

## Contribution of Self-Efficacy and Self-Esteem to Subjective Well-Being

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### Abstract

Career maturity is important since it enables students to choose the right career and prepare to enter workforce. Lack of career maturity will cause the students have no information about career or further study after graduation. Therefore, this study aimed to examine the effectiveness of psychoeducational group with problem solving and self-management techniques to improve the career maturity of 24 students of Public Vocational High School (SMK Negeri) in Semarang. This experimental study used randomized pretest posttest comparison group design. Based on Wilcoxon and Kruskal Wallis analysis results, the psychoeducational group with problem solving technique, self-management technique, and the combination of those techniques gained improvement in terms of career maturity. In details, the psychoeducational group with problem solving technique obtained better improvement than that of self-management and the combination of those techniques. Finally, this study recommends the use of problem-solving technique to improve the career maturity of Vocational High School students.

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## INTRODUCTION

Subjective well-being (SWB) is one of the aspects of human personality. It is associated with individuals' evaluation of their happiness, the extent to which they are satisfied with their achievement. Diener and Scollon (2003) argue that subjective well-being is a subjective evaluation of life, including the concepts of life satisfaction, pleasant emotion, fulfillment, satisfaction toward certain matters such as marriage and work, and a low level of unpleasant emotion. SWB refers to individuals' perception of their personal experiences, comprising cognitive evaluation, life affection, and representation of psychological well-being including emotional, occupational, and family situation.

Santrock (2012) argues that adolescence is a crisis period that is indicated by sensitivity and emotional instability, which make an adolescent prone to his/her environment.

Sawyer et al., Achenbach (as cited in Tomy and Cummins, 2011) report that among 12-18 years old Australian and American adolescents, 14% of them suffered from mental health problems, and this percentage increases as they become older due to more complex subjective well-being issues.

Prabowo (2016) reports that in 5 Muhammadiyah vocational high schools in Malang, 76% of the students' subjective well-being was categorized as moderate and 11% of them were categorized as having low subjective well-being. Diener et al. (1999) explain that there are six predictors of life happiness and satisfaction, including positive self-esteem, self-control, extroversion, optimistic perception, positive social relation, and having a purpose in life. In other words, it can be said that students with low SWB undergo some problems related to their life satisfaction and happiness.

Seligman (2011) states that psychological well-being originates from the environment. For students, school is an ideal setting to teach well-being because adolescents spend most of their time at school. Some experts argue that teaching

well-being is important for three reasons, namely, improvement of adolescents' positive emotions, prevention of depression through meaning in life and engagement, and the improvement of life satisfaction.

Students need to complete their developmental tasks to fulfill their subjective well-being. These tasks include being a faithful adolescent who recognizes and develops emotional, social, and economic autonomy, exhibits values and behaviors that are socially acceptable; possesses good relationship with others; prepare him/herself to accept the dynamic physical and psychological changes; realize the interest, aptitude, career tendency, and art appreciation (KEMDIKBUD, DITJEN GTK, 2016).

There are some predictors of subjective well-being. One of the predictors of SWB is self-efficacy, an individual's belief in his/her ability to control his/her functions. It is closely associated with SWB. As shown by Houkamaou & Sibley (2011), Yap & Baharudin (2016), Pramudita dan Dinar (2015), self-efficacy holds a significant relationship with adolescents' SWB. Meanwhile, Andryani and Bangun's (2018) study shows a noticeable gap when it reports that the relationship between SWB and Self-efficacy is low.

In addition to self-efficacy, self-esteem is also viewed to have a close relationship with SWB. Studies conducted by Kong et al. (2012), Khairat and Adiyanti (2015), Li Yuan et al. (2015), Khalek (2011) on high school students and adolescents found that self-esteem is significantly associated with SWB. In contrast, Riddle and Romans' (2012) study on resilience among Indian American adolescents that involved 196 participants found that there is no significant relationship between SWB and Self-esteem. Considering the inconsistency of findings related to the SWB-self-esteem relationship, the present study aimed to clarify the contribution of self-esteem to SWB.

The present study was conducted to examine the magnitude of the contribution of self-efficacy and self-esteem to subjective well-

being, particularly in 'favorite' public high schools with Zoning system in Semarang City. This study is expected to serve as the basis to develop students' SWB through these two independent variables and to contribute to the body of knowledge in the high school guidance and counseling field.

