

# Student Well-Being: Theoretical Model Of Junior High School Students

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**Abstract:** The purpose of this research was to reveal empirical model of student well-being in State Junior High School students. The method used was causal relationship study. Data obtained were from the respondents amounted to 151 students, 8th grade spread over 5 Junior Secondary Schools around Malang. The sample were 13 to 14-years-old, male amounted to 62 students (41, 05%), and female amounted to 89 students (58.94%). Fifteen indicators used in the study were matched to the student well-being model using confirmatory factor analysis (CFA) and continued with AMOS Structural Equation Modeling (SEM) version 20. Instruments used in the form of questionnaire. The model on student well-being was based on variable of school climate, parenting styles, students' academic motivation, and emotional regulation. The analysis results confirmed that  $\chi^2 = 97.448$ ,  $df = 80$ ,  $p = 0.09$ , GFI index = 0.925, CFI = 0.976, RMSEA = 0.038, which means the null hypothesis is accepted or the proposed model is acceptable. The result of data analysis shows that students' academic motivation is significantly influenced by school climate, parenting styles significantly affect academic motivation, school climate significantly affect student well-being, school climate does not affect student's emotional regulation, parenting styles is significantly influenced by emotional regulation, academic motivation does not significantly affect student well-being, academic motivation significantly affect the emotional regulation, emotional regulation does not significantly affect the student well-being, and parenting styles significantly affect student well-being.

**Keyword:** Student Well-Being, School Climate, Parenting, Academic Motivation, Emotion Regulation.

## 1. INTRODUCTION

THE concept of student well-being in three decades is being studied more in positive psychology perspective. Positive psychology is the science of well-being that seeks universal truths by promoting human development and life satisfaction [1], emphasizing its historical roots and its pioneers [2]. Huebner et al., view that subjective well-being in children and adolescents can be identified from global life satisfaction, positive affect and negative affect [3], [4]. Global life satisfaction involves students' assessment of life in the family and school. Furthermore Huebner et al. Constructs and analyzes the scale of The Student Life Satisfaction Scale (SLSS) [3], [4], [5]. Engels et al. [6] said that student participation in the classroom has a positive effect on well-being. Student well-being in this research is identified from the positive affect and negative affect that students have.

## 2. THEORETICAL REVIEW

Schools and families are also proposed in the global life satisfaction model of students on the concepts of McCullough and Huebner which later it was developed into Multidimensional Students' Life Satisfaction Scale (MSLSS) [7], [5]. Huebner et al. Initiate the five domains MSLSS, including life satisfaction such as family, friends, school, self, and living environment. Opdenaker and Van Damme [8] found a significant positive effect between the high focus on discipline and proficiency in subjects towards well-being, but this only occurs in high-achievement-motivated students. The strong influence of the family on well-being is revealed by other findings [9], [10], [11] examining social context, positive support from school climate and family. Families that provide support to children are positively correlated with child motivation [12], [13], as well as

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teacher support positively correlated with student motivation [14], [13]. Some problems related to student well-being of students occur in Indonesia, especially in Malang. The initial study found that in the Junior High School 16 of Malang city, students were given homework by mathematics teachers to 6 pages without preceding the explanation of the material from the teacher. This causes students to complain about the problem to parents so that it affects the report of a group of parents to the minister of education, M. Nuh [15]. This case indicates the problem of student inconvenience caused by the teacher, the importance of mastering the regulation of student emotions, academic motivation that must be built, not handling the problem of discomfort by the school, and the lack of parental communication with the teacher and school. Opdenaker and Van damme [8] identify that pupils, the class, and school level are predictors well-being. Engels et al. [6] identifies well-being, and it arrives at significant findings that well-being students are identified by the school atmosphere, contact with teachers, classroom and school involvement, school regulation and infrastructure. Class atmosphere that is less comfortable experienced by students in SMP 24, because of the fat class with 38 students in each class. This condition causes 62% of students to feel disturbed by the noisy and dirty class atmosphere, thus disrupting their learning activities [16]. Purpose of the Study was concrete goals of research that need to be studied based on the above description, this study is aimed at testing the major research hypothesis about fit of the empirical model of student well-being.

