

Self-esteem, Social Support, Personality and Psychological Well Being of Junior High School Student

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Abstract: The aims of this study was to understand how the relationship between self-esteem, social support, extraversion personality, agreeableness personality, conscientiousness personality, neuroticism personality, openness personality, and psychological well-being of the public junior high school students in Malang city. This study was a non-experimental study with correlational design. Results of this research showed a variable that has a relationship with the psychological well-being is self-esteem, social support, personality agreeableness, neuroticism personality and conscientiousness personality. Accumulated seventh influence of independent variables equal to 61% of the variance of psychological well-being can be explained by three independent variables, and the rest as many as 39% are caused by other factors.

Key Words: self-esteem, social support, psychological well-being, junior high school students

Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan antara harga diri, dukungan sosial, kepribadian *extraversion*, kepribadian *agreeableness*, kepribadian *conscientiousness*, kepribadian *neuroticism*, kepribadian *openness* dan *psychological well-being* Siswa SMP Negeri Se-Kota Malang. Pendekatan yang digunakan adalah *non-experimental research* dengan jenis penelitian korelasional. Hasil penelitian menunjukkan variabel yang memiliki hubungan dengan *psychological well-being* adalah harga diri, dukungan sosial, kepribadian *agreeableness*, kepribadian *neuroticism* dan kepribadian *conscientiousness*. Akumulasi pengaruh ketujuh variabel independen sebesar 61% varian *psychological well-being* dapat dijelaskan ketiga variabel bebas, dan sisanya yaitu sebanyak 39 % disebabkan oleh faktor lain.

Kata kunci: harga diri, dukungan sosial, kepribadian, *psychological well-being*, siswa SMP

INTRODUCTION

The provision of guidance and counseling services have recently focused more on the positive side of the students, rather than focusing on the problem. Therefore, the study of positive psychology which always initiate changes by concentrating on the positive qualities rather than trying to change the negative aspects of a person's life is deemed suitable to be studied deeper. Well-being is one of the studies in positive psychology which is quite complex and can be examined from various fields, such as in economics, health psychology, and social index research.

Well-being is widely studied in two spheres, the subjective well-being (SWB), which is proposed by Diener and psychological well-being (PWB) which

is proposed by Carol Ryff. Two studies on well-being are located in a different realm of discussion. Hidalgo et al (2010) explain that SWB related to the hedonic approach such as happiness, whereas PWB approach deals with eudaemonic, the development of human potential. Hedonic and eudaemonic approach were proposed by Aristotle. Hedonic is a happiness which allows an individual in feeling pleased like buying new clothes, new house, new car and so forth. While eudaemonic is individual's happiness which is obtained through potential development.

O'Brien (2008) revealed that the well-being and happiness is the universal goal of human. As a goal to be achieved by any person, whether or not it fulfilled the needs of well-being will have a significant impact on a person's life. Psychological well-being is some-

thing else that illustrate important aspects of human functioning from a positive relationship, feeling competent, have meaning and purpose in life (Diener et al, 2010). Ryff (1989) revealed that there are six dimensions that affect psychological well-being, namely: (1) a positive relationship with other people, (2) environmental mastery, (3) purpose in life, (4) autonomy, (5) personal growth, and (6) self-acceptance.

Within education system, the part which is reliable and competent in observing and paying attention regarding psychological well-being necessity of students is School Guidance and Counseling. Guidance and counseling in school is one of formal educational services in school intended to provide students an assistance for regarding their self, other students, encouraging productivity and well being. To accomplish the goal, school counselor is required to understand diverse issues which influence on psychological well-being accomplishment.

Psychological well-being is influenced by various factors both internal factors (such as self-esteem and personality) and external (such as social support). Odaci (2013) explains that self-esteem is a positive emotional experience gained through social interaction that reflects the difference between what is perceived and expected status of the ego. As an important psychological needs and sources of well-being, self-esteem can help people to reduce anxiety, facilitate personal decision making, improve social support, and create a happy life. Other internal factors affecting the psychological well-being is a personality. Personality is seen as something that makes people unique and different from the others. Personality has an influence on an individual view when faced with an event. Personality itself is an aspect of humanity that is quite complex, therefore McCrae & Costa (2003) divide it into five trait as a dimension of individual differences as seen from the trends that show a consistent pattern of thoughts, feelings and behavior. The five traits are extraversion, agreeableness, conscientiousness, neuroticism, and openness.

In addition to internal factors, psychological well-being is also influenced by external factors, namely social support which includes support from the closest inner circle in the form of mind, matter and emotion. This study will focus on three factors that are considered to have a relationship with psychological well-being that is self-esteem, social support, and personality. Further, this study aims at discovering the relationship.