## METHOD

The present study recruited 350 students (55.7% Female and 44.3% male students) from three schools, namely SMA Negeri 1,2, and 5 Semarang. The participants were recruited using cluster random sampling technique. The sample size was determined using Isaac and Michael's technique.

The data were collected using General Self-Efficacy Scale (GSE), The Short Form of Coopersmith Self-Esteem Inventory (SF-CSEI) dan Satisfaction with Life Scale (SWLS). Before distributing the instruments, two language experts were assigned to translate the instruments. The translated version of the scales was adjusted to Indonesian conditions to make the participants understand the questions and statements easier. After that, these scales were validated by experts. Once the validation process finished, these scales were distributed to the participants.

Self-efficacy was measured using GSE developed by Schwarzer and Jerusalem (1995). This scale consisted of 10 items with three aspects of self-efficacy, namely: three items on Magnitude or level ( $R_{xy} 0.419-0.519$ ), three items on Generality ( $R_{xy} 0.512-0.597$ ), and four items on Strength ( $R_{xy} 0.412-0.702$ ). The Cronbach Alpha value was 0,830.

The Short Form of Coopersmith Self-Esteem Inventory (SF-CSEI) developed by Potard, Amoura, Kubiszewski, Le Samedy, Moltrecht & Courtois (2015) was employed to measure students' self-esteem. This scale consisted of 25 items with five aspects of self-esteem, namely: two items for Power ( $R_{xy}0.451-0.829$ ), eleven items for Significance ( $R_{xy} 0.736-0.969$ ), three items for Virtue ( $R_{xy}0.403-0.922$ )

and nine items for competence ( $R_{xy}0.384-0.871$ ). The Cronbach Alpha value was 0,973.

Satisfaction with Life Scale (SWLS) from Diener et al. (1985), developed by Useche and Serge (2017), was used to measure students' subjective well being, it consisted of five items ( $R_{xy}0.408-0.705$ ) with Cronbach Alpha of 0, 757. To analyze the data, the multiple regression technique was applied.

## RESULTS AND DISCUSSION

The descriptive analysis result showed that the minimum and maximum score of participants' answer for self-efficacy scale was 22 and 50, respectively. The mean score was 37,07 with standard deviation of 5,424.

**Tabel.1** Min, Max, Mean, SD Self-Efficacy, Self-Esteem & SWB

Variable	Min	Max	Mean	SD
<i>Self Efficacy</i>	22	50	37.07	5.421
<i>Self-Esteem</i>	30	47	38.03	3.075
<i>Subjective Well Being</i>	10	35	23.59	5.19

As shown in Table 1. The participants' minimum score on self-esteem scale was 30 while the maximum score was 47. The mean score was 38,03 and the standard deviation was 3,065. This descriptive statistical result showed that the mean score was higher than the standard deviation, indicating good data distribution.

The descriptive analysis result showed that the minimum and maximum score of participants' answer for SWB scale was 10 and 35, respectively. The mean score was 23,59 and the standard deviation was 5,188. This descriptive statistical result showed that the mean score was higher than the standard deviation, indicating good data distribution.

Furthermore, hypothesis testing was done to analyze the contribution of independent variables to dependent variables. In testing the hypothesis, Bivariate test was done to see the correlation between dependent and independent variables. Variables that are included to

multivariate test was variable with P value > 0.25. Bivariate analysis was done because the independent variable was in the form of numerical data.

**Table 2.** Hypothesis Testing Analysis Result

Independent Variable	$\beta$	t	P	R	R <sup>2</sup>	F	P
Predictor : <i>Subjective well being</i>				0.492	0.242	55.454	<0.01
<i>Self Efficacy</i>	0.425	9.095	<0.01				
<i>Self-Esteem</i>	-0,235	-5.032	<0.01				

As displayed in Table 2, t-count of self-efficacy was 9.095 with significance of <0,01 ( $\beta=0.425$ ,  $P<0.01$ ). This value indicates that self-efficacy significantly affect subjective well-being. In other words, Ha1 stating that self-efficacy partially and positively affect subjective well-being is accepted.

T-count of self-efficacy was -5.032 with significance of <0,01 ( $\beta=-0.235$ ,  $P<0.01$ ). This value indicates that self-esteem significantly affects subjective well-being. In other words, Ha2 stating that self-esteem partially and negatively affects subjective well-being is accepted.