## 3. METHOD

### Population and Sample

The population of the research was 7.660 the students of VIII graders from 26 State Junior High School in Malang. Research sampling is based on two stage cluster random sampling according to the category of the school areas and the high-low group category [17], the low category amounted 76 of students and the high category amounted 75 of students. This number is quite representative considering the model has only 5 constructs with 15 indicators, where the minimum sample for 5 constructs is 100 (Hair Jr et al., 2014). All respondents were students of VIII graders coming from 5 different State Junior

High School. The number of samples used in this study were 155 students, however only 151 students data can be processed.

### Instrument and Validation

The measurement instruments of student well-being, school climate, academic motivation and emotion regulation were used in this study were prepared by the researchers based on theoretical and adaptation studies on several instruments that have been validated and meet the standard. The instrument are presented in a questionnaire. The instruments that have been validation test by 6 Doctorate and Professors in Psychology and Counseling Guidance. In the instrument test, the researcher submitted 113 items as a whole in the form of a statement. The answers were scored using a 4-point Likert scale; always (4), often (3), sometimes (2), never (1).

**TABLE 1.**  
VALIDITY AND RELIABILITY RESULTS OF CONFIRMATORY ANALYSIS

Constructs	Construct Validity (in GFI)	Alpha Cronbach ( $\alpha$ ) and Composit Reliability (CR)
School Climate	0.912	$\alpha = 0.759$ , CR= 0.74
Parenting	0.943	$\alpha = 0.730$ , CR= 0.66
Academic Motivation	0.935	$\alpha = 0.765$ , CR= 0.72
Emotion Regulation	0.899	$\alpha = 0.722$ , CR= 0.68
Student Well-Being	0.961	$\alpha = 0.715$ , CR= 0.69

## 4. RESULTS AND DISCUSSION

The results show that the null hypothesis is accepted ( $\chi^2 = 97,448$ ;  $p = 0.090$ ), which means there is no difference between the hypothesis model and the empirical model. GFI index of  $0.925 > 0.90$  indicates that the model is stated fit, so the major hypothesis of the research to test the empirical model of student well-being is tested. Fit models in this analysis is considered good. The result of chi square test is not significant ( $\chi^2 = 97,448$ ;  $p = 0,090$ ) which explains that the covariance matrix in the data is not different from the covariance matrix in the model. It means that the null hypothesis that there is no difference between the theoretical model and the empirical model is acceptable. Other model fit indexes also meet the standard. The GFI index of 0.925 is due to  $> 0.90$  (Hair et al., 2014), which indicates that the model is well-defined. The CFI and TLI indices of 0.976 and 0.969 are in good standing because they are worth more than 0.95. While the RMSEA value of 0.038 is good because it is less than 0.08. Among the many criteria for finding fit models, the researchers need to use 4 to 5 eligible criteria to avoid redundancy (Hair et al., 2014). Based on that opinion, the criteria of Chi square ( $\chi^2$ ), GFI, CFI, TLI, and RMSEA have met both criteria, so that the model is acceptable or appropriate. The fit of the model shows that bioeducational theoretical Bronfenbrenner's (Bronfenbrenner & Evans, 2000) can be used to explain the empirical model of student well-being. This theory emphasizes that the development of student well-being is determined by social context factors (school climate and parenting) and individual proximal development (academic motivation and emotional regulation). Further, it is to test the minor hypothesis of the overall causal relationship between the research constructs. The results are described in Table 2 below.

**TABLE 2.**  
PATH COEFFICIENT TESTING RESULTS

Relationship	Path coefficient	C.R	signification	Status
School climate to Academic motivation	0.404	4.162	<0,001	Significant
Parenting to Academic motivation	0.346	3.453	<0.001	Significant
School climate to Emotion regulation	0.088	0.839	0.401	Not Significant
Parenting to Emotion regulation	0.310	2.721	0.007	Significant
Academic motivation to Emotion regulation	0.533	3.512	<0.001	Significant
School climate to Student well-being	0.438	3.941	<0.001	Significant
Parenting to Student well-being	0.286	2.450	0.014	Not Significant
Academic motivation to Student well-being	0,142	0.964	0.335	Not Significant
Emotion regulation to Student well-being	0.065	0.406	0.684	Not Significant

