

The Relationship Between Self-Efficacy and Family Social Support with the Psychological Well-Being of High School Students

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Abstract

The psychological well-being experienced by adolescents enables them to have more positive emotions within themselves, fostering a sense of life satisfaction and happiness, thereby reducing negative behaviors and feelings of depression. This study aims to determine the relationship between self-efficacy and family social support on students' psychological well-being. This is a correlational study. The sample for this research consisted of 252 high school students. The results of the study indicate that self-efficacy and family social support simultaneously have a significant relationship with students' psychological well-being. Furthermore, self-efficacy contributes positively to psychological well-being, and family social support also contributes positively to psychological well-being. The implications of this study are that students need to enhance self-efficacy and receive positive support from their social environment in order to develop their psychological well-being.

Keywords: self-efficacy; family social support; psychological well-being

Received 10 January 2024/Accepted 19 June 2024 ©Author all rights reserved

Introduction

Humans are perceived as holistic beings, encompassing various aspects including physical, intellectual, social, emotional, and spiritual dimensions. Given this wholeness, well-being is essential for every individual, as it manifests from the functionality of both physical and psychological aspects. One aspect of well-being is psychological well-being. Psychological well-being refers to a healthy psychological state that positively impacts an individual's life. Positive thoughts lead to happiness (Wells, [2010](#)). Psychological well-being is particularly important during the adolescent developmental stage. According to Hurlock ([2011](#)), adolescence spans from ages 13 to 16 or 17, with late adolescence beginning at ages 16 to 18. Adolescence is a transitional period to adulthood, often marked by "storm and stress."

Many adolescents experience difficulties adjusting to life, which can affect their mental state and increase the risk of long-term mental health issues (Goldbeck et al., [2007](#)). Seventy-five percent of mental disorders are estimated to occur for the first time before the age of 25 (Burns et al., [2007](#); McGorry & Van Os, [2013](#)). Additionally, adolescents report lower levels of life satisfaction and experience emotional distress more frequently and intensely than younger children or older adults (Arnett, [2008](#); Patalay & Fitzsimons, [2018](#)). Therefore, adolescence is a developmental stage with a high risk for psychological issues, subjective well-being challenges, and adjustment problems (Compas et al., [2017](#); Proctor et al., [2009](#)). Studies have shown that enhancing adolescent well-being also prevents the onset of psychopathology (Huebner et al., [2004](#)), directly linked to optimal personal, social, and emotional functioning (Martela & Ryan, [2016](#)).

According to data from Riskesdas (Basic Health Research) (2018), there was an increase in the percentage of emotional mental disorders among the Indonesian population over the age of 15, rising from 6% to 9.8%, with adolescents being the predominant group affected. The data revealed that 6.2% of adolescents experienced depression and 10.6% had suicidal tendencies. Research by Widyawati et al. ([2022](#)) found that among 287 adolescents, 70.4% had moderate levels of psychological well-being, 27.9% had low levels, and 1.7% had very low levels. Gunawan and Bintari ([2021](#)) discovered that among 120 first-year university students, 27.73% showed high levels of stress. Research by de la Barrera et al. ([2019](#)) indicated that socio-emotional and personal factors affect adolescent adjustment and well-being. Older adolescents, especially females with low emotional management skills and low self-esteem, tend to internalize more emotional symptoms. Meanwhile, boys with more siblings, low emotional management skills, and low self-esteem tend to externalize more behavioral problems. On the other hand, adolescents who can express and manage their emotions and have higher self-esteem are more satisfied with their lives. Finally, adolescents who effectively express their moods and manage their emotions, as well as have higher self-esteem, tend to experience positive emotions more frequently than negative ones. Therefore, adolescents need personal and social capital to live more adequately. This personal capital is self-efficacy, and the social capital is family support.

Self-efficacy in students can play a crucial role in determining how well they can cope with academic challenges, manage stress, and develop a positive sense of self-confidence (Bandura, [2001](#)). Self-efficacy is the belief in one's ability and capacity to perform tasks or handle situations and achieve desired outcomes (Bandura, [1997](#); Bandura, [2001](#); Hardianto et al., [2016](#)). High levels of self-efficacy can serve as a protective factor against academic stress and daily pressures experienced by students (Pramesta & Dewi, [2021](#)). Self-efficacy reflects an individual's confidence in completing specific actions (Bandura, [2001](#)). It contributes to success by influencing behaviors and motivations that can either promote or hinder performance (Sharma & Nasa, [2014](#)). Generally, individualistic cultures show higher levels of self-efficacy, although it is considered a universal feature (Schunk & DiBenedetto, [2016](#)). Additionally, studies in the Middle East have proven that self-efficacy promotes achievement (Abulibdeh & Syed Hassan, [2011](#); Al-Qahtani et al., [2021](#)) and self-esteem (Afari, Ward, & Khine, [2012](#); Al-Qahtani et al., [2021](#)).

