows the relationship between the level of self-confidence, in particular, self-efficacy, self-esteem, and self-compassion of the respondents and their psychological well-being, e.g., self-acceptance, environmental well-being, autonomy, personal growth, positive relations with others, and purpose in life. The table shows that most variables have a significant correlation except for self-compassion and purpose in life, as most respondents have a very high level of self-compassion while only 7.14% have a very high range of purpose in life.

Nonetheless, the table indicates that the respondents have an average with a moderate correlation between Self-Confidence and PWB. This shows that the student assistants' perceived level of integrative self-confidence, e.g., self-efficacy, self-esteem, and self-compassion are closely related to their PWB. This confirms the study conducted by Malko et al. (2019), who claim that self-confidence plays a central role in the individual's PWB. Other studies show that one's perceived level of self-confidence affects the learner's attitude in the learning process (Akbari et al., 2020). By extension, the learner's PWB, e.g., self-acceptance, environmental well-being, autonomy, personal growth, positive relations with others, and purpose in life are affected by the learner's

Table 3

Relationship between the level of self-confidence of student assistants and their psychological well-being

Variables	r	p
Self-efficacy and Self-acceptance	0.58	0.00*
Self-efficacy and Environmental Well-being	0.41	0.00*
Self-efficacy and Autonomy	0.27	0.00*
Self-efficacy and Personal Growth	0.44	0.00*
Self-efficacy and Positive Relations with Others	0.48	0.00*
Self-efficacy and Purpose in Life	0.44	0.00*
Self-esteem and Self-acceptance	0.60	0.00*
Self-esteem and Environmental Well-being	0.41	0.00*
Self-esteem and Autonomy	0.45	0.00*
Self-esteem and Personal Growth	0.35	0.00*
Self-esteem and Positive Relations with Others	0.53	0.00*
Self-esteem and Purpose in Life	0.33	0.00*
Self-compassion and Self-acceptance	0.59	0.00*
Self-compassion and Environmental Well-being	0.31	0.00*
Self-compassion and Autonomy	0.32	0.00*
Self-compassion and Personal Growth	0.26	0.00*
Self-compassion and Positive Relations with Others	0.32	0.00*
Self-compassion and Purpose in Life	0.16	0.14

belief in oneself to have the capability to confront academic, personal, and circumstantial challenges.

As can be seen in the results, however, most of the variables are correlated, ranging from moderate to strong relationships. As can be seen in Table 3, the following variables have a strong relationship: self-efficacy (self-confidence) and self-acceptance (PWB), self-esteem (self-confidence) and self-acceptance, and self-compassion (self-confidence) and self-acceptance, as well as self-esteem and positive relations with others. This shows that self-confidence is a strong determinant of self-acceptance. As one believes in one's capabilities and has a good self-image, it translates into self-acceptance despite good or bad experiences in the present and the past (Bingol et al., 2019). It appears then that self-acceptance, being strongly correlated to self-confidence, is unconditional. In a study conducted in 2019 by Su et al., self-acceptance refers to one's perception and evaluation that does not hinge on other people's acceptance or even one's achievements.

Moreover, Table 3 also shows three areas of weak correlation, e.g., self-efficacy and autonomy (0.27), self-compassion, and personal growth/purpose in life (0.26/0.16). However, self-compassion and purpose in life have no significant relationship. On the one hand, self-efficacy is one's belief in one's capacity to accomplish a task. On the other hand, autonomy is defined as one's capacity to be independent and responsible for one's decision-making. The numbers show that the respondents find it difficult to accomplish tasks as the impetus to get things done is directly connected to their PWB – autonomy. The combination of both would be the ability to accomplish tasks without external factors. This claim is supported by a study conducted in 2023 where students' self-efficacy and autonomy are deemed vital to one's engagement with other students during the COVID-19 pandemic online classroom setting (Lisady et al., 2022).

Other weak correlations, e.g., self-compassion, personal growth, and purpose in life, could be interpreted as the respondents' inward uncertainty concerning one's adequacy as individuals. In other words, there appears to be a deficit or insufficiency in the respondents' perceived extent of growth and accomplishments. Its weak relations to personal growth and purpose in life show that the respondents' perspective on one's direction as a student remains unsettled given the various challenges of student life. Self-compassion is defined as being kind or considerate of one's tendencies for failure and mistakes as part of one's personal growth and development. Studies conducted in the United States show that self-compassion is positively associated with personal growth and development and, by extension, the individual's perceived goals and meaning in life (Neff et al., 2005; Hodges et al., 2014).

