

## The Influence of Social Support and Self-esteem on Subjective well-being of High School Student in Bandung City

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### Abstract

This study aims to determine the effect of social support and self-esteem on subjective well-being of high school students in Bandung city. The author used a quantitative method with 455 respondents of high school student in Bandung. The instruments are Student Social Support Scale by Nolten (1994) modified by Malecki and Elliott (1999) to measure the social support of parents and peers, The Three Esteem Dimensions compiled by Stets and Burke (2014) modified by Adiba (2020) to measure self-esteem, the Scale of Positive and Negative Experience (SPANE) and Satisfaction with Life Scale (SWLS) which have been modified by Adzhani (2019) to measure subjective well-being. The data analysis technique is linear regression and multiple regression. This research found that: 1) There is a significant effect of social support and self-esteem on subjective well-being; 2) There is a significant effect of parental social support on subjective well-being; 3) There is a significant effect of peer social support on subjective well-being; 4) There is a significant effect of self-esteem on subjective well-being.

**Keywords:** *high school student, self-esteem, social support, subjective well-being*

### Introduction

Adolescence stage is a very drastic change in human development, filled with conflict and mood swings called the 'storm-and-stress' period (Stanley, 1904; Santrock, 2012). They have developmental tasks of seeking identity and also have to deal with stressful events (Gates, 2007; Desmita, 2008; Santrock, 2012; Ma, Zeng and Ye, 2015).

Adolescents are often depressed in their transition to adulthood stage (Aditya, 2017). One of the most stressful periods for adolescents is high school period. At this time, they are often confused and cannot determine their attitude in life. Therefore, they can conduct deviant behaviors and have high feelings of unhappiness (Azizah, 2013). This period is also often considered as a problematic age (Rhesaroka and Wiwien, 2015).

Life pressures, hormonal, and social challenges faced by adolescents lead to vulnerability to mental health problems, such as anxiety to depression (Joronen, 2005; Ma, Zeng and Ye, 2015), so that this period is called a critical and sensitive period that demands reorganization of appearance, behavior, thoughts as well that also bring opportunities as well at risks (Steinberg and Morris, 2001; Ronen, Hamama, Rosenbaum, and Mishley-Yarlap, 2014). Adolescent vulnerability to mental health problems is a risk factor for subjective well-being (Nolen-Hoeksema and Hilt, 2013).

Subjective well-being or happiness is one of the main factors that a person looks for most in life (Herbyanti, 2009). The main purpose of life is to achieve happiness (Frey and Alois, 2010). Diener (2000) calls subjective well-being as an individual's subjective assessment of his own life cognitively and affectively. Subjective well-being is an important factor as the main goal of life and also as an optimal tool to develop and function in life (Herbyanti, 2009; Ronen et al., 2014). Broadly, subjective well-being is also defined the same as happiness or what Diener (2000) calls the science of happiness (Ma, Zeng, and Ye, 2015).

During adolescents period, happiness is a stimulus that can help overcome the problems experienced by adolescents. They who have high happiness tend to have the motivation, enthusiasm, and encouragement to do anything more optimally, while others who have low levels of happiness often cannot focus, find it difficult to concentrate, and likes to close themselves off (Sativa and Helmi, 2013).

One of the research studies on happiness is the worldwide happiness index conducted by World Happiness (2022) which places Indonesia in the 87th happiest country out of 149 countries, this is an increase from the previous 96th rank in 2018. The Central Statistics Agency (BPS) ) has released Indonesia's happiness index in 2021, where West Java has a happiness index of 70.23. Bandung city, as the capital of West Java based on research from Bapelitbang in 2017 had a happiness index of 73.42, up 0.15 from 2016 (Pikiran-Rakyat.com, 2017). This research from Bapelitbang also places teenagers as the happiest age group in Bandung.

