

The Effects of Self-Acceptance, Coping Strategies, and Social Support on Psychological Well-Being

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Article Info

History Articles
Received:
17 January 2024
Accepted:
19 February 2024
Published:
30 April 2024

Keywords:
Self-acceptance;
coping strategies;
social support and
psychological well-being

Abstract

The transition period between the ages of 18-25 years helps individuals in discovering identities and things to strive for their needs. Concerning this issue, the present research attempted to reveal the role of religiosity and gender within social support and Emerging Adulthood among students at the Faculty of Education and Psychology, Universitas Negeri Semarang in 2023. A total of 365 students from the Faculty of Education and Psychology in batch of 2019 – 2022 were chosen using a *disproportionate stratified random sampling* technique. Students' data on emerging adulthood, social support and religiosity were obtained using the Multidimensional Scale of Perceived Social Support, Inventory of the Dimensions of Emerging Adulthood (The Idea) and The Centrality of Religiosity Scale (CRS). Based on the findings, the relationship between social support and emerging adulthood was mediated by religiosity. In addition, gender failed to moderate the relationship between social support and emerging adulthood in students in the batch of 2019 - 2022, Faculty of Education and Psychology, Semarang State University.

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INTRODUCTION

Adolescence is a developmental period towards maturity which includes physical, cognitive, social and emotional aspects (Santrock, 2014). This stormy and stressful phase can be noticed from conflict and mood swings within individuals. It can happen due to the desire to achieve well-being and happiness by adolescents (Prayogi & Handarini, 2017). According to International Research on Women (ICWR) in Minister of Education and Culture Regulation number 82 of 2015, 84% of students have experienced violence at school, 75% of students admit that they have committed violence at school, 45% of male students said that teachers or school officers were perpetrators of violence, 22% of female students said that teachers and school officials were violent. In addition, the United Nations International Children's Emergency Fund (UNICEF) has revealed a large increase from 67 cases of juvenile delinquency in 2014 to 79 cases in 2015. These data seemingly imply that students. Including the ones in Indonesia are not yet prosperous due to the existence of violence at school (Yuliani, 2018).

Psychological well-being is an important thing as a foundation for adolescents in facing this critical and turbulent period. It is a state of an individual with all the potential he has to be able to act independently, be able to accept and understand his weaknesses and strengths, be aware of his personal development, be able to condition and create an environment that matches his needs, and have life goals directed towards his future life (Ryff, 1989). Having psychological well-being is necessary for high school students who are often faced with various challenges, including academic pressure, economic problems and family problems (Savitri & Listiyandini, 2017).

Adolescents can achieve psychological well-being by improving mental health (Saputri et al., 2023). Following the attainment of this state, individuals will feel satisfied with their lives, have positive emotional conditions, have positive relationships with other people, are able to control environmental conditions, have clear life

goals, and are able to develop their own potential (Ryff, 1989). However, those with low psychological well-being tend to have low feelings of happiness, feel dissatisfied, experience negative emotions, low self-esteem and a high probability of experiencing depression (Lubis & Agustini, 2018). Other impacts are feelings of low self-esteem, anxiety, lack of ability to take responsibility for one's duties, and low interest in academic achievement (Wahyuni & Maulida, 2019).

Regarding the preliminary researches conducted in 3 schools (Private vocational school Islamic Center Baiturrahman, Private vocational school Bina Nusantara, and Private vocational school Bagimu Negeri), 13% of students were found in the low category indicated by the less prosperous psychological condition. Then 72% of students were in the medium category, meaning they felt quite happy and psychologically prosperous. and 15% were in the high category. These percentages are in line with what was found by Khairunnisa et al., (2022) that they found the sample with low psychological well-being was 3 people (7.14%), the medium category was 31 people (73.80%), and the high category a total of 3 people (7.14%), meaning that some of the samples are included in the medium category. Another research by Rahayu & Setiawati (2019) revealed that 331 high school students in Bantul Sub-district have low psychological well-being.

Ryff (1989) defines psychological well-being as an individual's ability to accept themselves as they are or self-acceptance. One's low psychological well-being can be seen from the dimension of self-acceptance, covering feeling dissatisfied with oneself and disappointed with what has happened in the past life (Ryff & Keyes, 1995). Ellis (1977) argues that self-acceptance is a condition that fosters personal adjustment and well-being or happiness. By strengthening self-acceptance, individuals become free from anxiety, feelings of inadequacy and fear of criticism or rejection, and are free to explore things that can make them happy (Bernard, 2013). Self-acceptance holds a very important role in mental health. That is why, low self-acceptance can result in various emotional

difficulties, including uncontrollable anger and depression (Carson & Langer, 2006). Another effects are having feelings of inferiority, shame, self-dissatisfaction and self-esteem which are symptoms of low self-acceptance (Hasanah, 2018).