As discussed above, the working students' integrated level of self-confidence and PWB have an undeniable positive correlation. However, there are varying degrees of correlation that this work will discuss further in the following sections.

Strong Correlation

Self-efficacy and Self-acceptance (PWB); Self-Esteem and Self-Acceptance (PWB); Self-Esteem and Positive Relation with Others (PWB); Self-Compassion and Self-Acceptance (PWB). The findings indicate that respondents with high levels of self-confidence also have high levels of these sub-variables of PWB, e.g., self-acceptance and positive relations with others. Therefore, the respondents' relationship with themselves (indicated by self-acceptance) and relationship with others (positive relations with others) is not hindered or significantly influenced by external factors. As related research shows, self-confidence is a strong determinant of self-acceptance and, by extension, how one accepts others within their circles (Bingo et al., 2019). This shows that one's internal well-being, self-efficacy, for instance, is reflected in the student's capacity to accomplish tasks, succeed in various activities, and relate with others (Akbari et al., 2020; Santua, 2020). In the same light, one's capacity to perform and participate in academic activities is directly correlated to one's integrated level of self-confidence (Ballane, 2019).

Moderate Correlation

Self-efficacy and Environmental Well-being (PWB), Personal Growth (PWB), Positive Relations with Others (PWB), and Purpose in Life (PWB). As can be seen, the majority of the respondents' perceived level of self-confidence, in this area - self-efficacy is moderately correlated to PWB, particularly environmental well-being, personal growth, positive relations with others, and purpose in life. This shows that though the respondents have a high level of self-efficacy, the sub-variables of PWB are only moderately correlated. This means that though the variables have a positive correlation, one significantly determines the other. The respondents may be influenced by other undetermined factors in their self-efficacy, i.e., socioeconomic factors that impact their PWB. As Bandura suggests (1977), the individual's belief in his capacity to act and accomplish sets the conditions for accomplishing tasks and frontiers ahead. In this case, the frontiers of environmental mastery, which, as studied, often indicates, refers to the student's adjustment to the reality around them (Aldawsari et al., 2018). The spheres of personal growth, relationship with other people (which is also attuned to environmental mastery), and meaning in life are all interrelated frontiers that necessitate the individual's belief in one's capability (Buratta et al., 2023).

Therefore, this area of the study indicates that there appear to be interfering influences in the respondents' perception of self-efficacy in relation to the aforementioned PWB spheres.

Self-esteem and PWB, i.e., Environmental Well-being, Autonomy, Personal Growth, and Purpose in Life, are also areas of moderate correlation. As is well known, self-esteem is one's self-confidence towards one's worth, value, and self-image. As the numbers show, it is moderately correlated to one's environmental well-being, autonomy, personal growth, and purpose in life. In this manner, interpretively, although the respondents' level of self-esteem is significantly high, their PWB is also influenced by a variety of factors, i.e., their adaptability to the environment, autonomy, personal growth, and purpose in life. Similar to the findings above (self-efficacy and PWB), undetermined factors, e.g., financial and emotional independence, may have played a significant role in the respondents' PWB.

Self-Compassion and Environmental Well-being, Autonomy, Positive Relations with Others. In this case, self-compassion as a determinant of environmental well-being, autonomy, and positive relations with others are also moderate. Characterized as being kind and understanding towards oneself despite difficulties, i.e., failures and inadequacy, self-compassion takes part in the respondents' adjustment to environmental circumstances and relationships with others. This means that recognizing one's value as a distinct individual contributes to the respondents' openness to the world without comparing oneself to others. This explains why most respondents have highly positive relations with others (29.76%).

