



## Antecedents of psychological well-being among junior high school students

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**Abstract.** *Introduction.* A key tool for identifying and categorising the difficulties students encounter in learning is the Problem Checklist (DCM), which is organised into thematic sections, one of which addresses the level of psychological well-being. *Aim.* The present study aimed to examine the factors of social support and self-efficacy that influence the psychological well-being of junior high school students. *Methodology and research methods.* The empirical study involved 680 students from the East Java region. The data obtained were analysed using multiple regression in SPSS. *Results.* The results suggest that social support and self-efficacy contribute significantly to students' psychological well-being. *Scientific novelty.* For the first time, data have been obtained confirming the significance of the factors studied at the junior high school level. *Practical significance.* The research findings can be utilised in the development of programmes to support junior high school students, thereby increasing the study's relevance to secondary school practice.

**Keywords:** psychological well-being, junior high school students, self-efficacy, social support, problem checklist (DCM)

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## Детерминанты психологического благополучия учащихся средней школы в образовательной среде

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**Аннотация.** Введение. Ключевым инструментом для выявления и систематизации трудностей, с которыми сталкиваются учащиеся в процессе обучения, является контрольный список проблем (DCM), структурированный по тематическим разделам, одним из которых является уровень психологического благополучия. Цель исследования – изучить факторы социальной поддержки и самооэффективности, которые влияют на психологическое благополучие учащихся средней школы. Методология, методы и методики. В эмпирическом исследовании приняли участие 680 учащихся из территорий Восточной Явы (Индонезия), полученные данные были проанализированы с помощью множественной регрессии с использованием SPSS. Результаты показывают, что социальная поддержка и самооэффективность в значительной степени способствуют психологическому благополучию учащихся. Научная новизна. Впервые получены данные, подтверждающие значимость исследуемых факторов на уровне средней школы. Практическая значимость. Полученные результаты могут быть использованы при разработке программ поддержки учащихся средней школы, что обуславливает ценность проведенного исследования для практики средней школы.

**Ключевые слова:** психологическое благополучие, учащиеся средней школы, самооэффективность, социальная поддержка, контрольный список (DCM)

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## Introduction

Students are an important component in achieving national educational goals; therefore, their learning outcomes are commonly evaluated across three complementary domains; cognitive, affective, and psychomotor which together describe what learners should know, feel, and be able to do [1].

Achieving competence in these three domains depends strongly on supportive interactions within the learning environment: effective teacher-student cooperation and broader environmental support increase the likelihood that students will reach intended outcomes, whereas weak or absent support limits learning progress [2]. For early adolescents (junior high school age), psychological well-being is a central aspect of their overall welfare and school functioning; when mental-health needs are unmet, young people face greater risk of exclusion, stigma, learning difficulties, risky behaviour, and poorer health outcomes, all of which make mental health a priority area to address in educational settings [3, 4].

Based on this, it can be seen that one of the tasks of teachers, especially guidance and counselling teachers as supporters of educational goals, is to provide services to students to help student development, provide solutions to students' problem solving, and identify student needs [5]. In carrying out their duties, both test and non-test instruments are needed as supporting services to collect data regarding problems experienced by students. One non-test instrument that can be used is a problem checklist. The problem checklist is a non-test instrument prepared with the aim of stimulating students to be able to convey all the problems they are experiencing, such as those related to talents, hobbies, attitudes, physical conditions, social relationships, family conditions, ideals and careers [6]. The main aim of the problem checklist was to develop a simple way in which students could be encouraged to express their various personal problems in a comprehensive manner<sup>1</sup>. This means that the problem checklist instrument can help teachers identify student problems, in addition to trying to provide advice to students regarding complaints submitted.

A preliminary study was undertaken within a private school in the form of interviews with several students several homeroom teachers from various grade levels and backgrounds. The following information was obtained: they have independence in acting, are able to establish good relationships with friends at school and friends at home, some students have a desire for self-development. However, most of them do not have clear goals in life, some do not have goals, and some need a long time to adapt when they first enter school.