Some unavoidable stressors in adolescents' environment are pressure to achieve academic success, conflicts with parents and peers, frustration in romantic relationships, and major life events. This kind of stress will cause unfavourable effects both physiologically and psychologically. A possible action to overcome this stress is to employ coping strategies (Lazarus & Folkman, 1984). Coping strategy is a process or way of regulating and processing pressure or demands both externally and internally. It consists of efforts, both real actions and actions in intra-psychic form (Folkman & Lazarus, 1980). These strategies hold an important role in the psychological well-being of high school students (Mahendika & Sianggaran, 2023). With these strategies, students can foster an optimistic attitude to reduce the stress that is being experienced or is occurring (Blake & Vandiver, 1988), motivate and increase students' abilities (Ragheb & McKinney, 1993).

Another factor that supports the attainment of psychological well-being is social support (Riani et al., 2022). Social support is assistance provided to individuals from family, friends and those closest to them. It refers to the help individuals received from their social networks, including family members, friends, teachers and other members of society. Forms of social support are such as emotional support, instrumental support, informational support, and appraisal support (Zimet et al., 1988). All this help can increase one's enthusiasm. Social support is one of the external factors that enables individuals to be more confident in solving a problem, motivate positive reactions, and eliminate loneliness.

With regards to the background above, this research attempted to explore the contribution of self-acceptance, coping strategies and social support to the psychological well-being of private vocational school students in Ngaliyan Sub-

district. In the future, it was hoped that this research can become a reference for counselors in improving psychological well-being through guidance and counseling services.

METHODS

The population in this research were students from private vocational schools in Ngaliyan Sub-district (Private vocational school Islamic Centre Baiturrahman, Private vocational school Bina Nusantara, and Private vocational school Bagimu Negeri) with a total of 925 students. The population were then sampled using a cluster random sampling technique and resulted 280 respondents.

Several instruments were used to collect the data in this research. First, the self-acceptance instrument in this research was adapted from the Unconditional Self-Acceptance Questionnaire (USAQ). It consists of 10 items with a reliability value of 0.94. The USAQ instrument uses a 7-point Likert scale from almost always false (1) to almost always true (7). In terms of validity test, this instrument obtained 0.283 to 0.499, while alpha reliability was 0.667.

Students' coping strategy was measured using the second instrument named the Coping Strategy Inventory (CSI) adapted from the Ways of Coping questionnaire from Lazarus and Wherry with a total of 24 statement items. The scoring was based on the 5-point Likert scale from strongly disagree (1) to strongly agree (5). In terms of validity test, this instrument gained 2 items invalid and 22 valid with a validity value of 0.271 to 0.666, while the alpha reliability was 0.852.

Social support data were collected using the third instrument, namely the Multidimensional Scale of Perceived Social Support (MSPSS) with 12 statement items. This instrument was scored using the 7-points Likert scale from strongly disagree (1) to Strongly Agree (7). In terms of validity test, this instrument obtained 0.595 to 0.807, while alpha reliability was 0.900.

The fourth instrument to collect students' data of psychological well-being was the

psychological well-being scale adapted from the Scales of Psychological Well-Being (PWB) with a total of 18 statement items. The 7-points Likert scale from almost always not true (1) to almost always true (7) was used to assess this variable. In terms of the validity test, this instrument obtained 0.285 to 0.607, while alpha reliability was 0.616.

This research used a correlational research design with a multiple linear regression analysis technique. For the questionnaire data collection process, Google Form was used.

RESULTS AND DISCUSSION

This research had one dependent variable, namely psychological well-being and three independent variables, namely self-acceptance, coping strategies, and social support. According to the descriptive analysis with the help of SPSS version 23, the mean of all independent variables was in the medium category, namely psychological well-being of ($M = 90.39$ $SD = 8.16$), self-acceptance of ($M = 41.57$ $SD = 4.16$), coping strategies of ($M = 80.78$ $SD = 5.74$), and social support of ($M = 55.04$ $SD = 14.63$). in details, the data are presented in the following table 1.