Weak Correlation

Self-efficacy and Autonomy. Self-efficacy, as one's belief in one's capability to accomplish tasks, and autonomy, as the inclination of the individual towards independence and responsible action, are inherently correlated but are a challenge for the respondents to realize. In other words, it takes grit and strong will to accomplish tasks and pull the strength to be consistent without significant leverage on external factors, i.e., socioeconomic advantages, ideal work-study conditions, etc. Since self-efficacy and autonomy are inherently internal, the respondents' mental strength is virtually strained. Studies show that though self-efficacy may drive the individual to accomplish assigned tasks, other external factors, i.e., incentivization, social support, and rewards, play a crucial role in inspiring activity (Campos & Madrigal, 2020).

Self-compassion and Personal Growth, Purpose in Life. Interpretively, the respondents' personal growth and purpose in life highlight their concern about life's uncertainties and existential givens. Thus, the student assistants' self-evaluation of their adequacy as individuals may have influenced how they perceive their personal growth and purpose in life. Given the uncertainties of life and the challenges of their vocation as student assistants, their self-compassion is weakly correlated to their personal development and life's purpose (Neff et al., 2005; Hodges et al., 2014).

5.0. Conclusion

The findings of the study, therefore, supported the following conclusions. First, the integrative self-confidence level of the student assistants significantly ranges from high to very high. This shows that the student assistants have excellent self-valuation and self-image, which are vital as they face academic and personal challenges. Second, the psychological well-being of the student assistants varies from one aspect to another. This is because of the potential influences of external factors that are undetermined and excluded from the scope of this study. Third, there is a significant relationship between self-confidence and the PWB of the respondents. Though the findings state various degrees of significance, e.g., strong, moderate, and weak correlation, the findings still suggest that the two psychological constructs are related. A key finding in the study shows that self-efficacy and autonomy have weak relations, which, as interpreted in the previous section, may indicate the respondents' difficulty in accomplishing tasks without external pressure, that is, the challenge of getting things done out of one's free will.

Another key finding is the weak correlation between self-compassion, personal growth, and life purpose. This shows that the respondents felt a degree of inadequacy and completeness, which are explainable given their current socioeconomic condition as working students. Generally, the findings of the study affirm a positive relationship between the student's self-confidence and PWB. This means that though self-confidence may be perceived as an internal psychological construct that the individual bears, its effect on one's overall well-being is undeniable – demonstrating the role of self-concept in achieving greater heights in life.

6.0. Limitations of the Findings

The findings of the research, given the quantitative research design, do not capture narratives and lived experiences that may help give more nuances to their perceptions. Moreover, given the locale of the study – a private HEI- the economic capacities of the working students may vary from one person to another. Their

motivation to enroll in a private university may be influenced by their economic capacities, yet such capacities may be restricted, pushing them to be working students. In this manner, this research is limited to quantitative indicators measured through the instruments.

7.0. Practical Value of the Paper

Given the thrust of this work in studying the student assistants who are also full-time scholars of an HEI in the Philippines, this research intends to provide valuable material and data in helping working students cope with various challenges to self-confidence and their overall psychological well-being. Having identified the psychological constructs that may influence their overall individual well-being, stakeholders, i.e., the academic units, the guidance office, and the involved academic personnel, may create a better psychosocial environment and formulate interventions to promote the student's holistic development. One of the potential avenues of improvement would be the formation of enrichment programs, i.e., effective communication and coping strategies to supplement the academic contents in the curriculum with particular modifications according to the needs of the working students or student assistants. Moreover, given the economic strain attributed to the students' socioeconomic standpoint, the university may involve other stakeholders, i.e., scholarship grants, sponsors, and interested parties, to consider allocating funds to provide basic necessities to ensure and secure the students' academic success.

8.0. Directions for Future Research

To further examine the working students' experiences in relation to their self-confidence and psychological well-being, as mentioned above, a qualitative study conducted among the same demographic classification may provide a better understanding and intervention on how to promote psychological well-being, particularly for HEI working students. Given the internal and external pressures attributed to work and academics, working students are more exposed to psychological stress and threats towards self-efficacy. Therefore, psychosocial and economic interventions may alleviate the concerns of the working students, which, in turn, may result in better PWB, boost self-confidence, and propel them towards greater academic achievements. Moreover, existing frameworks and interventions may be further investigated regarding their efficacies and limitations.

9.0. Declaration of Conflict of Interest

The researchers disclosed no conflicts of interest.

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