EMOTIONAL SELF-REGULATION AND PSYCHOLOGICAL WELL-BEING OF FOREIGN STUDENTS AT ADVENTIST UNIVERSITYOF THE PHILIPPINES AND CAVITE STATE UNIVERSITY

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Background: Studying abroad, the complexity, and uncertainty of university challenges, such as academic workload, finance, examinations, family economic instability, unemployment, societal insecurity, and emotional, and mental health, students are subjected to stress which threatens their psychological well-being. Hence, students' strong awareness and use of emotional self-regulation could benefit them in reducing the impact of stress, negative thinking, and feelings, and improvement of their psychological well-being.

Methodology: Descriptive correlational research design and purposive sample technique methods were used in this significant study. The study was conducted among 227 participants who completed all the survey questionnaires, 49.8% were female whereas 50.2% were male. While the Self-Regulation Inventory, and Ryff scales of psychological well-being were used to gather the primary data for the study. The statistical treatment used were mean, frequency, standard deviation, and Spearman rank-order correlation.

Result: Research findings showed that participants had a high level of emotional self-regulation. Though, the result equally revealed that the participants had a high score on assertiveness. The study also showed there was a significant relationship between emotional self-regulation, and the psychological well-being of the participants.

Implication: Based on the high score in assertiveness, there is a practical implication on the promotion of autonomy and self-confidence in schools since it could foster emotional self-regulations of students. This is significant because it may help the respondents become conscious of their emotions and how to modulate it to improve their psychological well-being.

Keywords: International Students, Emotional Self-regulation, Psychological Well-being.

INTRODUCTION

This study addressed gaps in the literature by focusing on the interrelation of emotional self-regulation, and psychological well-being of foreign (international) students studying in universitiesin the Philippines.

Studying abroad as a foreign or international student is cumbered with emotional and mental health challenges and uncertainties. Correspondingly, Zimmer-Gembeck and Skinner (2008) submitted that adolescence and even adults' lives are characterized by the reconfiguration of relationships with peers and family, increased academic stresses, pressures to choose career paths, among other individual challenges.

Subsequently, successful adaptation appears to depend upon the ways in which individuals manage their emotions, think constructively, regulate, and direct their behaviors, and modify their contexts to change or diminish sources of stress (Zimmer-Gembeck& Skinner, 2011). Subsequently, international students' demonstration of emotional self-regulatory abilities can play a central role in buffering their psychological well-being.

Hu, Zhang, Wang, Mistry, Ran, and Wang (2014) meta-analysis study on emotion regulation and mental health in terms of life-satisfaction, positive affect, depression, anxiety, and negative affect found a significant and positive correlation with cognitive reappraisal and expressive suppression. Similarly, Verzletti and associates (2016) correlation and regression results showed that a greater reliance on cognitive reappraisal was positively associated with better well-being outcomes in terms of life satisfaction, social support perception, and positive affect.

However, the inability to regulate felt emotions can trigger irrational expressions and cause us to inappropriately chose a risky course of action. Consequently, that may impact and disrupt interpersonal relationships and interactions with peers, significant others like teachers and hinder well-being functioning. Nevertheless, Aldao, Nolen-Hoeksema, and Schweizer (2010) suggested that regulating one's emotions is necessary to appropriately respond to environmental demands.

Furthermore, it happens that extant literature reviews stress the complexity of the emotional regulation construct, its multidimensionality, and thus the need to consider its many facets, such as distinguishing between implicit and explicit processes in relation to goal accomplishment, or considering the effects on emotion regulation contextual variables, eliciting situation, and individual characteristics, and analyzing the interactions among such facets (Aldao, Sheppes, & Gross, 2015; Aldao &Tull, 2015; Ford & Mauss, 2015).

Furthermore, there are notable studies performed on the concept of well-being and a life well-lived but much of the studies focused on ill-health rather than positive well-being and functioning capacity of people (Ryff & Singer, 2008). Theoretically, in the idea of Ryff and Singer (2008), well-being relates to growth and human fulfillment and has consequences for health.

Besides, tailoring from the growing interest in studying well-being across cultures, Van Dierendonck, Díaz, Rodríguez-Carvajal, Blanco, and Moreno-Jiménez (2008) emphasized the importance of gathering more research results on the soundness of the Ryff psychological well-being (RPWB) constructs. Also, there is the suggestion that the results of the six factors of psychological well-being conceptualized by Carol Ryff are totally inconclusive (Henn, Hill, & Jorgensen, 2016).