Students with high self-efficacy believe in their ability to overcome various life obstacles by persevering, remaining calm, confident, and not easily giving up, thereby enhancing their academic performance (Wang et al., [2024](#)). Conversely, students with low self-efficacy tend to become anxious, give up easily, and feel hopeless when facing difficult situations in life, which negatively impacts their academic performance (Trianisa et al., [2022](#)).

Previous research has found a positive correlation between self-efficacy and psychological well-being in various populations, including students and workers at addiction rehabilitation centers (Milam et al., [2019](#); Hanjani et al., [2016](#)). In children and adolescent populations, meta-analysis results indicate that self-efficacy positively correlates with positive behaviors in children and adolescents under 16 years old (Holden et al., [1990](#)). Self-efficacy is also associated with psychological and somatic health outcomes in victims of collective trauma, as seen in general distress levels and PTSD symptoms (Luszczynska et al., [2009](#)). Other studies have found that academic self-efficacy has a moderate relationship with academic performance, influenced by mediating and moderating factors such as effort regulation, deep processing strategies, and goal orientation (Honicke & Broadbent, [2016](#)). Overall, self-efficacy significantly impacts psychological well-being across various population groups, including children, adolescents, students, and older

adults. Enhancing self-efficacy can be an effective intervention to improve psychological well-being. In addition to self-efficacy, social support also plays a role in individuals' psychological well-being.

House (Goldsmith, [2008](#)) describes social support as an interpersonal transaction that results in emotional care, instrumental assistance, and relevant information for self-evaluation. Additionally, Antonucci (2001) defines social support as supportive social interaction (Goldsmith, [2008](#)). Social support can mitigate the impact of stressful events on psychological well-being (Shin & Park, [2022](#)). Family social support provided to children offers comfort, as well as physical and psychological well-being. Family life characterized by care tends to have a positive impact on the health and well-being of family members, whereas family life marked by stress and conflict tends to negatively affect health and well-being, often occurring within family dynamics (Neviyarni & Yarmis, [2021](#)).

Previous research has found that perceived family support has a significant positive relationship with emotional well-being, social well-being, and psychological well-being (An et al., [2024](#)). Differentiation of self (DoS) and social support contribute to mental well-being and life satisfaction (Peleg & Peleg, [2024](#)). Other research has found that greater levels of both receiving and giving social support are independently associated with more favorable psychological well-being (Peleg & Peleg, [2024](#)). Further findings indicate that social support from spouses and friends has the most robust associations with happiness and depressive symptoms (Shin & Park, [2022](#)). Meanwhile, social support significantly moderates the relationship between emotion regulation, psychological distress, and psychological well-being (Chukwuemeka & Obioha, [2024](#)).

Other research has found that social support from spouses and friends is associated with enhanced happiness and well-being and reduced loneliness (Shin & Gyeong, [2023](#)). Social support and resilience can mitigate the negative effects of family burden on the psychological health of parents of children with disabilities (Rakap & Vural-Batik, [2024](#)). Social support also mediates the associations between family subjective socioeconomic status (FSSS) and well-being (Yan et al., [2022](#)). In the community context, rural mental health providers must be connected to their communities to provide education and resources to build social support (Letvak, [2021](#)). In conclusion, the previous studies above provide substantial evidence supporting the positive impact of family social support

on psychological well-being, highlighting the importance of social support in promoting mental health and well-being.

Based on a literature review, research on the role of self-efficacy and family social support toward psychological well-being among high school students is still limited. Two previous studies found a positive correlation between social support and self-efficacy, as well as life satisfaction among high school students (Traş & Arslan, [2013](#); Erdoğan, [2024](#)). One study highlighted that social support had a mediating role in the relationship between self-efficacy and life satisfaction, with variations based on the type of support and gender of the students (Erdoğan, [2024](#)). Another study indicated that perceived family support moderated the relationship between academic self-efficacy and motivational outcomes among early adolescent students (Bağcı, [2018](#)). A study in China revealed that social support moderated the relationship between academic self-efficacy and academic performance among high school students (Lei et al., [2022](#)). A study in South Korea found a positive association between family satisfaction and self-efficacy among low-income students, with the moderating effect of parents' educational attainment (Lee et al., [2022](#)).

