Subjective Wellbeing among High School Students: A Research on the Role of Emotional Maturity and Social Support

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Abstract

The government’s policy regarding the resumption of face-to-face schooling requires students to adapt to a new learning system. The situation faced by students will impact their psychological state, including their subjective well-being. Several factors predicted to play a role in subjective well-being are emotional maturity and social support. This research aims to investigate the role of emotional maturity and social support in subjective well-being among high school students in Karawang. The method used is a quantitative method by distributing an online questionnaire using Google Forms. The scales used were the Subjective Well-being Scale, Emotional Maturity Scale, and Social Support Scale. The research participants consisted of 287 respondents from grade X, XI, and XII who had undergone face-to-face learning after the government-imposed activity restrictions. The results of the data analysis using multiple linear regression techniques showed an F-value of 27.762 with a significance value of 0.000 < 0.005, indicating that the hypothesis in this research is accepted. This means that the emotional maturity and social support variables, together, have an influence on subjective well-being.

Keywords: Emotional Maturity, Social Support, Subjective Well-being, Students, High School

1. Introduction

The happiness of students will serve as a benchmark to determine whether a student is comfortable in a particular school, with the hope that the academic achievement of students will improve. Happiness has long been an object of research to observe and measure a condition, as individual satisfaction with oneself can lead to happiness. Students, as the young generation and the hope of society in the future, make schools strive to improve the quality of education. However, without realizing it, students tend to experience pressure and stress due to the impact of heavy school assignments, followed by strict and limited time for homework. This can have an impact on the subjective well-being of students.
The term subjective well-being is synonymous with happiness, and sounds more scientific [1]. The use of the term subjective well-being as a synonym for happiness is interchangeable. Happiness is a part of subjective well-being, which is a subjective view of an individual's overall life. Happiness is important and becomes a benchmark for the progress of education in Indonesia, and the happiness felt and evaluated by students themselves is called subjective wellbeing [2].

Subjective wellbeing is a scientific analysis of how individuals evaluate their lives, including a number of long past memories [3]. These evaluations involve an individual's emotional reactions to a number of life events, moods, and their assessments of satisfaction with life, meaning, and satisfaction in specific domains of life. Social support is needed as external support for students' happiness. Social support is important because humans, in general, have social needs to give feedback or emotional connections that provide satisfaction and can also be a mutual exchange of information that will make them not only grow physically but also develop cognitively [4]. Ultimately, it will increase the individual's happiness, in this case, it will increase the subjective well-being of the student themselves.

Early adolescents greatly need social support during the transition period to cope with the pressure and anxiety caused by various changes, developments, and demands of secondary school, so that they will be able to solve the problems faced and achieve subjective well-being [5]. It can be explained that social support is positively related to subjective well-being physical and mental health, social adjustment and success in school as well as achievement of goals and life purposes. Social support is the presence of others who can be relied upon to provide assistance, encouragement, acceptance, and attention, thus increasing the individual's well-being [6]. The social support received by those among the students will greatly help them to become happier. Subjective well-being will be achieved if the social support received is sufficient for students, both from peers and from schools and parents. Social support is related to subjective well-being because it is considered to influence the subjective well-being of students by providing encouragement and support from outside of themselves [7]. There are six things that can be used as the best predictors of happiness and life satisfaction, one of which is positive social relationships. Having positive friendships and engaging in positive activities will also increase happiness in each individual because there is no negativity. Therefore, social relationships will be created when there is social support and emotional intimacy.

The subjective well-being of adolescents is also related to social and emotional developmental issues, namely that the emotional intelligence of early adolescents, who are still unstable, combined with the increasingly broad social interactions of early adolescents, greatly influences their subjective health and well-being. Emotional intelligence and social interaction are interrelated and serve to guide individuals towards achieving subjective wellbeing. Subjective Well-Being is a broad concept that refers to all forms of an individual's life evaluation or emotional experience, such as satisfaction, positive affect, and low negative affect. To achieve subjective well-being, one can balance the emotional equilibrium between positive feelings associated with pleasant emotions and negative feelings associated with unpleasant emotions. Emotional turmoil in teenagers is caused by several influential factors, such as the surrounding environment of their residence, family, school, scope of friendship, and daily activities undertaken by teenagers.

The relationship between emotional maturity and Subjective Well-Being in late adolescent marriage among women, it shows that there is a significant positive relationship between emotional maturity and subjective well-being in late adolescent women [8]. This means that the higher the emotional maturity in women who get married in late adolescence, the higher their subjective well-being. Emotional maturity is a state or condition of reaching a level of maturity originating from emotional development, because the person concerned no longer displays emotional patterns appropriate for adolescents. Emotional maturity in adolescents is the ability of adolescents to express emotions perfectly and appropriately, use self-control, have independence, have self-consequences, and have high self-acceptance.