Apparently, this study view well-being as psychological and mental processes necessary for healthy living. Although Van Dierendonck et al. (2008) disclosed that people have always sought out to know what good life entails and this good life has consequently been directly linked to both well-being and happiness (Van Dierendonck et al. 2008).

It follows that Deci and Ryan (2008) research regarding well-being suggested that well-being can be divided into hedonic and eudaimonic approaches. While Kashdan, Biswas-Diener, and King (2008) cautioned against differentiating between hedonic and eudaimonia within well-being research and stating that the distinction does not translate well to science (Kashdan et. al. 2008).

Nonetheless, from the subjective and hedonic perspective, psychological well-being according to Weiss, Westerhof, and Bohlmeijer (2016), is the result of an internal state that an individual experiences on a subjective temporal plane, and it's associated with high levels of positive affect and life satisfaction (Weiss et al., 2016). Consequently, it focuses on subjective experiences of well-being relating to components of happiness, life satisfaction, and positive affect (Henn et al., 2016).

In contrast, from the eudaimonic and objective perspective, psychological well-being is described as a process of self-realization through which individuals advance overtime to overcome challenging circumstances of life. Subsequently, Berzonsky and Cieciuch (2016) posited that it is not associated with results but with capacities (Díaz. Stavraki, Blanco, & Gandarillas, 2015; Urquijo, Extremera, & Villa, 2016).

However, Waterman (2008) responding to that argument, attested that hedonic and eudaimonia embody and are somehow inter-related but reliably distinguishable and qualitatively distinct conceptions of happiness making independent contributions to an array of outcome variables. Nevertheless, this study endorses the eudaimonia aspect of well-being that aligns with positive psychology.

Theoretical Framework

This study was anchored on theories, the self-regulation theory of Ibanez et al., (2005), and the psychological well-being theory of Ryff, (1989).

Students generally experience a lot stresses associated with academics and the challenges of environmental uncertainties. Accordingly, Zimmer-Gembeck and Skinner (2011) posited that successful adaptation is subjective to how a person or people manage their emotions, think constructively, regulate, and direct their behaviors, and modify their contexts to change or diminish sources of stress (Zimmer-Gembeck et. al., 2011). Consequently, duty demands that adolescents' self-regulatory abilities can play a central role in personal life functioning, resilience, and overall well-being advancement (Elliot, Thrash, & Murayama, 2011; Hofer, Busch, & Kärtner, 2011).

Nevertheless, the process model of emotion regulation is based upon the modal model of emotion. The modal model of emotion suggested that the emotion generation process occurs in a particular sequence over time (Gross, 1998). Accordingly, the process starts with a situation which is the real or imagined issue that is deemed emotionally relevant. Then gravitates into paying attention which means a sequence directed toward the emotional situation. The process continues with the concept of appraisal sequence which implies an emotional situation that is evaluated and interpreted. However, response is the last concept which refers to an emotional response that is generated, and that gives rise to loosely coordinated changes in the experiential, behavioral, and physiological response systems of an individual.

However, the complexities associated with adolescence and adults who are studying abroad demand a high level of self-discipline. Therefore, the adolescence self-regulation inventory (ASRI) which is a theoretically based questionnaire that taps two temporal aspects of self-regulation (regulation in the short-and long-term) was utilized for

this study. This theoretical adaptation was made because theorists posit that adolescents can regulate their actions and emotions in the immediate or short-term context in order to attain long-term goals (Demetriou, 2000). This is imperative for international students' studies and psychological functioning if they must become successful in their academics and maintain their life goals of achieving psychological well-being as well as graduation from a chosen program.

Psychological Well-being

The construct of psychological well-being is a deviation from the pathologic nature of dwelling on the negativity of human health of diseases and ill-health. Interestingly, psychological well-being focuses on the meaningful functioning of the mental health of people. Although, philosophically, the notion of well-being is approached from two polarization of hedonism and eudaimonism.