The result of path coefficient test from school climate to academic motivation is significant. This supports previous findings from Ryan et al., [20] which suggest that teacher support affects the students' academic motivation. An autonomy supportive teaching-learning environment can enhance interest, effort, and relatedness [21] that are part of the academic motivation study in this research. Major hypothesis test results show that the empirical model of student well-being is tested or fit or appropriate, with GFI index of  $0.925 > 0.90$ . This means that Bronfenbrenner's [22] model bioecological theory, seen from the context-specific perspective of well-being, can be used to explain the concept of student well-being in Indonesia. This suggests that the school climate and parenting styles as part of the microsystem in bioeducational theory have an effect on student well-being. School climate and parenting styles have a positive effect on academic motivation. Parenting styles and academic motivation have a positive effect on emotional regulation. Academic motivation as part of students' cognitive maturity has no direct effect on student well-being, but academic motivation is influenced by school climate and parenting styles. Likewise with emotional regulation, it has no direct effect on student well-being, but it is influenced by parenting styles and academic motivation. This supports the findings of Cohen and Hamilton [23], and Thapa [24] stating that the relationship and institutional environment that are part of the school climate, contribute to student safety. The teacher's positive relationship with the students in this study was obtained by the students through the verbal comfort that the teacher did when he or she entered the classroom with a smile. The phenomenon is perceived to provide academic

support to students. This supports previous research by Hagenauer et al [25] who found that joyful and cheerful teachers can motivate students to succeed in learning. The result of the second minor hypothesis test proves that there is a causal relationship between parenting styles and academic motivation ( $\beta = 0.346$ ;  $p < 0.001$ ). The results of this data analysis indicate that parenting styles positively and significantly affect academic motivation. This supports the findings of Deci & Ryan (2008) stating that parents become autonomous support through their control of children with high academic motivation. The result of the third minor hypothesis test proves that there is a causal relationship between school climate and student well-being. It shows that school climate positively and significantly affect student well-being. This supports the findings of Abdullah, Kong, and Talib [27] that positive social support from the environment positively correlates to academic, social, personal, emotional adjustment. The results of the fourth minor hypothesis test that states there is a causal relationship between school climate and emotional regulation are not passed, which means that school climate does not affect student's emotional regulation. It needs to be followed up with further research on the existence of emotional regulation training activities in schools dedicated to teachers and students. The fifth minor hypothesis test that states there is a causal relationship between parenting styles and emotional regulation is tested, which means that parenting styles is positively and significantly influenced by emotional regulation. This supports previous research findings that show that families as part of the social environment can affect students' emotions [27]. Family climates can increase the positive emotions of family members and contribute to improved emotional regulation [28]. The sixth minor hypothesis test that states that there is a causal relationship between academic motivation and student well-being is not passed. This means that academic motivation does not significantly affect student well-being. This means that behavior, thought and emotion cannot explain positive and negative affect in student well-being students. The seventh minor hypothesis which states there is causal relationship between academic motivation and emotional regulation is passed. It means that academic motivation positively and significantly affect the emotional regulation. This affirms that students who are better in the aspects of thought, behavior, and emotion, they will able to overcome social-emotional problems through the ability of emotional regulation identified through appraisal and suppression. Students who have high and low academic motivation will be able to regulate emotions well. The results of the Eighth minor hypothesis test suggesting that there is a positive causal relationship of emotional regulation to the student well-being is not passed. This finding can not prove the findings of Salovey et.al., [29] which stated that behavior is shaped by cognitive abilities and emotional skills. This is presumably because of the existence of school climate dominance and parenting styles that have influenced the student well-being in this research, thus it shifts the important role of emotional regulation. The result of the ninth minor hypothesis test stating that there is a positive causal relationship between parenting and student well-being is proven, it means that there is a positive and significant causal relationship of parenting styles which affects student well-being. It affirms the importance of social relationships within the family, which the warmth, behavioral control, and psychological autonomy that the child receives

from parents will form a positive social-emotional parent-child, thereby contributing to increasing the well-being. This supports the findings of Rohner et al [30] which suggest that anthropologists and psychologists through cross-cultural research find that there is a 25% variation in the outcome of the child comes from the parent's acceptance, such as the effect on the child's well-being.

## 5. CONCLUSION

The student well-being model with the concept of Bronfenbrenner theory seen from the context of the well-being is considered fit. The insignificance of three causal relationships requires a theoretical review of the variables studied, including the use of research instruments. However, the novelty of this research arises, precisely from causal relationships between existing variables, including the modification of the instrument as a measurement tool for research. However, there are some limitations in this research, including the sample was only taken from public high school students, so the data obtained only came from students under the Ministry of Education.

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