Many individuals spend their time and energy to achieve satisfaction in their lives. Subjective well-being focuses more on an individual's evaluation of their life. The evaluation referred to in this case includes cognitive and affective aspects. Subjective well-being is how individuals evaluate their lives. Subjective well-being involves evaluation of two components, namely cognitive and affective. High levels of subjective well-being are characterized by cognitive evaluation, namely high life satisfaction, as well as affective evaluation characterized by high positive affect and low negative affect [9].
Subjective well-being is a broad concept that refers to an individual's evaluation of their life or emotional experience, which is a combination of high life satisfaction, high positive affect, and low negative affect. Someone with high levels of subjective well-being is able to regulate their emotions and cope well with problems. Conversely, individuals with low levels of subjective well-being tend to feel unhappy, have negative thoughts and feelings, and may experience anxiety, anger, or even risk of depression [10]. This research aims to investigate subjective well-being in students based on factors from within the individual, namely emotional maturity, and factors from outside the individual, namely social support.

2. Literature Review

2.1. Subjective Wellbeing

Subjective well-being is a condition in which individuals are able to positively evaluate their life experiences and life satisfaction both cognitively and affectively [11]. Subjective well-being is a depiction of all forms of evaluation of one's life or emotional experiences, which includes satisfaction, positive affect, and low negative affect [12]. Subjective well-being is an affective and cognitive evaluation of an individual's well-being in life, which includes two aspects: positive response consisting of positive and negative feelings about the events experienced, and cognitive evaluation of satisfaction and the degree to which life needs are met, both generally and specifically in certain parts of an individual's life [13].

2.2. Social Support

Social support is a form of comfort, attention, appreciation, and assistance that individuals receive from others, which can be from individuals or groups. Social support is information and feedback from others that an individual feels loved, cared for, respected, honored, and involved in a network of communication and reciprocal obligations. Social support encompasses four aspects: emotional support, esteem support, instrumental support, and informational support [14]. Social support is assistance directed towards an individual and obtained from someone who is significant to that individual. Social support is one of the important things in maintaining the psychological state of individuals experiencing stress, which can have a positive influence and reduce psychological disorders [15].

2.3. Emotional Maturity

Emotional maturity is a state or condition of reaching a level of maturity in emotional development, as the individual no longer displays emotional patterns that are appropriate for children [16]. Emotional maturity means the ability to think about emotions that helps to increase the ability to master or control them. Emotional maturity in adolescents is the ability of adolescents to express emotions in a perfect and appropriate way by using self-control, independence, self-consequences, and having a high level of self-acceptance. Emotional maturity is the ability of adolescents to express emotions appropriately and appropriately with self-control, independence, self-consequences, and high self-acceptance [17]. Maturing emotional self refers to emotions that involve all areas of affective behavior by involving three aspects, biological, cognitive, and social. Emotional maturity is a process in which an individual continuously strives to achieve a healthy level of emotions, both intra-physically and interpersonally. Seven aspects of emotional maturity: Independence, Ability to accept reality, Adaptability, Ability to respond appropriately, Feeling safe, Empathy, and Anger management skills [18].
3. Research Methodology

3.1. Research Design and Subjects

The research method used in this research is quantitative with an associative approach. Quantitative research is an approach that emphasizes the analysis of numerical data collected through measurement procedures and processed using statistical methods. Meanwhile, the associative method is a research method that aims to determine the influence or relationship between two or more variables [19].

The subjects of this research were 287 high school students aged 15-18 years old from state high schools in Karawang who had undergone face-to-face learning after the government-imposed activity restrictions. The sampling technique used in this research was non-probability sampling with quota sampling. Quota sampling is a technique for determining a sample from a population that has specific characteristics up to the desired number (quota).

3.2. Measurement and Data Analysis Technique

Data collection method used in this research is using scales. The measuring instruments used for the subjective well-being variable are scales constructed with two aspects, namely Affective Aspect and Cognitive Aspect [20]. The social support variable is measured based on scales with four aspects, namely emotional support, esteem support, instrumental support, and informational support. The emotional maturity variable is measured using aspects of emotional maturity, namely Independence, Acceptance, Adaptability, Accurate Response, Feeling Secure, Empathy, and Anger Control. The data analysis technique used to test the hypothesis in this research is multiple regression analysis. Before hypothesis testing, assumptions are tested, including testing the normality of distribution, testing the linearity of the relationship, and testing for multicollinearity. Hypothesis testing is conducted with the assistance of SPSS 27.0 software.