According to those studies above showed that Bandung teenagers have high happiness. On the other hand, the level of juvenile delinquency in Bandung city is also high. News about juvenile delinquency in Bandung throughout 2022 is increasingly worrying. Throughout 2022, there have been various violence and destruction committed by motorcycle gangs (<https://area.sindonews.com> page on July 13, 2022), regarding attacks residents during Eid al-Adha on July 9, 2022, which was carried out by a group of motorcycle gangs in the Sukajadi area. Then, on July 10, 2022, there was another beating on Lengkong Kecil street. In addition, the rate of drug abuse in the city of Bandung in 2021 increased ([bandung.go.id](http://bandung.go.id), 2021). The Bandung City BNN stated that drug abuse has increased to 2% from 2019. Furthermore, adolescents have a fairly large percentage of drug abuse, which is up to 21%. The Bandung Government has made efforts to launch 80 juvenile posyandu that one of the efforts to reduce the rate of juvenile delinquency in Bandung city ([liputan6.com](http://liputan6.com), 6 Juni 2022).

Those finding above are interesting because although the level of happiness is high among teenagers, the juvenile delinquency rate in Bandung is also quite high. According to Chaplin (2006), delinquency or deviation in adolescents can be triggered by feelings of unhappiness. Azizah (2013) also states that happy teenagers can solve life's problems and avoid problematic behaviors.

In 2021, researchers conducted a preliminary study on 200 high school students in Bandung city. Researchers founded the main sources of subjective well-being are peers, parents, and self-esteem. This finding was supported by research from Lipovčan and Marković in 2018 and research from Du King and Chi in 2017.

Self-esteem is an individual's assessment of how much he fulfills the self-concept that has been formed by himself and also the influence of others in his environment (Avcı, Yılmaz, and Koç, 2012). The formation of self-esteem has started long ago, but adolescence in particular is an important period in the formation of self-esteem (Mogonea and Mogonea, 2014; Prastuti, Purwoko, and Hariastuti, 2019).

Individuals who have high self-esteem tend to be more confident and more open to new thoughts and lifestyles, so that they have high subjective well-being due to higher satisfaction and happiness (Avcı, Yılmaz, and Koç, 2012). When individuals feel accepted in a group, they will get high self-esteem, so that they feel they have a high level of safety which leads to life satisfaction. Self-esteem is closely related to subjective well-being (Manna, Falgares, Ingoglia, Como, and Santis, 2016; Du, King and Chi, 2017). Self-esteem related to subjective well-being can also be seen from the results of research conducted by Avcı, Yılmaz, and Koç (2012) showing that there is a significant positive relationship between self-esteem and subjective well-being. Another study by Zhang et al. (2019)

Another most important factor in predicting subjective well-being is social support (Ryan and Willits, 2007; Thomas, 2010; Brannan, Biswas-Diener, Mohr, Mortazavi, and Stein, 2013; Brajša-Žganec, Lipovčan, and Marković, 2018). Individuals who have strong supportive relationships with others tend to be able to develop and achieve more optimal psychological well-being (Brannan et al., 2013).

Social support is a belief and experience that individual feels valued, respected, cared for, and supported by the environment, as well as how much individual satisfy with the support given to him (Adyani, Suzanna, Safuwani, and Muryali, 2018; Brajša-Žganec, Lipovčan, and Marković, 2018). Sources of this social support can be parents and peers. Both have their respective roles in contributing to social support. Their positions also differ as individuals age (Brajša-Žganec, Lipovčan, and Marković, 2018). Since childhood, parents are the main social support. The importance of the position of sources of social support differ in several countries with different cultures (Brannan et al., 2013). Individual life satisfaction is influenced by support from various sources, such as support from parents and peers (Tarigan, 2018).