While above studies provide valuable insights into the relationship between self-efficacy, family social support, and the psychological well-being of students, none of them directly address the specific relationship between self-efficacy, family social support, and psychological well-being among high school students (Traş & Arslan, [2013](#); Lee et al., [2022](#); Lei et al., [2022](#); Erdoğan, [2024](#)). Therefore, this study aims to fill this gap by providing new insights into the dynamics of the relationship between self-efficacy and family social support toward psychological well-being among high school students.

Methods

Participants

This research is a quantitative correlational study. The population of this study consists of all 10th and 11th grade students at SMA Negeri in Kutacane for the 2023/2024 academic year, totaling 677 students. The sample was selected using proportional random sampling with a total of 252 students. Before data collection, the researcher submitted a permission letter to the school. After obtaining permission from the school, the researcher collected data directly in the classroom on the scheduled day. Students were given an informed consent explanation, stating that their participation in this study was voluntary and that they could withdraw at any time.

Measurement

The scales used in this study are the self-efficacy scale, family social support scale, and psychological well-being scale. The self-efficacy scale consists of 29 items, the family social support scale consists of 29 items, and the psychological well-being scale consists of 27 items. The scales in this study use the Likert scale model. All scales were tested for content validity through professional judgment. Items that were deemed not to represent their constructs were revised or replaced with items that better represented the constructs.

Self-Efficacy

The self-efficacy scale in this study was developed based on dimensions (Corsini, [1994](#)). The reliability test result using Cronbach's alpha was .889, indicating that the self-efficacy scale is at a high level. Data collection in this study used a scale with five response alternatives: Strongly Agree (SS), Agree (S), Somewhat Agree (KS), Disagree (TS), and Strongly Disagree (STS). Example items include "I plan my future well," "I am able to complete difficult tasks," and "I am confident in having the necessary skills and abilities to achieve my goals."

Family Social Support

The family social support scale in this study was developed based on dimensions (Edward P. Sarafino, [2011](#)). The reliability test result using Cronbach's alpha was .919, indicating that the family social support scale is at a high level. Data collection in this study used a scale with five response alternatives: Strongly Agree (SS), Agree (S), Somewhat Agree (KS), Disagree (TS), and Strongly Disagree (STS). Example items include "My family understands my feelings when I am happy/sad," "My family worries when I come home late," "My family gives me the opportunity to express my opinions," and "My family gives me extra pocket money."

Psychological Well-Being

The psychological well-being scale was developed based on dimensions (Ryff & Singer, [1996](#)). The reliability test result using Cronbach's alpha was .862, indicating that the psychological well-being scale is at a high level. Data collection in this study used a scale with five response alternatives: Strongly Agree (SS), Agree (S), Somewhat Agree (KS), Disagree (TS), and Strongly Disagree (STS). Example items include "I am grateful for all the achievements I have made," "Past mistakes have made me more mature," and "I get along easily with my friends."

Data Analysis

Data analysis in this study used IBM SPSS version 25. The type of data analysis used in this study was multiple regression with prerequisite tests including normality test, regression linearity test, and multicollinearity test.

Result

The results of data collection and processing using the self-efficacy instrument from the total sample of 252 students can be seen in the following table:

Table 1

Frequency Distribution and Score Categories of Self-Efficacy (X1), (n=252)

Category	Interval	f	%
Very High	≥ 115	9	4
High	86-114	233	92
Medium	57-58	10	4
Low	28-56	0	0
Very Low	≤ 27	0	0
Total		252	100

[Table 1](#) above shows that, overall, students have high self-efficacy, with 92% of students having high self-efficacy, 4% having moderate self-efficacy, and 4% having very high self-efficacy.

Table 2

Frequency Distribution and Score Categories of Family Social Support (X1), (n=252)

Category	Interval	f	%
Very High	≥ 115	89	35
High	86-114	144	57
Medium	57-85	17	7
Low	28-56	2	1
Very Low	≤ 27	0	0
Total		252	100

The table above shows that overall, students receive a high level of family social support, with 57% of students receiving high family social support, 35% of students receiving very high family social support, and 7% of students receiving moderate family social support.

Table 3

Frequency Distribution and Score Categories for Psychological Well-Being (X1), (n=252)

Category	Interval	f	%
Very High	≥ 115	2	1
High	94-114	160	63
Medium	71-93	90	36
Low	49-70	0	0
Very Low	≤ 48	0	0
Total		252	100

[Table 3](#) above shows that overall, students have a high level of psychological well-being: 63% of students have high psychological well-being, 36% of students have moderate psychological well-being, and 1% of students have very high psychological well-being.