Hedonic and Eudemonia Approach

The philosophical and theoretical underpinning of well-being has been derived from two general perspectives. That is the hedonic approach which focuses on happiness and defines well-being in terms of pleasure attainment and pain avoidance (Ryan & Deci, 2001). The other is the eudaimonic approach which focuses on meaning-making and self-realization and defines well-being in terms of the degree to which a person is fully functioning (Ryan et. al., 2001). These two views have given rise to different research foci and a body of knowledge that was in some areas divergent and in others complementary.

Besides, there is notable disagreement pertaining to the nature and pursuit of happiness and well-being which technically resulted in the establishment of two opposing philosophical traditions, the hedonic and eudaimonia (Grinde, 2012). The hedonic perspective suggested that maximizing one's pleasurable moments was the pathway to happiness, whilst eudaimonic advocates argued that living a life of virtue and actualizing one's inherent potential is the gateway to well-being (DelleFave, Massimini, &Bassi, 2011b).

These philosophical traditions had since been translated to contemporary psychology for the development of a science of well-being. Nevertheless, Kashdan, Biswas-Diener, and King (2008) disclosed that the translation of philosophical ideas to psychological constructs has not been without contention, and the usefulness or even existence of such a distinction has been debated at length (Kashdan et. al., 2008; Waterman, 2008).

On the other hand, the eudaimonic tradition is often contrasted with and considered philosophically opposed to the hedonic tradition (Deci & Ryan, 2008). The historical reckoning of this construct traces Aristotle and has also been linked to other ancient philosophers such as Plato and Zeno of Citium (Grinde, 2012). Aristotle proclaimed that living a life of contemplation and virtue, in accordance with one's inherent nature (living authentically, or in truth to one's 'daimon') was the pathway to well-being (Norton, 1976).

Interestingly, Aristotle distinguished between pleasure and the good life, at times denigrating hedonism as a vulgar ideal, as he believed it made humans the slaves of desires. In essence, positive emotional experiences were not central to Aristotle's conception of a good life, though he did acknowledge that often the result of eudaimonic action was a hedonic pleasure (Kashdan et al., 2008).

However, to construct a theory that joins philosophical questions with scientific empiricism, Carol Ryff mined for building blocks in a diverse selection of well-being theories and research, ranging from philosophical virtue as propagated by Aristotle to John Stuart Mill on liberty and freedom, and humanistic theory of Abraham Maslow on human essential needs satisfaction and self-actualization to the psychodynamic theory of Carl Jung on the concept of self-realization as the ultimate goal of human development. Accordingly, Ryff (1989) identified the recurrence and convergence across these diverse theories, and these intersections gave the foundation for a new model of well-being.

Thus, Ryff's (1989) model of psychological well-being differs from past models in one important way because well-being according to her is multidimensional and not merely about happiness or positive emotions (Ryff, 1989). Besides, Ryff (1989) added that a good life is balanced and whole, engaging each of the different aspects of well-being, instead of being narrowly focused.

Consequently, the researchers heralding the positive psychology views of well-being, this study conceptualized the six dimensions of psychological well-being heralded by Carol Ryff which are autonomy, environmental mastery, personal growth, positive relationships with others, purpose in life, and self-acceptance (Ryff, 1989). The role of this theory is to help elicit support on how the influence of emotional self-regulation on the psychological well-being of international students.

Methodology

This section discussed the methods that were used in the collection and analysis of data to answer the primary and secondary research questions of the study. It explains the research design, sampling techniques, and data collection methods that were used; and describes how data collected from the research were analyzed. Accordingly, qualitative and quantitative research methods were used in carrying out this research. However, the overall approach was quantitative because the method is more scientific in nature given that statistics is its bedrock for data analysis and imperatively saves time and effort in describing research findings.

Research Design

Descriptive correlational and inferential research design methods were used in this study. Descriptive statistics are the basic measures used to describe survey data and this implies descriptions of study variables and the associated survey sample. Examples of descriptive statistics for survey data include frequency and percentage response distributions, measures of central tendency (which include the mean), and dispersion measures (standard deviation), which describe how close the values or responses are to the central tendencies.

On the other hand, inferential statistics offer more powerful analyses to be performed on the survey data. As the name suggests, this branch of statistics is concerned with making inferences about social phenomena as perceived by research subjects.

Hypothesis

H0: Emotion self-regulation will be significantly correlated with higher levels of psychological well-being.