<sup>1</sup> Mooney R.L. Surveying high-school students' problems by means of a problem check list. *Educational Research Bulletin*. 1942;21(3):57–69.

According to C. D. Ryff, one of the various elements that may impact an individual's psychological well-being is social support where information was obtained that some students admitted that in their home environment, they lacked support from their parents. When they arrived home after school, they were asked to do homework by their parents. In addition, if there was lesson material that students did not understand and asked their parents, the parents could not answer or explain the material.

The existing phenomenon indicates that students feel less supported by their parents. According to C. I. Usman, R. T. Wulandari, and R. Nofelita [7], parental social support has a significant psychological impact on students' learning activities. When students receive social support from their parents, they become more involved in learning because they understand that it is not only them who want to progress, but so do their parents. As stated by J. Drageset [8], social support involves that a person experiences security and closeness, can have the opportunity to care for others, is included in a social network, feels respected and valued, and participates in a community with shared obligations. E. P. Sarafino and T. W. Smith [9] noted that social support encompasses not only the concrete actions carried out by others to provide help, but also the individual's belief or perception that emotional care and practical assistance are available in times of need.

While social support serves an essential function in ensuring students' well-being, another equally important factor is self-efficacy. Self-efficacy determines how students perceive their ability to overcome challenges and influences how effectively they engage in learning and manage daily stressors [10]. Without adequate self-efficacy, even strong social support may not fully translate into optimal psychological well-being.

Self-efficacy, as introduced by A. Bandura<sup>2</sup>, is defined as one's conviction in their capacity to plan and carry out behaviours required to attain certain goals. For adolescents, this belief system is closely tied to how they manage academic tasks, social interactions, and personal challenges. When students have strong self-efficacy, they tend to approach difficulties with confidence and persistence, whereas students demonstrating low self-efficacy are inclined to experience doubt and avoid challenging situations [11]. Adolescents with high self-efficacy are more confident in regulating their emotions, more willing to take on challenges, and less vulnerable to stress, making self-efficacy a central resource for sustaining mental health and school engagement.

This study focuses on the variables of social support and self-efficacy on psychological well-being. The reason for choosing a school to be used as a research location is because the results of interviews with several students above found that they felt they did not get social support when they were at home. In addition, they also often lack confidence in their own abilities. This study was conducted to

<sup>1</sup> Ryff C.D. Psychological well-being in adult life. *Current Directions in Psychological Science*. 1995;4(4):99–104.

<sup>2</sup> Bandura A. Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*. 1977;84(2):191–215. doi:10.1037/0033-295X.84.2.191

determine whether there was an effect of social support and self-efficacy on students' psychological well-being. Unlike prior studies, this research emphasises the simultaneous contribution of social support and self-efficacy, which has rarely been assessed at the school level, as most investigations have been conducted in university contexts. Testing the role of social support and self-efficacy on psychological well-being is more often done at higher levels of education.

Based on the description that has been described above, there are three research questions proposed in this study, namely:

1. Is there an influence of social support on psychological well-being in junior high school students?
2. Is there an influence of self-efficacy on psychological well-being in junior high school students?
3. Is there an influence of social support and self-efficacy on psychological well-being in junior high school students?

Grounded in the literature and the theoretical framework highlighting the roles of social support and self-efficacy in adolescent development, this study seeks to empirically examine how these two psychosocial factors contribute to students' psychological well-being. Social support provides emotional and instrumental resources that foster a sense of belonging and security, while self-efficacy reflects students' beliefs in their capacity to manage academic and social demands. To evaluate the contributions of these factors to adolescents' psychological functioning within the school context, the following hypotheses are proposed:

H1 = Social support has a significant influence on the psychological well-being of junior high school students.

H2 = Self-efficacy has a significant influence on the psychological well-being of junior high school students.

H3 = Social support and self-efficacy together have a significant influence on the psychological well-being of junior high school students.