Table 1. Mean, SD, and Variable Categories

Variable	M	SD	Kategori
Psychological well-being	90.39	8.13	Medium
Self-acceptance	41.57	4.16	Medium
Coping strategies	80.78	5.74	Medium
Social support	55.04	14.63	Medium

Next, to decide the relationship between variables, multiple regression analysis was carried out and resulted the data in table 2.

Table 2. Multiple Regression Test Results

Predictor	β	t	P
Self-acceptance	.505	23.836	<.01
Coping strategies	.368	17.506	<.01

Social support	.631	29.795	<.01
R	.938		
R ²	.879		
F	671.257		
P	<.01		

Based on the results of the regression test presented in table 2, self-acceptance was had an effect on psychological well-being ($\beta = 23.836 < 0.01$), coping strategies had an effect on psychological well-being ($\beta = 17.506 < 0.01$), and social support had an effect on psychological well-being ($\beta = 29.795 < 0.01$). Furthermore, the level of psychological well-being explained by the three variables was 87.9% ($R^2 = 0.879$).

By referring to these findings, there found some effects of self-acceptance, coping strategies and social support on psychological well-being, meaning that the hypothesis in this research was accepted, namely that there is an influence of self-acceptance, coping strategies and social support on psychological well-being. Self-acceptance could influence the dynamics of one's psychological well-being. This enables the individual to accept whatever conditions exist in him. Other things are they can accept and respect themselves, be aware of their negative sides, and accept their own healthy and strong personality, so the attainment of psychological well-being can be easier (Dewi & Herdiyanto, 2018).

Coping strategies were found to have a positive effect on psychological well-being. One of the factors of psychological well-being is coping strategies, meaning that high psychological well-being is associated with a better coping strategy style (Wu et al., 2020). In other words, students can counter the stressful situations and conditions they are facing by improving their psychological well-being. Similarly, a research conducted by Khanagar et al., (2021) found that coping strategies are significantly related to psychological well-being among vocational school students. Individuals who have coping strategies such as a problem-solving skill will can be assumed to have good psychological well-being. It shows the significance of coping strategies to the

psychological well-being of vocational school students.

Another finding was social support showed a positive value, indicating that the level of this variable positively affected psychological well-being. This showed that the students participated in this research had good social support and psychological well-being. In line with a research by Aydin et al., (2017), social support has a significant positive effect on students' psychological well-being, meaning that the higher the social support, the higher the students' psychological well-being. For more, Brunsting et al., (2021) found social support as an important predictor of psychological well-being. Students who have strong social support are more likely to experience positive emotions and have better coping skills when facing stress and limitations. When students have good social support with family, friends and those around them, it will be easier to grow their psychological well-being.

This research has finally provided several implications for the implementation of guidance and counseling at schools. First, guidance and counseling services should be provided to students to improve their psychological well-being. Second, to realize this plan, a counselor must prepare some designs to create a positive environment that will support students to survive and solve the problems they face. With these services, it is expected that students can gain better improvement.

Group guidance is one of the effective guidance and counseling services as a group activity in providing information. Fitri et al., (2017) argue that group guidance can be implemented to increase students' self-acceptance. Within this service, students will improve their self-understanding, self-concept and self-esteem, as well as be being able to interact with other people which finally can contribute a positive correlation to students' self-acceptance.

Another possible strategy by a school counselor to assist students in achieving optimal development is by using the expressive writing method. Expressive writing is a writing activity

different from creative writing but rather writing about experiences, problems or trauma. It can externalize problems, so individuals can express their emotions appropriately, increase insight and reduce the appearance of negative symptoms. In addition, the guidance and counseling services provided can be in the form of information services to equip students some information and help those who have low levels of social support (Syarafina & Andriani, 2023).

Regarding the description above, it was apparently found that there were simultaneous effects of self-acceptance, coping strategies and social support on psychological well-being. This meant that there needs to be external motivation such as internal social support in the form of self-acceptance and coping strategies in determining an individual's psychological well-being.

CONCLUSION

Following the findings, there are some conclusions drawn. First, self-acceptance has a positive effect of psychological well-being. Second, coping strategies have a positive effect on psychological well-being. Third, social support has a positive effect on psychological well-being. Fourth, self-acceptance, coping strategies and social support jointly affect psychological well-being. Fifth, the level of self-acceptance, coping strategies and social support for students' psychological well-being is all in the medium category.

According to the conclusions, the future researchers are recommended to do some innovation by involving more specific independent variables. It is related to the limitation of this research which has not yet fully discovered and discussed its independent variables specifically.

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