Sources of Data

The researchers sought permission from the registrar of the universities through a letter addressed to the University registrar signed by the researcher and noted by the adviser (mentor) before conducting the research. The permission letter contained the purpose of the study and that was followed by a preliminary survey to determine the number of participants for the study. After determining the number of participants, the researcher gave a consent form to seek the voluntary participation of the participants in the study.

Participants of the Study

Participants for this study consisted of 227 (male, 113 and female, 114) selected foreign students at Adventist University of the Philippines and Cavite State University, Indang, Cavite. The age ranged from 16 to 40 years old and students were asked to take part voluntarily.

Sampling Technique

A purposeful sampling technique was implemented to identify the participants for this study. This was used because it helped the researchers to rely on their own judgment when choosing members of the population to participate in the study. Methodologically, this approach is a non-probability sampling method, and it occurs when the elements selected for the sample are chosen by the judgment of a researcher. Researchers often believe that they can obtain a representative sample by using sound judgment, which may result in saving time and money (Black, 2010) and is a technique used to select individuals that may purposefully contribute to the answering of research questions (Creswell, 2007).

Research Instruments

The scales used in the study were adopted with permission from the developers because of its high credibility and reliability as established by past studies.

The emotional self-regulation was assessed using the Self-Regulation Inventory- (SRI -25; Ibanez et al., 2005). The scale consists of 25-items that measure self-regulation in five components of positive actions, controllability, expression of feelings and needs, assertiveness, and well-being seeking on a five-point Likert scale (ranging from 1 to 5). The scale's Cronbach alpha coefficients ranged from 0.74 to 0.92 for the 72-item form (Marcus et al., 2005) and from 0.68 to 0.84 for the 25-item form (Ibanez et al., 2005)

Psychological Well-being

The psychological well-being of the participants was measured using the Ryff scales of psychological well-being. The Cronbach alpha has been established with an internal consistency coefficient between 0.86 and 0.93 and the test-retest reliability coefficients for a subsample of the participants over a six-week period between 0.81-0.88 (Ryff, 1989). Also, Akin (2008) study on the instrument validity and reliability results showed a Cronbach alpha of 0.94 for autonomy, 0.97 for environmental mastery, 0.97 for personal growth, 0.96 for positive relations with others, 0.96 for purpose in life, and 0.95 for self-acceptance (Akin, 2008). These results demonstrated that the scales are valid and reliable to be used unquestionably. Hence, the scales were adopted for use in this study.

Statistical Treatment

The researcher used descriptive and inferential statistics as a method of analyzing sets of data. The researcher also used a weighted mean to determine the various ways mindfulness and self-regulation in relation to the psychological well-being of the participants.

Correlations was used to assess the relationships among the main continuous variables of interest. These analyses demonstrated the relationships between mindfulness, self-regulation, and psychological well-being. Spearman Rank Ordered Correlation was used to determine whether the null hypothesis should be accepted or rejected.

Ethical considerations

Observations of ethical standards was considered as significant and applied in the study. The researcher firstly debriefed the participants before carrying out the study, which is by explaining the whole purpose and process of the study before commencement and highlighting the importance of the research. In this research, the participants were given assurance of confidentiality, and no disclosure of personal information such as names, age, and the like to other students or third parties. Consequently, the study recognized and applied ethical considerations such as debriefing, informed consent, confidentiality, and data privacy observation.

RESULTS AND DISCUSSION
RESULTS

Table 1 shows that gender frequency of participants. Male were 113 (49.8%) while female was 114 (50.2). This showed that both male and female were approximately 50% each. This implies that both male and female were equally represented in the study.

Table 1. Frequency distribution of the demographic variables of the respondents

Demographic Variables		Frequency	Percentage
Gender	Male	113	49.8
	Female	114	50.2
Total		227	100.0
Age	18 to 20	73	32.2
	21 to 25	112	49.3
	26 to 30	24	10.6
	31 and above	18	7.9
Total		227	100.0
Academic year level	First Year	56	24.7
	Second Year	56	24.7
	Third Year	49	21.6
	Fourth Year	66	29.1
Total		227	100.0
Estimated family income	₱8,000 and below	36	15.9
	₱8,001 to 12,000	26	11.5
	₱12,001 to 20,000	41	18.1
	₱20,001 and above	124	54.6
Total		227	100.0
Nationality	Asian	74	32.6
	African	93	41.0
	Others	23	10.1
	No Response	37	16.3
Total		227	100.0

The results equally show the age frequency of participants whereby the age bracket of 21 to 25 years were 112 (49.3%) followed by 18 to 20 (32.2%) years while 26 to 30 were 24 (10.6), and 30 and above years of age were 18 (7.9%). This result showed that the age bracket of 21 to 25 years old were the highest participants in the study whereas ages 30 and above were the lowest.