The purpose of this study was to determine (1) the relationship of self-esteem and PWB of Junior High School students in Malang, (2) the relationship of social support and PWB of Junior High School students in Malang, (3) the relationship of personality extraversion and PWB of Junior High School students in Malang (4) the relationship of personality agreeableness and PWB of Junior High School students in Malang, (5) the relationship of personality conscientiousness and PWB of Junior High School students in Malang, (6) the relationship of personality neuroticism and PWB of Junior High School students in Malang, (7) the relationship of personality openness and PWB of Junior High School students in Malang, (8) the relationship of simultaneous self-esteem, social support, personality extraversion, personality agreeableness, personality conscientiousness, personality neuroticism, personality openness and psychological well-being, (9) the effective contribution of self-esteem, social support, personality extraversion, personality agreeableness, personality conscientiousness, personality neuroticism, personality openness, and psychological well-being.

METHOD

The approach used in this study was non-experimental research with the type of correlational research. There are seven independent variables and the dependent variable. The independent variables include self-esteem, social support, personality extraversion, personality agreeableness, personality conscientiousness, personality neuroticism, personality openness, while the dependent variable is Psychological well-being. The population of this study was the entire students of Public Junior High School in Malang throughout the academic year 2015/2016. The sampling technique used was cluster random sampling.

The first step was to determine the number of samples that will be the subject of sample using Slovin formula. From the total population of 22.093 students, with the accuracy limits of 0:05, it obtained a sample of 393 students. The second step randomly selected Junior High School in the city of Malang within the five sub-districts (Blimbing, Lowokwaru, Klojen, Sukun, and Kedungkandang). The schools selected for each district are SMPN 20, SMPN 10, SMPN 8, SMPN 11, and SMPN 17. The last step was to the class of the respondents in a random way and based on the advice of a counselor.

The scale of self-esteem, social support, personality and PWB were used for data collection. The instrument was made according to the outline that has been set by adapting from each expert. Measurement of self-esteem was done by using the self-esteem scale which is adopted from Hare Self-Esteem Scale (HSES) developed by Allen L. Shoemaker (Shoemaker, 1980). Social support was measured using the scale of social support adopted from the Interpersonal Support Evaluation List (Isel) developed by Sheldon Cohen and Harry M. Hoberman (Cohen & Hoberman, 1983). Personality was measured by using a scale result of the adoption of the Big Five Inventory (BFI) developed by Oliver P. John and Sanjay Srivastava (John & Srivastava, 1999). Psychological well-being was measured by using a scale of psychological well-being adopted from Ryff's Psychological Well-Being Scales (RPWB) and has been adapted into Indonesian by Amalia (2016). The data analysis technique used was multiple linear regression. Before the multiple linear regression was conducted, assumption test was firstly done.

RESULTS

Assumption Test Results

Normality test results demonstrate the value of the Kolmogorov-Smirnov Z amounted to 1.055 and its significance in 0.216. This indicates that the data residuals are normally distributed because the significance value is greater than 0.05. Based on heteroscedasticity test, it is found that there is no specific pattern on a scatterplot graph that identifies the heteroscedasticity. The points on the scatterplot spread randomly above and below the number 0 on the Y axis, so it is said that there is no heteroscedasticity in the data analyzed.

Multicollinearity can be seen through the value of tolerance in which each variable indicates the value as follows: self-esteem is 0.553, social support is 0.565, extraversion is 0.790, agreeableness is 0.634, conscientiousness is 0.495, neuroticism is 0.729 and openness is 0.827. The tolerance value of the seven variables has met multicollinearity test since it is greater than 0.10. While according to VIF, the value of self-esteem variable is 1.807, social support variable is 1.769, extraversion is 1.266, agreeableness is 1.577, conscientiousness is 2.019, neuroticism is 1.372 and openness is 1.209. The value of VIF indicates that the seven variables has met multicollinearity test since it is not greater than 10.

Correlation

The value of t_{count} for self-esteem and psychological well-being is 9.500 with the sig. value of 0.000. Hence, it could be stated that there is correlation between self-esteem and psychological well-being among Public Junior High School students in Malang.

The value of t_{count} for social support and psychological well-being is 6.658 with the sig. value of 0.000. Hence, it could be stated that there is correlation between social support and psychological well-being among Public Junior High School students in Malang.

The value of t_{count} for extraversion and psychological well-being is 0.009 with the sig. value of 0.993. Hence, it could be stated that there is no correlation between extraversion and psychological well-being among Public Junior High School students in Malang.