## Literature Review

The problem checklist itself was originally developed by R. L. Mooney<sup>1</sup>, which contains problem statements divided into 11 aspects of the problem, namely: health and physical development; finances, living conditions and employment; adjustment to schoolwork; personal psychological relationships; social and recreational activities; dating, sex, and marriage; curriculum and teaching procedures; vocational and educational future; social relationships; morals and religion; home and family. The field of personal psychological relationships describes how individuals maintain their existence and encourage an increase in basic needs that must be met [12]. According to E. L. Deci and R. M. Ryan<sup>2</sup>, psychological needs are self-motivation,

<sup>1</sup> Mooney R.L. Surveying high-school students' problems by means of a problem check list. *Educational Research Bulletin*. 1942;21(3):57-69.

<sup>2</sup> Deci E.L., Ryan R.M. Conceptualizations of intrinsic motivation and self-determination. In: *Intrinsic Motivation and Self-Determination in Human Behavior. Perspectives in Social Psychology*. Springer, Boston, MA; 1985:11-40. doi:10.1007/978-1-4899-2271-7\_2

self-renewal, and self-expansion. It can be interpreted that the field of personal psychological relationships reveals problems related to psychological well-being. In students, psychological well-being is quite important to pay attention to because it can have an impact on the sustainability of the learning process both in the school environment and in the social environment. Psychological well-being can affect adolescents both in terms of academics, social relationships, and achievement [13]. Students, who have psychological well-being, can minimise the potential for depression, increase life satisfaction, and are able to improve students to learn better [14].

As noted by C. D. Ryff<sup>1</sup>, psychological well-being is reflected in an individual's capacity to value themselves and others positively, exercise self-determination and behavioural control, and to establish and maintain an environment aligned with their needs. Meanwhile, R. Hernandez, S. M. Bassett, S. W. Boughton et al. [15] defined psychological well-being as the subjective sense of positive affective and cognitive judgments, including calmer states such as relaxation and fulfilment alongside more active states like happiness and joy. Psychological well-being is conceptualised through six distinct dimensions, according to C. D. Ryff and C. L. M. Keyes<sup>2</sup>, namely: autonomy, self-acceptance, positive relations with others, purpose in life, environmental mastery, and personal growth.

F. M. Morales-Rodríguez, I. Espigares-López, T. Brown and J. M. Pérez-Mármol [16] said that several psychosocial variables are significantly associated with psychological well-being, including a set of psychosocial attributes such as social interaction skills, emotional intelligence, empathic capacity, one's self-concept, anxiety (both trait and state), as well as learning styles and instructional methods. Attachment to parents is known to be one of the factors that can affect psychological well-being in adolescents [17]. C. D. Ryff<sup>3</sup> highlighted that psychological well-being is shaped by multiple determinants, including demographic variables like age and gender as well as socioeconomic conditions.

T. Indrawati [18] conducted the study on the role of emotional intelligence and social support on psychological well-being in junior high school students in a school. The results of the study concluded that emotional intelligence and social support can predict psychological well-being in junior high school students.

In addition to social support, self-efficacy is also known to affect students' psychological well-being. As defined by A. Bandura<sup>4</sup>, self-efficacy refers to beliefs about one's ability to carry out particular tasks or responsibilities. It plays a central role in shaping self-confidence and is widely acknowledged as a predictor of success in academic domains. A. Bandura identified three aspects of self-efficacy: level, generality, and strength. The level aspect is related to the level of difficulty of a task perceived

<sup>1</sup> Ryff C.D. Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*. 1989;57(6):1069–1081. doi:10.1037/0022-3514.57.6.1069

<sup>2</sup> Ryff C.D., Keyes C.L.M. The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*. 1995;69(4):719–727. doi:10.1037/0022-3514.69.4.719

<sup>3</sup> Ryff C.D. Psychological well-being in adult life. *Current Directions in Psychological Science*. 1995;4(4):99–104.

<sup>4</sup> Bandura A. Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*. 1977;84(2):191–215. doi:10.1037/0033-295X.84.2.191

by an individual. The generality aspect is related to the behaviour that a person believes about the abilities he/she has. While the strength aspect is related to the level of strength of belief in a person's expectations regarding his/her ability to do a task. Individuals with reduced self-efficacy are more prone to experiencing heightened stress levels, feelings of anxiety, and decreased drive.