Table 4

Results of Multiple Linear Equation Analysis and Significance Test of Regression Equation Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	32.202	6.181		5.210	0.000
Self-efficacy	0.473	0.063	0.415	7.462	0.000
Family social support	0.160	0.034	0.265	4.772	0.000

The table above shows that the significance value (Sig) of self-efficacy is 0.000. Since the Sig value of 0.000 is less than the probability threshold of 0.05, it can be concluded that self-efficacy affects students' psychological well-being. The significance value (Sig) of family social support is also 0.000. Since the Sig value of 0.000 is less than the probability threshold of 0.05, it can be concluded that family social support affects students' psychological well-being.

Table 5

Results of the Significance Test of Multiple Regression Equations for Self-Efficacy and Family Social Support with Psychological Well-Being

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	7038.150	2	3519.075	57.731	.000 ^b	
I Residual	15178.084	249	60.956			
Total	22216.234	251				

a. Dependent Variable: Kesejahteraan Psikologis

b. Predictors: (Constant), Dukungan Sosial Keluarga, Efikasi Diri

The table above shows that the calculated F value (57.731) is greater than the critical F value (3.032), with a significance value of 0.000, which is less than 0.05. This means that self-efficacy and family social support simultaneously have a relationship with psychological well-being, indicating that the null hypothesis (H₀) is rejected and the alternative hypothesis (H₁) is accepted because self-efficacy and family social support together have a relationship with psychological well-being.

Table 6

Results of the Significance Test of the Multiple Correlation Coefficient of Self-Efficacy and Family Social Support with Students' Psychological Well-Being

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
I	.563 ^a	.317	.311	7.80744

Based on [Table 6](#) above, it can be seen that the coefficient of determination, or R square, has a value of 0.317. This indicates that the variable X (self-efficacy and family social support dimension of control) can influence the variable Y (students' psychological well-being) by 31.7%, while the remaining 68.3% is influenced by other variables.

Discussion

The results of this study indicate that the psychological well-being of students can be predicted by self-efficacy and family social support. This is consistent with research conducted by Deasyanti & Amalina (2016), which concluded that higher self-efficacy leads to higher psychological well-being among middle school teachers. Self-efficacy drives individuals to fulfill their functions and achieve psychological well-being, as implemented in the dimensions of psychological well-being (Kuserawati & Farida, 2022). When students experience satisfactory goal progress, they enhance their skills and are less likely to become discouraged.

Self-efficacy, as conceptualized by Bandura (1997), refers to an individual's belief in their ability to succeed in specific situations or accomplish tasks. This concept is foundational in understanding its contribution to psychological well-being for several reasons. Firstly, self-efficacy enhances motivation by fostering a belief in one's ability to influence events that affect their lives (Al-Qahtani et al., 2021; Pramesta & Dewi, 2021). Individuals with high self-efficacy set higher goals and are more committed to achieving them, leading to feelings of competence and self-worth, which are crucial components of psychological well-being (Trianisa et al., 2022). Moreover, high self-efficacy equips individuals with the confidence to face challenges and persist in adversity. They are more likely to employ effective coping strategies, such as problem-solving and seeking social support, which helps mitigate the impact of stress and reduces the likelihood of anxiety and depression, thereby promoting psychological well-being (Wang et al., 2024).

Additionally, individuals with high self-efficacy are better at regulating their emotions, maintaining a positive outlook even in difficult situations (Pramesta & Dewi, 2021). This effective emotional regulation contributes to overall emotional stability and happiness, key aspects of psychological well-being. A strong sense of self-efficacy also fosters a sense of control over one's life, associated with lower stress levels and higher satisfaction and happiness (Bandura, 2001). When individuals believe they can influence outcomes, they are more likely to engage in proactive behaviors that enhance their well-being. High self-efficacy positively impacts social interactions as well. Confident individuals are more likely to build and maintain supportive relationships, critical for emotional

support and psychological health. Social support, in turn, reinforces self-efficacy by providing encouragement and resources needed to face challenges.