The result showed that fourth-year participants were 66 (29.1%) followed by second-year and first-year who were 56 (24.7%) respectively while third-year was 49 (21.6%). Thus, results showed that the fourth year was the highest participants in this study seconded by the second and first year respectively. On the contrary, the third year was the lowest number of participants in this study as shown by the result.

Also, the results show that eight thousand and below pesos was 36 (15.9%), eight thousand and one to twelve thousand pesos was 26 (11.5%), twelve thousand and one to twenty thousand pesos was 41 (18.1%), and twenty thousand and one and above was 124 (54.6%). Hence, results showed that twenty thousand and one and above (54.6%) pesos were the highest parental estimated monthly income while eight thousand and one and below (11.5%) pesos were the lowest participants' parental estimated monthly income.

Based on the countries that participated in the study, four subgroups emerged. Asian, African, others, and no response. Other strands for participants from the United States of America, the United Kingdoms, and any other country that does not belong to Asia and Africa continents. Moreover, no response means those participants who did not indicate their nationality. As a result, Asians were 74 (32.6%), Africans were 93 (41.0%), others were 23 (10.1%) and no response was 37 (16.3). Thus, the result showed that Africans were the highest participants seconded by Asians in this study. However, students from America and UK were the lowest.

Table 2 shows the descriptive statistics result of emotional self-regulation. Positive actions had a mean score of 3.70 and standard deviation score of 1.047, controllability had a mean score of 2.92 and a standard deviation score of 1.172, expressing of feelings had a mean score of 3.84 and standard deviation score of 1.264, assertiveness had a mean score of 3.70 and standard deviation score of .840, and seeking well-being had a mean score of 4.39 and a standard deviation score of 4.39 and a standard deviation score of .927.

Table 2. Descriptive distribution statistics on emotional self-regulation

EMOTIONAL SELF-REGULATION	MEAN	SD	VERBAL INTERPRETATION
Positive Actions	3.70	1.047	High
Controllability	2.92	1.172	Average
Expressing of Feelings	3.84	1.264	High
Assertiveness	3.70	.840	High
Seeking Well-being	4.39	.927	High
TOTAL	**18.55**	**3.079**	**HIGH**

Table 3 shows the result of psychological well-being in terms of autonomy, environmental mastering, personal growth, positive relation with others, purpose in life, and self-acceptance. As shown from the table, autonomy got a mean score of 3.76 and a standard deviation score of 0.520 with a verbal interpretation of "Slightly High". Environmental mastery got a mean score of 3.94 and standard deviation score of 0.690 with the verbal interpretation of "Slightly High."

Personal growth got a mean score of 4.36 and standard deviation of 0.824 with a verbal interpretation of "High", positive relationships with others got a mean score of 4. 08 and standard deviation score of 0.844 with a verbal interpretation of "Slightly High", purpose in life got a mean score of 4.35 and standard deviation of 0.837 with a verbal interpretation of "Slightly High", and self-acceptance got a mean score of 4.08 and a standard deviation score of 0.797 with a verbal interpretation of "Slightly High".

Table 3. Descriptive distribution statistics of psychological well-being

PWB VARIABLES	MEAN	SD	VERBAL INTERP.
Autonomy	3.76	0.520	Slightly High
Environmental Mastery	3.94	0.690	Slightly High
Personal Growth	4.36	0.824	High
Positive Relation with others.	4.08	0.844	Slightly High
Purpose in life	4.35	0.837	Slightly High
Self-Acceptance.	4.08	0.797	Slightly High
TOTAL	**4.09**	**0.557**	**Slightly High**

Table 4 shows the correlation between emotional self-regulation in terms of the positive actions subscale and the psychological well-being of participants. Autonomy had a correlation coefficient score of .140 and a p-value score of .035, environmental mastery had a correlation coefficient score of .258 and p-value score of .000, personal growth had a correlation coefficient score of .044 and p-value score of .510, positive relation with others had correlation coefficient score of .188 and p-value score of .005, purpose in life had correlation coefficient score of .098 and p-value score of .141, and self-acceptance had correlate coefficient score of .219 and a p-value score of .001.