The value of t_{count} for agreeableness and psychological well-being is 3.347 with the sig. value of 0.001. Hence, it could be stated that there is correlation between agreeableness and psychological well-being among Public Junior High School students in Malang.

The value of t_{count} for conscientious and psychological well-being is 2.034 with the sig. value of 0.043. Hence, it could be stated that there is correlation between conscientious and psychological well-being among Public Junior High School students in Malang.

The value of t_{count} for neuroticism and psychological well-being is -2.853 with the sig. value of 0.005. Hence, it could be stated that there is correlation between self-esteem and psychological well-being among Public Junior High School students in Malang. The negative value means that the higher the value of neuroticism, then the psychological well-being of Junior High School students is lower and vice versa.

The value of t_{count} for openness and psychological well-being is 1.469 with the sig. value of 0.143. Hence, it could be stated that there is no correlation between Openness and psychological well-being among Public Junior High School students in Malang.

The Simultaneous Correlation

R value describes the linear relationship and the direction of each variable. In this study, it obtained the R value of 0.785 and the R value is positive. The R value indicates that all the independent and the dependent variables have a strong linear relationship.

Simultaneously Effective Contribution

The value of F_{count} is 88.4488 with sig. value of 0.000. Thus, it can be stated that there is significant influence between self-esteem, social support, extraversion, agreeableness, conscientiousness, neuroticism, openness and psychological well-being among Public Junior High School students in Malang

The adjusted R square is 0.610. The value of adjusted R square indicates that 61% of psychological well-being could be explained by the entire seven independent variables and the rest of 39% is influenced by other factors. The score of Standard Error of Estimate is 0.20271 which indicates that errors in predicting psychological well being is 0.2. The lower the score of SEE indicates the lower error prediction level. Hence, it could be stated that the regression model is appropriate for predicting independent variable.

DISCUSSION

The Correlation between Self-Esteem and Psychological Well Being

This research confirms the correlation between self-esteem and psychological well-being of Junior High School Students in Malang. In this research, it is also identified that self-esteem is the strongest variable which correlate with psychological well-being compared with the other variables; social support and personalities variables. This is in line with the argument of Wang and Sound (2008) explaining that self-esteem is the most important predictor in influencing psychological well-being compared to academic self efficacy and social support. In addition, Dogan, Totan, and Sapmaz (2013) reveal that there is a positive and significant correlation between self-esteem and psychological well-being. Hwang, Kang, Tak, and Lee (2015) also confirm that there is a positive correlation between psychological well-being, self-esteem, and gratitude. Further, this research claims that self-esteem influence is greater than gratitude. Iskilar (2012) also confirms that there is a positive correlation between self acceptance and well-being.

The Correlation between Social Support and Psychological Well Being

This research indicates that there is a correlation between social support and psychological well-being

among Junior High School Student in Malang. The results of this research is in line with the findings revealed by Vedder, Boekaerts, and Seegers (2005). In addition, within their research, it also explains that social support is the important factor which influence students psychological well-being in school. Teachers in school take an important role in influencing the social support of students in school. Additionally, within their research, students' achievement requires a recognition, particularly from teacher. Other research which also confirms identical findings are conducted by Chao (2011), Thorsteinsson and Brown (2008) and Wang and Sound (2008)

The Correlation between Extraversion and Psychological Well Being

This research confirms no correlation between extraversion personality of students and psychological well-being among Junior High School Students in Malang. It was indicated by the value to t_{count} is lower than t_{table} and it was not significant. This findings did not in line with several previous research such us conducted by Saricaođlu & Arslan (2013); Grant & Anglim (2009); Anglim & Grant (2014); Schmutte & Ryff (1997); Keyes, et al (2002).

No correlation between extraversion personality and students' psychological well-being among Junior High School in Malang is due to several factors. The most influential factors is question items in the questionnaire used as instrument of this research to identify the correlation between extraversion personality and psychological well-being. The items used were not able to identify several characteristics of extraversion which do not correlate with social relationship. However, Shmotkin and Ryff (2002) explain that extraversion is considered having strong correlation with well-being since individual with extraversion personality possesses better social relationship compare to individual with other types of personality.

The Correlation between Agreeableness and Psychological Well-Being

This research indicates that there is a correlation between agreeableness and psychological well-being among Junior High School Student in Malang. The results of this research is in line with the findings revealed by Saricaođlu, & Arslan (2013); Schmutte & Ryff (1997); Sholiha, Bintari & Nurwianti (2015).

The Correlation between Conscientiousness and Psychological Well-Being

This research indicates that there is a correlation between conscientiousness and psychological well-being among Junior High School Student in Malang. The results of this research is in line with the findings revealed by Saricaodlu, & Arslan (2013); Anglim & Grant (2014); Grant, Langan & Anglim (2009); Keyes, et al (2002); Schmutte & Ryff (1997) which confirm that there is positive correlation between conscientiousness and psychological well-being.