**Methods**

The method used in this research is quantitative. The approach used is a causal approach, aiming to find reasons or factors that predict a situation that 'already exists' or 'already happened' (Mertler, 2016). This research have 3 variables. The first variable is social support defined as prosocial behavior or attitudes from various sources directed at individuals with a view to strengthening and improving interpersonal relationships (Nolten, 1994). The second variable is self-esteem defined as an individual's attitude that is positive or negative towards himself (Rosenberg 1979). These positive and negative assessments are very important in determining individual self-esteem (Stet and Burke, 2014). The third variable is subjective well-being defined as an individual's affective and cognitive assessment of his own life (Oishi, Diener, and Lucas, 2007). The first and the second variable are independent variables. Social support as independent variable have two types social support, namely parental social support (X1A) and peer social support (X1B).The self esteem is the second independent variable (X2). Subjective well being as the third variable is dependent variable (Y) . The research model described bellow:

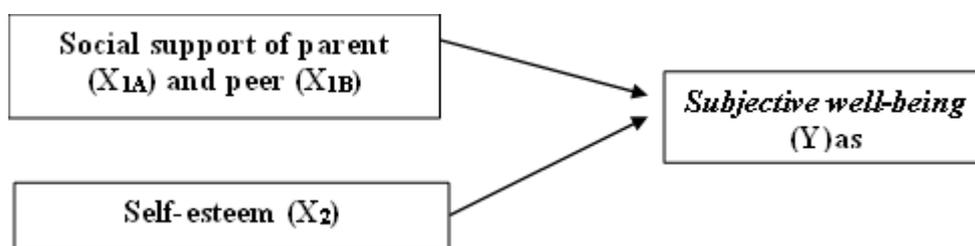


Figure 1. Research Model

The population is adolescents aged 15 to 19 years, who are in high school in Bandung city. The sampling technique is non-probability sampling with purposive sampling technique. The number of high school students in Bandung city is 58,865 (Central Statistics Agency of Bandung). The base of Isaac and Michael model there 385 participant.

**Results**

Table 1. Overview of subjective well-being

Category	Frequency	%
Very low	39	9
Low	87	19
High	174	38
Very High	155	34
Total	455	100

The table 1 shows A total of 39 respondents (9%) have very low subjective well-being. A total of 87 respondents (19%) have low subjective well-being, 174 respondents (38%) have high category, and 34% or 155 respondents have subjective well-being in very high category.

Table 2. Regression analysis of social support and self-esteem on subjective well-being

Model	Sum of squares	df	Mean square	F	Sig.
Regression	34095.308	2	17047.654	229.656	0.000
Residual	33552.472	452	74.231		
Total	67647.780	454			

The table 2 shows a significant value of 0.000 <0.05, meaning that there is a significant effect of social support (X1) and self-esteem (X2) on subjective well-being (Y). There is an effect of social support (X1) and self-esteem (X2) simultaneously on subjective well-being (Y).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.710 <sup>a</sup>	.504	.502	8.61575

The value of R Square is the result of multiplying the square of the value of R. R Square of 0.504 means that the effect of social support and self-esteem simultaneously on subjective well-being is 50.4% (R Square x 100%).

Table 3. Regression analysis of parental social support on subjective well-being

Model	B	Sig.	R	R Square	F	Sig.
(constant)	21.319	.000				
Parental social support	.573	.000	0.576	0.332	225.197	0.000

The table 3 shows a significant value of 0.000 <0.05, meaning that there is a significant effect of parental social support (X1A) on subjective well-being (Y). The value of R Square is the result of multiplying the square of the value of R. R Square of 0.332 means that the effect of parental social support on subjective well-being is 33.2% (R Square x 100%). Table B (constant) which shows a score of 21,319 is a subjective well-being score if the score for parental social support is 0, while the B value for parental social support is 0.573, which means that every time there is an additional value of 1 for parental social support, the subjective well-being score increased by 0.573.

Table 4. Regression analysis of peer social support on subjective well-being

Model	B	Sig.	R	R Square	F	Sig.
(constant)	34.233	.000				
Peer Social Support	.315	.000	0.315	0.099	49.910	0.000

The table 4 shows a significant value of 0.000 <0.05, meaning that there is a significant influence of peer social support (X1B) on subjective well-being (Y). The value of R Square is the result of multiplying the square of the value of R. R Square of 0.099 means that the influence of peer social support on subjective well-being is 9.9% (R Square x 100%). Table B (constant) which shows a score of 34,233 is a subjective well-being score if the peer social support score is 0, while the B value for peer social support is 0.315, which means that every time there is an additional value of 1 for peer social support, the subjective well-being score increases by 0.315.