Moreover, the correlation between emotional self-regulation in terms of the controllability subscale and the psychological well-being of participants. Autonomy had a correlation coefficient score of -.155 and a p-value score of .020, environmental mastery had a correlation coefficient score of -.269 and p-value score of .000, personal growth had a correlation coefficient score of -.177 and p-value score of .008, positive relation with others had correlation coefficient score of -.270 and p-value score of .000, purpose in life had correlation coefficient score of -.160 and p-value score of .016, and self-acceptance had correlate coefficient score of -.170 and a p-value score of .010.

Also, the correlation between emotional self-regulation in terms of expression of feelings and needs subscale and psychological well-being of participants. Autonomy had a correlation coefficient score of .180 and a p-value score of .007, environmental mastery had a correlation coefficient score of .228 and p-value score of .001, personal growth had a correlation coefficient score of .021 and p-value score of .750, positive relations with others had a correlation coefficient score of .201 and p-value score of .002, purpose in life had correlation coefficient score of .116 and p-value score of .081, and self-acceptance had correlate coefficient score of .248 and a p-value score of .000.

Table 4. Correlation between emotion self-regulation (positive actions) and psychological well-being

Psychological Well-Being	Spearman Rank Correlation Coefficient	P-Value	Remarks
Autonomy	.140	.035	Reject Ho
Environmental	.258	.000	Reject Ho
Personal Growth	.044	.510	Accept Ho
Positive Relation with Others	.188	.005	Reject Ho
Purpose in Life	.098	.141	Accept Ho
Self -Acceptance	.219	.001	Reject Ho
TOTAL	**.210**	**.001**	**Reject HO**
emotion self-regulation (controllability) and psychological well-being			
Autonomy	-.155	.020	Reject Ho
Environmental	-.269	.000	Reject Ho
Personal Growth	-.177	.008	Reject Ho
Positive Relation with Others	-.270	.000	Reject Ho
Purpose in Life	-.160	.016	Reject Ho
Self -Acceptance	-.170	.010	Reject Ho
Total	**-,272**	**.000**	**Reject H0**
emotion self-regulation (expression of feelings and needs) and psychological well-being			
Autonomy	.180	.007	Reject Ho
Environmental	.228	.001	Reject Ho
Personal Growth	.021	.750	Accept Ho
Positive Relation with Others	.201	.002	Reject Ho
Purpose in Life	.116	.081	Accept Ho
Self -Acceptance	.248	.000	Reject Ho
Total	**.209**	**.002**	**Reject H0**

Table 5 shows the correlation between emotional self-regulation in terms of the assertiveness subscale and the psychological well-being of participants. Autonomy had a correlation coefficient score of .137 and a p-value score of .040, environmental mastery had a correlation coefficient score of .036 and p-value score of .594, personal growth had a correlation coefficient score of -.119 and p-value score of .074, positive relations with others had correlation coefficient score of .046 and p-value score of .487, purpose in life had correlation coefficient score of -.077 and p-value score of .251, and self-acceptance had correlate coefficient score of .099 and a p-value score of .138.

Besides, the correlation between emotional self-regulation in terms of seeking well-being subscale and psychological well-being of participants. Autonomy had a correlation coefficient score of .157 and a p-value score of .018, environmental mastery had a correlation coefficient score of .282 and p-value score of .000, personal growth had a correlation coefficient score of .143 and p-value score of .032, positive relations with others had correlation coefficient score of .180 and p-value score of .006, purpose in life had correlation coefficient score of .201 and p-value score of .002, and self-acceptance had correlate coefficient score of .218 and a p-value score of .001.