Furthermore, self-efficacy influences health behaviors, such as exercise, healthy eating, and adherence to medical advice, which directly impact physical health and are closely linked to psychological well-being (Bandura, [1997](#); Schwarzer & Jerusalem, [1995](#)). Good physical health reduces stress and enhances mood, contributing to a positive mental state (Taylor et al., [2007](#)). Conversely, low self-efficacy is associated with a higher risk of experiencing anxiety, depression, and other mental health issues (Bandura, [1997](#); Schwarzer & Fuchs, [1995](#)). Individuals with low self-efficacy may feel overwhelmed by challenges and are more likely to engage in avoidance behaviors and negative thinking patterns (Bandura, [1997](#)). By fostering a belief in one's capabilities, self-efficacy promotes adaptive behaviors and positive thinking, reducing the risk of negative psychological outcomes (Maddux, [2002](#); Schwarzer, [1992](#)). In summary, self-efficacy contributes to psychological well-being through its positive effects on motivation, coping strategies, emotional regulation, perceived control, social relationships, health behaviors, and overall mental health (Bandura, [1997](#); Maddux, [2002](#); Schwarzer, [1992](#)).

This study also found the role of family social support in the psychological well-being of students. These findings align with the research by Rusyanti ([2017](#)), which identified the role of family social support on psychological well-being. The higher the family social support, the higher the psychological well-being. Feelings of competence or independence, not relying on or burdening others, and adapting to the environment are indicators of self-efficacy (Ezalina et al., [2023](#)). Individuals with self-efficacy relate to how they live their lives, including feeling happy, receiving support from others, having clear life goals, feeling content with what they have, and having self-confidence (Utami, [2016](#)).

Social support is one of the aspects that can influence psychological well-being. Sarafino et al., ([2015](#)) state that social support can take the form of emotional, informational, instrumental, and friendship support. Therefore, individuals who receive good social support are more likely to find ease compared to those who receive little or poor social support. Social support provides inner

peace and happiness for individuals who believe they have friends and support from their surroundings, allowing them to view problems more positively.

A study by Sugesty et al. (2021) found that parental social support is positively related to the psychological well-being of high school students in Indonesia. Another study by Ainunnida (2022) found that social support is a crucial protective factor against suicidal ideation among high school students in Indonesia. Social support helps students build self-confidence and cope with stress and pressure they face. Harjanti (2021) states that social support can make orphaned adolescents feel acknowledged, loved, and appreciated by their environment. Elisa (2021) also found a positive and significant influence of family social support on the psychological well-being of high school students. This means that family support effectively impacts students' psychological well-being.

Based on data analysis, it was found that family social support of students is high. This implies that high family social support can help students achieve psychological well-being. Family social support brings inner peace and happiness, allowing students to view problems more positively if they believe they have friends and support from their surroundings (Subarkah & Resyanta, 2021). Conversely, if students do not receive family social support, their psychological well-being will be low, leading them to think negatively about their problems. Marco et al. (2022) found a similar positive relationship between social support and psychological well-being. Good social support influences psychological well-being, as stated by Major (Amalia & Rahmatika, 2020), where an individual's perception of social support from others, such as family, improves psychological well-being. This is because individuals who receive social support have better problem-solving strategies, face challenges positively, and thus can maintain psychological well-being.

The limitations of this study include several factors that could affect the interpretation and generalizability of the findings. Firstly, the research focused specifically on students from one state high school, which may limit the ability to generalize the results to other populations or educational settings. The sample size of 252 students, while adequate for the specific context, may not fully capture the diversity of experiences and perspectives within the broader student population. Secondly, the use of self-report measures for assessing variables such as self-efficacy, family social support, and psychological well-being introduces potential biases. Responses may be influenced by

social desirability or subjective interpretations of the constructs, affecting the accuracy of the data collected.

Furthermore, the cross-sectional nature of the study design limits the ability to establish causal relationships between variables. Longitudinal studies would provide more robust evidence of how changes in self-efficacy and family social support over time relate to changes in psychological well-being among students. Additionally, the reliance on quantitative methods, while appropriate for measuring correlations and associations, may overlook qualitative aspects that could provide deeper insights into the experiences and perceptions of students regarding their self-efficacy, social support, and psychological well-being. In conclusion, while this study provides valuable insights into the relationships between self-efficacy, family social support, and psychological well-being among high school students, these limitations underscore the need for caution in interpreting the findings and highlight opportunities for further research to address these constraints.

Conclusion

Based on the analysis, this study reveals that students' psychological well-being is generally high, although some students fall into the moderate category. This indicates that some students still struggle to face problems or challenges positively, manage themselves well, leading to psychological issues like stress and depression, and experience academic disruption. Overall, students' self-efficacy is high, indicating confidence in their abilities. Students tend to be more optimistic, persistent, and able to overcome obstacles. Furthermore, overall family social support for students is high, meaning students feel loved, appreciated, and not abandoned by their families in facing challenges.

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