Table 5. Self-esteem regression analysis on subjective well-being

Model	B	Sig.	R	R Square	F	Sig.
(constant)	17.530	.000				
Self-esteem	.649	.000	0.652	0.426	335.538	0.000

The table 5 shows a significant value of 0.000 <0.05, meaning that there is a significant effect of self-esteem (X2) on subjective well-being (Y). The value of R Square is the result of multiplying the square of the value of R. R Square of 0.426 means that the effect of self-esteem on subjective well-being is 42.6% (R Square x 100%). Table B (constant) which shows a score of 17,530 is a subjective well-being score if the self-esteem score is 0, while the B value for self-esteem is 0.649 which means that every time there is an addition of 1 to self-esteem, the subjective well-being score increases by 0.649.

## Discussion

In general, social support and self-esteem have a significant effect on subjective well-being, where every increase in self-esteem and social support can predict an increase in subjective well-being.

The results show that social support and self-esteem can simultaneously have an effect of up to 50.4% on subjective well-being. This is in line with research from Tolewo, Kurnaningsih, and Setiawan

(2019) which states that social support and self-esteem have a major influence on subjective well-being. Social support and self-esteem have a very large influence on subjective well-being in adolescents (Nguyen et al, 2016; Damayanti, 2021).

The effect of parental social support on subjective well-being based on the results of the regression test shows that parental social support has an effect of 33.2% on subjective well-being. Each addition of 1 value to parental social support has the effect of increasing subjective well-being as much as 0.573. This parental social support was strengthened by descriptive test data which showed that 65% of the subjects in this study did have very high parental social support.

Furthermore, the influence of peer social support on subjective well-being. Peer social support has an effect of 10% on subjective well-being, with the addition of 0.315 for every 1 increase in peer social support. 59% of the subjects in this study had a very high category. There is a difference in peer social support based on gender. This is natural, according to research by Warris and Rafique (2009) the difference in peer support between men and women is very reasonable because women tend to be more open than men. In addition, Knoll and Schwarzer (2002) also confirm that women have more intimate interpersonal relationships while men tend to choose social support that can help increase their advantages and are often more related to the physical aspect (Zarbatany et al, 2004).

Meanwhile, self-esteem on subjective well-being shows that self-esteem has an effect of 42.6% on subjective well-being, with the addition of 0.649 for every 1 point increase in self-esteem on subjective well-being. This is in accordance with research from Du, King, and Chi (2017) which states that self-esteem has a strong bond with subjective well-being. Different kinds of self-esteem have different effects on subjective well-being. But in general, self-esteem has a positive relationship with subjective well-being. Demographically, 52% of the subjects in this study have a high level of self-esteem. Besides, there are differences between men and women. The difference in self-esteem in men and women often occurs because during adolescence men and women develop different self-esteem (Kamila, 2013). Generally, women put more emphasis on physical factors such as body image Guindon (2009).

In this study, self-esteem, parental and peers social supports have a significant effect on subjective well-being. This means that any increase in self-esteem value, social support from parents and peers can predict an increase in subjective well-being as well. One of the factors that can increase adolescent happiness is self-esteem because at adolescence individuals tend to develop higher self-esteem (Bleidorn et al., 2016). In addition, other research also states that parental social support (Bintang and Mandagi, 2021) and peers (Sardi and Ayriza, 2020) also have a large influence on subjective well-being.

## Conclusion

Teenagers are expected to be more familiar with subjective well-being and the aspects that can influence it, so that they can better understand how to apply it in everyday life. This is expected to be one of the factors to increase adolescent happiness.

Future researchers are expected to consider more predictors related to subjective well-being, especially in adolescents at high school age and to explore broader demographic data. According to these results, they can explain other findings that have not been explained in this study. Future researchers are also expected to find specific phenomenon regarding subjective well-being.

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