Table 6. Correlation between emotional self-regulation (assertiveness) and psychological well-being

Psychological Well-Being	Spearman Rank Correlation Coefficient	P-Value	Remarks
Autonomy	.137	.040	Reject Ho
Environmental	.036	.594	Accept Ho
Personal Growth	-.119	.074	Accept Ho

Positive Relation with Others	.046	.487	Accept Ho
Purpose in Life	-.077	.251	Accept Ho
Self -Acceptance	.099	.138	Accept Ho
TOTAL	**.011**	**.873**	**Accept HO**
emotion self-regulation (well-being seeking) and psychological well-being			
Autonomy	.157	.018	Reject Ho
Environmental	.282	.000	Reject Ho
Personal Growth	.143	.032	Reject Ho
Positive Relation with Others	.180	.006	Reject Ho
Purpose in Life	.201	.002	Reject Ho
Self -Acceptance	.218	.001	Reject Ho
Total	**.266**	**.000**	**Reject H0**

DISCUSSION

The purpose of this study was to explore the influence of emotional self-regulation on the psychological well-being of international students.In terms of emotional self-regulation, considering these five components, the emotional self-regulation concept represented a coping style characterized by positive actions, controllability, expression of feelings and needs, assertiveness, and well-being seeking. As shown in the result, the participants scored "High" in positive actions, which means the capacity of carrying out activities and actions to solve a particular problem and acting in a way that makes the person feel positive emotions, such as excitement, and avoid negative emotions, such as unhappiness. Furthermore, the result showed that participants scored high in the expression of feelings and needs. This finding could be associated with the ability to identify and expression of needs, wishes, and feelings, both positive and negative participants.

Likewise, the high score on assertiveness comprises actions that allow the adequate satisfaction of one's own wishes and needs, and defense of one's own interests, autonomy, and self-confidence. Thus, it means that participants had good satisfaction, and were confident in expressing their wishes, needs, and demonstrated self-autonomy. In addition, participants scored high on well-being seeking which is related to the aim of achieving well-being through one's own resources and the regulation of behavior in order to feel satisfied with oneself and others.

However, the findings equally showed an average score on the construct of controllability which represented internal control attributions of both mood states and personal development, as opposed to external attributions (very close to the concept of locus of control). Accordingly, this means generally that the respondents could regulate themselves emotionally and could initiate solving problems and facilitating happiness, internal control attributions, identification, and expression of needs, wishes and feelings, autonomy and self-confidence, and satisfaction with oneself and others.

It follows that the result showed a significant correlation between emotional self-regulation in four subscales which were positive actions, controllability, expressing of feelings and needs, and well-being seeking and psychological well-being of participants. But there was no significant correlation between the assertiveness subscale and the psychological well-being of respondents. Thus, this means that the null hypothesis should be accepted paving way for the rejection of the alternative hypothesis.

This finding was consistent with Zimmerman and Kitsantas (1996) who posited that self-regulation reflects one's capacity to plan, control, evaluate, and adopt internal states to attain desired goals in changing and demanding environments. This implied that participants had conscious awareness of how to place a whip-check on their emotional self-regulation and avoid acting out and responding impulsively. This was further supported by Simon and Durand-Bush's (2014) study that self-regulation capacity did account for a significant amount of variance in all six dimensions of psychological well-being (Ryff & Keyes, 1995).

The study also showed that self-regulation capacity had a strong positive relationship with environmental mastery and purpose in life, which suggested that effective mastery of the environment and having a tangible purpose in life self-management skill is essential and could help international students as well professionals like teachers and mental health to fulfill and balance tasks and maintain a sense of direction in their work. While these results are in consonance with that of Simon and Durand-Bush (2014), a possible explanation may be the participants' high self-regulation capacity, which has been associated with increased well-being and coping in academic fields (Boekaerts & Corno, 2005; Hofer et al., 2011). It also corroborates previous research in which effective self-regulation skills were found to be predictive of health, well-being, and performance achievement (Zimmerman, 2000).

Furthermore, Zimmerman (2000) suggested that proactively regulating desired feelings, thoughts, and actions can allow individuals to not only protect themselves against recurring stressors but also achieve desired well-being goals and standards. The statistically significant main effects of self-regulation capacity on the outcome variables

support the theoretical hypothesis that developing self-regulation is pertinent for the functionality of psychological well-being. This may mean that having greater self-management competencies may help participants maintain a purposeful and meaningful life, and effectively manage the extensive personal and professional responsibilities they have in their daily life.