Coefficient of Determination test is a test conducted to find out the ability of independent variable in explaining the dependent variable. It is determined by the R2 score, higher R2 score (closer to 1) indicates that independent variable provides more information that is required to predict the variance of dependent variable. The R2 test result shows a score of 0.242, meaning that 24.2% of variance of Subjective well-being is accounted for by self-efficacy and self-esteem. This result supports Tu, Yidong & Zhang, Shuxia (2015) who found that self-efficacy acts as a mediating variable of relationship between loneliness and SWB. In other words, higher loneliness level may result in lower SWB. Meanwhile, higher self-efficacy may lead to higher SWB. This is consistent with Yu, Yulan & Luo, Jun (2018) who found that Self-efficacy mediates individual's optimism and subjective well-being. Higher level of self-efficacy results in higher level of SWB. The study conducted by Pramudita and Pratisti (2015) on SMA N 1 Belitang found a positive, significant relationship

between students' self-efficacy and subjective-wellbeing. The students' self-efficacy and subjective well-being are categorized as high.

Ormrod, as cited in Yu and Luo (2018), explains that self-efficacy refers to individuals' perception of their ability to achieve success in carrying out a task, this includes their overall self-confidence when facing a challenges or new situation. Self-efficacy is associated with one's confidence in organizing and effectively doing his/her task (Ari, Sugiharto, and Awalya, 2019).

Karademas (2006) argues that higher level of self-efficacy is related to stress-regulating process. Better adaptation may lead to higher self-esteem, better subjective well-being, physical condition, and recovery. Whereas lower self-efficacy is associated with more anxiety and depression symptoms and lower subjective well-being. Singh and Udainaya (2009) state that higher perceived self-efficacy improves one's subjective well-being. Higher level of self-efficacy contributes to higher level of life engagement and satisfaction.

Self-esteem is defined as one's belief in his/her ability to act and face life challenges, belief in rights to happiness, feeling of worth, which allows individuals to assert their needs and desire and enjoy the result of their hardwork (Branden, as cited in Refnadi, 2018). Hypothesis testing results showed that self-esteem partially influences subjective well-being. However, the influence was weak and negative.

This result is consistent with Triwahyuningsih's (2017) meta-analysis that found that, in general, correlation between self-esteem and psychological well-being could be categorized as low. It is in contrast with Simsek

(2011) who found that collective self-efficacy is significantly associated with SWB. Tolewo et al. (2019) found that social support and self-esteem may affect individual's subjective well-being.

This result may be affected by individual's effort in increasing respect from others because, according to Maslow (1970), there are two types of esteem needs, namely esteem for oneself and desire for respect from others. In order to exhibit self-esteem, individuals may ignore their self-happiness. Individuals with lower self-esteem tend to prioritize their subjective happiness. Clemes and Bean (2001) state that individuals with lower self-esteem tend to avoid anxiety-triggering situation. The result may also be affected by gender, considering that most of the participants were female students (55.7%). Rosenberg, Schooler, Schoenbach and Rosenberg (as cited in Lubis, 2011) state that global self-esteem directs one's positive or negative attitude toward perfection, which is closely related to psychological well-being. According to Diener (2009), women tend to show negative affects while experiencing more pleasure.

Self-efficacy affects subjective well-being more significantly than self-esteem does. Malli and Yıldızhan (2018) found that types of school affect students' SWB. Students who participated in sport reported better SWB than those who did not.

Odaci's (2012) study on post-graduate students in Karadeniz also reports that self-efficacy positively related to SWB. The study also found that self-esteem is positively and significantly correlated with SWB. In addition, Self-efficacy and self-esteem were found to positively related to SWB.

## CONCLUSION

Higher self-efficacy may lead to higher SWB and higher self-esteem may also lead to higher SWB. In other words, the higher the self-efficacy and self-esteem level, the higher the individual's SWB. Otherwise, individuals with lower SWB reported a lower level of self-efficacy and self-esteem.

Based on the result of the study, school counselors are expected to provide personal and social guidance and counseling services. The former concerns with individual's ability to understand and identify his/her personal maturity, while the latter concerns with social maturity development. Accordingly, intervention could be given in accordance with character and problems of students with low self-efficacy and self-esteem. Motivating students to join extracurricular activities may enhance their self-efficacy and self-esteem, which eventually improve their subjective well-being.

Future studies are recommended to investigate self-efficacy, self-esteem, and subjective well-being through qualitative points of view on participants with low self-efficacy, self-esteem, and subjective well-being. It is also recommended to test the negative relationship between self-esteem and subjective well-being. In addition, studies on other independent variables that are related to subjective well-being are also recommended.

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