Previous research examining self-efficacy on psychological well-being has been conducted by R. R. Salleh, N. A. H. H. Ismail and F. Idrus [19], who concluded that having self-efficacy has a meaningful and statistically verified link between self-efficacy and psychological well-being in undergraduate students, indicating that greater self-regulation and belief in one's abilities foster higher levels of well-being. In addition, K. K. C. Mata and M. C. H. Tarroja [20] showed a positive correlation with psychological well-being among childcare workers in the Philippines. This finding underscores the role of self-efficacy in sustaining psychological well-being for individuals working in demanding environments.

## **Methodology, Materials and Methods**

### ***Research Design***

A quantitative correlational approach was applied in this study to analyse how two or more variables are related.

### ***Population and Sample***

The population in this study consisted of junior high school students in East Java. The sample comprised 680 students, selected using a convenience sampling technique that involved participants readily available in the field [21]. Data collection was conducted twice: initially, an instrument trial was carried out with 30 respondents, followed by the main study involving 680 participants.

### ***Data Collection Technique and Instruments***

Participants in this study filled out a questionnaire given by the research team. The time it took us to collect data from 680 participants was around two weeks. Completion of the questionnaire takes approximately 15–30 minutes.

The primary instruments applied in this research were measurement scales that captured both social support and psychological well-being. It was developed based on the theory proposed by E. P. Sarafino and T. W. Smith [9] for the social support variable, the self-efficacy theory by A. Bandura<sup>1</sup>, and the theory advanced by C. D. Ryff and C. L. M. Keyes<sup>2</sup> for the psychological well-being variable.

### ***Validity and Reliability Analysis***

The scale that has been prepared was tested on 30 student respondents to find out and ensure the item discrimination power test. Validity and reliability tests were used with the help of the SPSS 25 for Windows application. According to S. Azwar [22], items with a coefficient value of discrimination power  $>0.30$  can be used, and

<sup>1</sup> Bandura A. Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*. 1977;84(2):191–215. doi:10.1037/0033-295X.84.2.191

<sup>2</sup> Ryff C.D., Keyes C.L.M. The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*. 1995;69(4):719–727. doi:10.1037/0022-3514.69.4.719

vice versa. The validity test on the social support indicated corrected item–total correlations ranging from 0.382 to 0.715, with a total of 20 items analysed, 16 items were obtained that were valid, so that 4 other items were declared invalid and had to be dropped. While the validity test on the psychological well-being scale showed corrected item-total correlation coefficients spanning of 0.361–0.892 from 54 items and 54 items were obtained that were valid and no items were dropped. The second stage of item validity testing showed that the remaining 16 items achieved corrected item–total correlation values exceeding 0.3, which verified the items as valid indicators of social support, while Cronbach’s alpha surpassed the threshold, satisfying reliability standards ( $>0.6$ ). The next step after the validity and reliability test using data from 30 respondents was carried out; data was searched using valid items. The results of the validity and reliability test after the research data was collected from 680 respondents produced a score of 0.867 (greater than 0.6) so that it can be concluded that the questionnaire measuring the social support variable is declared reliable.

Furthermore, for testing the validity of the self-efficacy scale revealed item–total correlation coefficients spanning 0.382 to 0.760 from its 18 items, 15 were valid, so that the other 3 items were declared invalid and had to be dropped. The second stage of item validity testing showed that the remaining 15 retained items had yielded correlation values exceeding 0.3, confirming their suitability for assessing self-efficacy. The resulting Cronbach’s alpha was also greater than 0.6, ensuring compliance with the required reliability criteria. The next step after the validity and reliability test using data from 30 respondents was carried out; data was searched using valid items. Following data collection, the validity and reliability tests demonstrated that from 680 respondents produced a score of 0.814 (greater than 0.6) so that it can be concluded that the questionnaire measuring the self-efficacy variable was declared reliable.