The Correlation between Neuroticism and Psychological Well-Being

This research indicates that there is a correlation between neuroticism and psychological well-being among Junior High School Student in Malang. The results of this research is in line with the findings revealed by Saricaodlu, & Arslan (2013); Anglim & Grant (2014); Schmutte & Ryff (1997); Keyes, et al (2002); Bardi & Ryff (2007); James, Bore, & Zito (2012) which confirm that there is positive correlation between neuroticism and psychological well-being.

The Correlation between Openness and Psychological Well-Being

This research did not reveal the correlation between openness personality and psychological well-being among Junior High School students in Malang. However, Giunta et al., (2013) reveal that there is correlation between openness and self-esteem. Giunta's findings explain that eventhough it does not directly correlate, there is a correlation probability of openness personality and psychological well-being through self-esteem. In addition, Steel, Schmidt, and Schultz (2008) reveal that openness only influences some aspects of well-being such as happiness, positive aspect, and life quality, but does not influence life satisfaction, negative aspect, and the entire aspects of life.

Implication to Guidance and Counseling Field

Psychological well-being is important to be examined within the field of Guidance and Counseling since its positive values of mental health will enable students to identify what is missing within their life and immediately will identify how to fulfill the missing puzzle using available alternative. For students, psychological pres-

sure could lead them to various negative thinking and emotion. Diong et.al., (2005) explain that psychological pressure is related to anger and stress. In addition, psychological pressure positively correlated with some physiological diseases. Therefore, psychological pressure does not only influence individual psychological condition but also psychological health. Flpuri and Vuchanan (2003) explain that teenagers with lower psychological well-being tend to have lower happiness feeling, feeling unsatisfied, and lower self-esteem as well as high possibility in depression. Wilkinson (2004) reveal that the lower psychological well-being of individual tend to make the individual required less self-evaluation which significantly influences the happiness and their life satisfaction.

Ryff (1989) explains that the individual is able to have a positive attitude towards themselves and others, can make their own decisions and regulate their own behavior, can create and manage an environment that is compatible with their needs, have a purpose in life and make their lives becomes more meaningful, as well as trying to explore and develop themselves. Ryff's opinion is in line with the objective of guidance and counseling service in schools which aims at encouraging the student's independence in decision-making. In other writings, Ryff & Keyes (1995) explain that the *psychological well-being* can be an encouragement for someone to explore the potential that exists within the individual as a whole. The encouragement can make a person give up on the situation so that the *psychological well-being* of individuals is considered low or even it encourages people to make improvements in order to enhance his or her psychological well-being. Therefore, it requires a counselor to assist students in exploring the potential. The results help school counselors to give an idea that *psychological well-being* of students is affected by several factors such as social *support*, self-esteem and types of personality so that these factors need to be considered. Each of the factors that affect the *psychological well-being* has its own characteristics that need to be taken into account by counselors.

CONCLUSION

The results of the study explain that there is a correlation between self-esteem, social support, agreeableness, conscientiousness, neuroticism, and psychological well-being. Variables that do not have a correlation with psychological well-being is an extraversion and openness. Seven independent variables, social sup-

port, self-esteem, extraversion, agreeableness, conscientiousness, neuroticism and openness simultaneously has a significant correlation to the psychological well-being. The variables that is most correlated with psychological well-being is self-esteem, followed by social support, agreeableness, and the last is neuroticism.

Psychological well-being is a positivistic psychological stream which need to be considered by practitioners of guidance and counseling in order to make the service to students does not frequently focused on students' problem, but take into account the positive aspects of the student. Guidance and counseling services should not be focused on curative purposes only; it was developed in the direction of preventive and developmental to see the positive aspects of the students. Factors that affect the psychological well-being are not only social support, self-esteem and types of personality, but there are many other factors that are likely influencing psychological well-being. Therefore, for further research, it is suggested to reveal more factors that can affect psychological well-being.

The results of this study can be used by subsequent research in finding a good strategy to increase psychological well-being students by taking into account several factors that have been tested in this study such as self-esteem, social support and types of personality. Counselors can improve self-esteem by using cognitive behavioral group counseling techniques or using brief counseling based solutions. For social support, it can be studied more in depth about how the formation of school climate of mutual support. School counselors can work with school stakeholders to improve the climate for social support at school either through direct or indirect dissemination employing guidance information media such as boards or posters. For types of personality, school counselors can recognize the types of personality associated with psychological well-being that can be served as a basis for consideration in providing services related to psychological well-being.

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