In education, self-regulation capacity was linked to several positive outcomes according to Hofer et al., (2011), university students with pronounced self-regulatory capabilities stand the chance to accrue higher levels of well-being. Similarly, the findings gain support from Park et al., (2013) who observed that self-regulation competence was significantly related to positive adjustment, lower depression, anxiety, and stress among university students.

By extension, the findings of this paper were buttressed by Tangney, Baumeister, and Boone (2004) studywhich disclosed that students' self-control, self-regulation, low psychopathological symptoms, and better interpersonal relationships are imperative in having psychological functioning. Conversely, a diminished capacity to self-regulate has been linked to negative well-being outcomes (Hustad et al., 2009). Apparently, ineffective self-regulation is a risk factor for adverse consequences such as engaging in antisocial behaviors, indulging in smoking, and alcohol use among college students.

In the context of health, self-regulation capacity empowers people with the ability to cope and adapt to health threats successfully (Leventhal et al., 2003). Besides, the high level of emotional self-regulation scores and the positive correlations align with the emotion regulation skills model that emotional awareness, emotional identification, and labeling, correctly interpreting body feelings related to emotions, conceptualizing their abilities as an interaction adapted to the situation are indispensable in achieving psychological well0being (Bertking, 2010).

Additionally, the findings garner collaboration from Bertking (2010) that understanding the external and internal orientations of emotions, confronting negative emotions in order to achieve important goals, active negative emotions to change, accepting unchangeable negative emotions, as well as tolerating negative emotions, and supporting oneself compassionately in troubled situations are essential traits in developing stable health and well-being (Bertking, 2010).

In the conception of Koole (2009), as people learn new and even stronger ways to regulate their emotions, they can enrich their emotional lives (Koole, 2009). This implies gaining emotional maturity and the ability to accommodate people who may be causing unpleasant situations in our lives. Conversely, Bertking and Lukas (2014) submitted that the lack of emotion regulation skills causes the emergence of various mental health problems and the continuation of these problems (Berking & Lukas, 2015). The findings introduce the importance of goal orientation, and the intrinsic value of motivation that is necessary and has a positive role in well-being promotion and reduction in anxiety, depression, and acting out which are negatively associated with the development of psychological well-being.

Accordingly, Sandars and Cleary (2011) based on study findings postulated that self-regulation competence offers exciting potential for improving academic and clinical performance in medical students. Stitching the findings together, it cascades that for international students to amass psychological well-being functioning, they must practice modulating their emotions through mindfulness of accepting their present state of life affairs and be focused on their academic goals than on challenging environmental, social, and health issues that may be detrimental to psychological well-being development.

CONCLUSION

The purpose of this study was to investigate perceivedemotional self-regulation, and psychological well-being of foreign students at Adventist University of the Philippines and Cavite State University and to determine the relationship between self-regulation influences on the participants' psychological well-being.

Research findings showed that participants hada high level of emotional self-regulation which helped them to ameliorate their psychological well-being. The study also showed that there was a significant relationship between self-regulation, and the psychological well-being. However, it was suggested that participants improve their level of emotional self-regulationin order to becomeless assertive. This may helpbalance their psychological well-being as well as helping to become more controllable, compassionate, honest/authentic, and non-reactive.

Theoretical and Practical Implications

Theoretically, the research findingsare significant in the field of education and psychology as it contributes to the generalization of studies on the emotional self-regulation of students, especially international students. The findings have shown that emotional self-regulation is important to improve the students' social, emotional, and psychological well-being which ultimately can lead to the improvement of academic success. Mental health challenges are a rising issue and leaders in this field have measured the positive effects mindfulness has on student behavior in the classroom. These findings are relevant as it reinforces existing literature in this field and equally mitigates against not generalization of studies on this topic as was pointed out in (Ryan & Deci 2003; Grant et. al. 2004).

LIMITATIONS

However, the paper was limited by the one method (quantitative) applied and the number of universities included in the study. Therefore, future studies can extend this study findings to other higher education institutions in Cavite and other provinces in the Philippines. That may help in having a complete picture of the international students' emotional self-regulation status and its association to their psychological well-being.

Also, future studies should hone on the most effective emotion self-regulation methods that can be fostered in for students. Specifically, the research should look at the length of time, frequency, and time of day teachers should implement practices in their classrooms.

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