The next validity and reliability test is the psychological well-being variable which showed correlation coefficients from 0.481 to 0.755 for 36 psychological well-being items, 30 items are valid, so that the other 6 items are declared invalid and must be dropped. The second stage of item validity testing showed that the remaining 30 items demonstrated correlation coefficients greater than 0.3, validating the items as appropriate indicators of the variable. The resulting Cronbach’s alpha was also greater than 0.6, indicating that the reliability standard was fulfilled. The next step after the validity and reliability test using data from 30 respondents was carried out; data was searched using valid items. The subsequent validity and reliability testing following data collection indicated that from 680 respondents produced a score of 0.935 (greater than 0.6) so that it can be concluded that the questionnaire measuring the self-efficacy variable was declared reliable.

#### ***Data Analysis Technique***

The analysis technique of this study uses multiple regression analysis tests using the SPSS. The normality test is carried out to see the normality of the distribution of the dependent variables of a study. To evaluate normality, the Kolmogorov–

Smirnov test was conducted, as it is a standard approach for verifying whether data are normally distributed [23]. The criterion for the normality test is that data with a  $p$ -value greater than 0.05 can be considered normally distributed, and vice versa [24]. In addition to testing for normality, the study examined linearity to determine whether the associations between variables conformed to a linear model; this was tested through ANOVA. Both variables can be considered linear if  $p < 0.05$ , whereas they are considered non-linear if all three variables have  $p$ -values greater than 0.05.

## Results and Discussion

### *Respondent Profile Description*

A total of 680 participants filled out the questionnaires, which served as the primary data for this research. Details of the respondents' characteristics are outlined in the following section, who were junior high school students: 311 males (45.7%) and 369 females (54.3%) out of the total 680 respondents.

### *Descriptive Statistics*

The results of the instruments distributed to 680 students were then analysed using the SPSS 25 for Windows application to determine the results of the descriptive statistics that had been collected. The descriptive statistical data obtained are presented in Table 1.

Table 1

Descriptive statistics

Variables	N	Minimum	Maximum	Mean	Std. deviation
Social support	680	33	80	64.56	7.685
Self-efficacy	680	33	75	59.33	7.208
Psychological well-being	680	78	149	117.77	14.485
Valid N (listwise)	680				

Table 1 presents the descriptive statistical results, indicating that the respondents' average rating of social support amounts to 64.56, self-efficacy is 59.33, and psychological well-being is 117.77. The standard deviation of the social support variable is 7.685, which indicates that each data point deviates by 7.685 from the mean value of social support. Similarly, the standard deviation of the self-efficacy variable suggests that each observation deviates by 7.208 from its mean value. Likewise with psychological well-being, the observation data has a bias of 14.485 against its average.

After conducting the above tests, the next step is to verify whether the classical assumptions are satisfied, including normality, heteroscedasticity, and multicollinearity.

### *Normality Test*

The Kolmogorov–Smirnov test produced a significance value of 0.084, indicating that the data follow a normal distribution since the probability value exceeds the 0.05 threshold.

***Heteroscedasticity Test***

Based on Heteroscedasticity Test, the test results show p-values of 0.133 for social support and 0.068 for self-efficacy, both exceeding the threshold of 0.05. These results indicating that heteroscedasticity is absent in the regression model, meaning the assumption of homoscedasticity is satisfied.

***Multicollinearity Test***

The multicollinearity test results indicate that the tolerance values for both independent variables are greater than 0.10, while their VIF values are below 10, confirming the absence of multicollinearity and thereby meeting the assumption of non-multicollinearity.

***Multiple Regression Analysis Test***

This study employed multiple regression analysis to examine the influence of social support and self-efficacy on the psychological well-being of junior high school students. The analysis, conducted using the SPSS 25.0 software, produced the following results:

Table 2

Multiple regression tests results

Model	Unstandardised coefficients		T	P-value	Partial r	Partial r <sup>2</sup>
	B	Std. Error				
Constant	5,793	3,523	1,644	0,101		
Social support	0,850	0,050	17,112	0,000	0,549	0,301
Self-efficacy	0,962	0,053	18,163	0,000	0,572	0,327

As presented in Table 2, the regression coefficient for the social support variable is 0.850, indicating a positive relationship with psychological well-being. This means that a one-unit increase in social support corresponds to an 85% increase in students' psychological well-being. The analysis yielded a t-value of 17.112 with a p-value of 0.000 ( $p < 0.05$ ), signifying a statistically significant effect. Consequently, the first hypothesis (H1) is supported. The partial R<sup>2</sup> value of 0.301 further demonstrates that social support accounts for 30.1% of the variance in psychological well-being.