4. Result and Discussion

Based on the analysis of the data obtained from the research of 287 students of Karawang State High School, the F-test value obtained in the table is 27.762 with a significance value of 0.000 <0.005, which means that the hypothesis in this research is accepted. This can be interpreted that emotional maturity and social support variables together have an effect on subjective well-being, so that both variables can be used to predict the variable of subjective well-being. In addition, the coefficient values represent the magnitude of the contribution of the independent variables to the dependent variable.

![Table 1. Determination Coefficient](image)

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.404*</td>
<td>0.164</td>
<td>0.158</td>
<td>12.31701</td>
</tr>
</tbody>
</table>

The results of the coefficient of determination can be seen in Table 1. Based on the table above, it can be seen that the value of R Square is 0.164. This value implies that the independent variables, which are emotional maturity and social support, contribute to 16.4% of the variance in subjective wellbeing, while the remaining 83.6% is attributed to other variables that were not examined in this research.
Table 2. Coefficient values

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
<th>95.0% Confidence Interval for B</th>
<th>Tolerance</th>
<th>VIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional maturity</td>
<td>.570</td>
<td>.408</td>
<td>.403</td>
<td>7.407</td>
<td>.000</td>
<td>.418 - .721</td>
<td>.996</td>
<td>1.004</td>
</tr>
<tr>
<td>Social support</td>
<td>.030</td>
<td>.331</td>
<td>.018</td>
<td>.336</td>
<td>.737</td>
<td>-1.148 - .209</td>
<td>.996</td>
<td>1.004</td>
</tr>
</tbody>
</table>

The Table 2 shows the constant value of 18.359 and the coefficient values of 0.570 for emotional maturity (X1) and 0.030 for social support (X2). Thus, the regression model obtained is as follows:

\[ Y = 18.359 + 0.570X1 + 0.030X2 \]

The average subjective wellbeing is 18.359 and each increase of one level of emotional maturity will increase subjective wellbeing by 0.570 and each increase of one level of social support will increase subjective wellbeing by 0.030. This research aims to examine the subjective wellbeing of high school students predicted by emotional maturity and social support. Based on the analysis conducted, the proposed hypothesis was proven to be true, that emotional maturity and social support can jointly predict psychological wellbeing.

Adolescents who are able to recognize and manage emotions, as well as feel social support from their surroundings, have an impact on subjective wellbeing. Emotional maturity can predict subjective wellbeing, which also showed that emotional maturity can influence subjective wellbeing. Adolescents who experience more positive emotions will evaluate their lives positively, leading to a higher level of subjective wellbeing. Conversely, adolescents who experience more negative emotions will evaluate their lives negatively, leading to a lower level of subjective wellbeing.

Social support is highly needed by adolescents so that the stability of subjective wellbeing in adolescents can always be maintained. Adolescents who receive good emotional, esteem, or informational support will feel that they are being noticed by others. Various forms of support and attention received by adolescents will reduce negative feelings and make them feel happy and more satisfied with their lives. All of these things can realize subjective wellbeing for adolescents who receive social support. Individuals who receive social support are likely to strengthen and improve their perception of subjective wellbeing. Positive correlation between social support and subjective well-being.

Based on the results of data analysis, it can be seen that emotional maturity and social support affect the subjective well-being of high school students. Subjective well-being is influenced by internal factors (such as personality, temperament, emotional maturity, optimism, and self-esteem) as well as external factors (such as economic status, social support, education, culture, and social relationships). Therefore, it can be said that the subjective well-being of adolescents in this research is influenced by emotional maturity (internal factor) and social support (external factor).

5. Conclusion

This research found that together, emotional maturity and social support influence the subjective well-being of high school students. In other words, the level of religiosity and social support received by adolescents are related to their level of subjective well-being. Adolescents need to improve their emotional maturity, and one way is to be open with others to talk about difficulties or problems experienced with friends, parents, and teachers at school as a form of self-acceptance. Responding to and expressing emotions appropriately is also important for adolescents to be able to control themselves and adapt to their environment. This will affect their well-being.

High school students who are in the adolescent age category are vulnerable to the need for attention, affection, and support without having negative effects on them. If there is good social support, there will be a good learning atmosphere because all needs are met, and ultimately positive feelings are created for students. These positive effects will give students a high level of subjective well-being. In this research, the combined influence of emotional maturity and social
support contributes 16.4% to students' subjective wellbeing. Therefore, for future research, it is recommended to investigate other factors that affect subjective wellbeing such as gratitude, forgiveness, personality traits, self-esteem, and spirituality.

Authors' Declaration

Authors' contributions and responsibilities – The authors made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation, and discussion of results. The authors read and approved the final manuscript.

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