Table 2 also reports the regression coefficient for self-efficacy, which is 0.962, reflecting a positive relationship with psychological well-being. This suggests that a one-unit increase in self-efficacy leads to a 96.2% rise in students' psychological well-being. The analysis produced a t-value of 18.163 and a p-value of 0.000 ( $p < 0.05$ ), confirming a significant effect. Thus, the second hypothesis (H2) is accepted. Moreover, the partial R<sup>2</sup> of 0.327 indicates that self-efficacy explains 32.7% of the variance in psychological well-being.

The F-test was employed to evaluate the overall suitability of the regression model. A p-value below 0.05 indicates that the model is considered appropriate or fit for use.

The F-test produced a p-value of 0.000 ( $p < 0.05$ ), confirming that the regression model is fit. This finding indicates that social support and self-efficacy jointly exert a significant influence on psychological well-being. Accordingly, the third hypothesis (H3) is validated.

The analysis revealed a correlation coefficient of 0.776, indicating a strong association between social support, self-efficacy, and psychological well-being. Furthermore, the  $R^2$  value of 0.601 demonstrates that these two predictors collectively explain 60.1% of the variance in psychological well-being, while the remaining 39.9% is attributed to other unexamined variables.

The purpose of this study was to assess the partial and simultaneous effects of social support and self-efficacy on junior high school students' psychological well-being. The results yielded a significance value of 0.000 ( $p < 0.05$ ), leading to the acceptance of all three hypotheses. Specifically, social support was found to influence psychological well-being with a coefficient of 0.850, self-efficacy with a coefficient of 0.962, and the combined effect of both variables showed a correlation coefficient ( $r$ ) of 0.776.

Students in junior high school are at the stage of early adolescence, a developmental period marked by changes in relationships with family and peers. At this stage, adolescents begin to form a stronger sense of identity and autonomy. They are more likely to explore personal interests, values, and social roles while navigating the challenges of emotional regulation and self-concept. M. Cherewick, R. Lama, R. P. Rai et al. [25] found that during early adolescence, both perceived social support and levels of self-efficacy are strongly associated with mental well-being and fewer psychological symptoms. Similarly, the research by J. Chen [26] in young adults shows that family support and broader social support significantly contribute to higher psychological well-being.

C. D. Ryff<sup>1</sup> mentioned that psychological well-being represents a condition where individuals develop a favourable attitude toward themselves and those around them, can act autonomously in directing their behaviour, and are able to design and sustain an environment that fits their preferences and needs. There are six dimensions of psychological well-being, namely self-acceptance, which in this study is described as the attitude of students who are able to accept their own shortcomings and are not hindered by the lack of self-confidence they often experience. They realise that the lack of self-confidence they feel is normal where they can use it as a learning experience to continue developing themselves.

According to E. P. Sarafino and T. W. Smith [9], social support refers to actions actually taken by others, or support received. However, social support also refers to a person's feelings or perceptions that comfort, care, and assistance are available when needed – that is, perceived support. N. A. Larasati and D. Nastiti [27] explained that social support received by students will affect academic flow where students

<sup>1</sup> Ryff C.D. Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*. 1989;57(6):1069–1081. doi:10.1037/0022-3514.57.6.1069

will tend to focus on what they are doing, such as concentrating fully on lessons, showing enthusiasm in learning, and being able to do academic tasks well.

The research by F. Hoferichter, S. Kulakow and M. C. Hufenbach [28] emphasised that peer-provided support demonstrates a substantial relationship with the psychological well-being of middle school students. Their findings indicated that peer support does not merely serve as companionship but functions as a core mechanism for granting adolescents with emotional comfort and a sense of belonging. Social support for students or adolescents is not only limited to peers at school or educational agents in the school environment, but parents also must be able to provide support to their children. The findings of O. L. Badamas [29] indicated that parental support contributes significantly to the development of positive interactions among adolescents. This is crucial for helping adolescents navigate and cope with challenging emotions during this critical period of development.

L. Zhou, K. Sukpasjaroen, Y. Wu et al. [30] examined the perception of social support and the way it is associated with psychological well-being, considering self-compassion and professional self-concept as mediators among nursing students. The results suggested that the influence of perceived social support on psychological well-being was explained by these mediators, and self-compassion played a decisive role in predicting professional self-concept. Further research by G. Reo, C. H. Soetjningsih and S. Wijono [31] demonstrated that social support and self-esteem can enhance the psychological well-being of older adolescents, specifically students during their studies.

Previous research about self-efficacy and psychological well-being has been conducted by A. A. Kamil and H. H. AL-Hadrawi [32]. The research revealed a positive correlation between adolescents' perceptions of self-efficacy and their psychological well-being. The findings further emphasised that self-efficacy serves as a key determinant in adolescents' lives, irrespective of gender, as their perception of self-efficacy directly influences their well-being levels. Further research was conducted by S. Mohtasham, S. Sadat, Rad H. et al. [33], where a significant relationship between students' academic self-efficacy and psychological well-being, including its components was found. The results also indicated no significant gender differences in mean levels of psychological well-being and academic self-efficacy; however, analysis of variance showed a significant difference in the mean of these variables based on faculty and level of education. The research on social support and self-efficacy in relation to psychological well-being was conducted by D. J. E. Berdida, V. Lopez, and R. A. N. Grande [34], using nursing students as participants. The results of the study showed that both variables together with other measured X variables influenced the psychological well-being of nursing students.

Through its results, this research extends the current literature on how social support and self-efficacy are associated with students' psychological well-being. The limitations of the study must be considered. First, this study used all samples available at the school where the study was conducted as respondents. Second, this study did not consider demographic aspects in the analysis test. The demographic

aspects in this study were only descriptive statistics to complete the respondents' personal data. So this can limit the generalisation of the results achieved. Third, this study was limited to the population of junior high school students. Therefore, subsequent studies that conduct similar studies can use student participants who are at the high school or vocational school level and consider demographic aspects to be tested so as to reduce possible selection bias.

## Conclusion

The study confirmed that all three proposed hypotheses were supported. The results demonstrated that social support significantly affects students' psychological well-being (coefficient = 0.850), self-efficacy has a substantial influence on psychological well-being (coefficient = 0.962), and the combined effect of social support and self-efficacy yields a correlation coefficient of 0.776. Social support, particularly from parents, peers, and teachers, was shown to positively contribute to students' psychological well-being. Moreover, higher levels of psychological well-being were found to be associated with improved academic achievement in school.

N. A. Larasati and D. Nastiti [27] explained that social support received by students will affect academic flow where students will tend to focus on what they are doing, such as concentrating fully on lessons, showing enthusiasm in learning, and being able to do academic tasks well. F. Hoferichter, S. Kulakow and M. C. Hufenbach [28] concluded that parental support contributes significantly to the development of positive interactions among adolescents. This highlights that parental support is not only beneficial but also necessary for adolescents' development. However, parents must also be able to provide support to their children. The research evidence conducted by A. A. Kamil and H. H. AL-Hadrawi [32] showed that self-efficacy holds a significant role in structuring adolescents' experiences and from demographic factors, namely both genders without discrimination. In this study, the level of psychological well-being can be explained by self-efficacy, as supported by the statistical evidence of this research.

The research outcomes are intended to provide input for schools in formulating efforts for teachers to always provide support for students, both in academic and non-academic scopes in order to improve psychological well-being. Self-efficacy development also needs to be done so that students can maintain their self-confidence in order to improve their psychological well-being. In addition to the school, parents are also expected to always provide support for their children so that positive communication is established between parents and children. Further research that conducts similar research can use student participants who are at the high school or vocational school level and consider demographic aspects to be tested so as to reduce the possibility of bias.

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