Social Support and Self-Esteem as Predictors of Psychological Well-Being of Generation Z Students

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ABSTRACT: There are some generation Z students at college X in Kupang who have low psychological well-being, thus a study was conducted that aims to determine social support and self esteem simultaneously as predictors of psychological well-being of generation Z students at college X Kupang. This study uses quantitative methods and data collection using Ryff's Psychological Well-Being Scale, Multidimensional Scale of Perceived Social Support, Rosenberg Self Esteem Scale distributed via google form to respondents who have met the predetermined criteria. The number of respondents involved was 150 respondents consisting of 40 men and 110 women. The results showed that the Fcount (simultaneous) value was 227,207 with a significance value of 0.000 (p <0.05) this result proves that there is a simultaneous influence of social support and self esteem on the psychological well-being of generation Z students at college X in Kupang with a coefficient of determination of 0.756 meaning that the contribution of the influence of social support and self esteem on psychological well-being is 75.6% the rest is influenced by other variables not examined in this study.

INTRODUCTION

Based on data from the central statistics agency (Badan Pusat Statistik, 2021), around 27.94% of the domestic population is generation Z. The findings of Schroth (2019) explain that generation Z is an individual born in 1997-2013. This means that currently it is classified into two parts, namely the student group and those who are already working (Priyana, 2023). Every individual has the hope that his or her life will be psychologically prosperous. According to Ryff and Keyes (1995) define psychological well-being as the result of a person's evaluation or assessment of himself which is the result of an evaluation of his life experiences. Based on the aspects of psychological well-being, namely (1) the aspect of self-acceptance is how a person is positive and can accept himself as he is and his experiences and past, both pleasant and unpleasant, (2) the aspect of positive relationships with others means the level of a person's ability to build interpersonal relationships with other people who are warm based on trust, feelings of empathy, love and affection. (3) the aspect of mastery of the environment is the individual's ability to choose and create an environment that is in accordance with his psychological condition, (4) the aspect of independence or autonomy is the level of a person's ability to determine his fate, freedom and control and unity from within himself. This is the basis of an individual's belief that thoughts and actions come from himself without any control from others. (5) the aspect of life goals means that individuals who have clear goals, intentions, sense and direction of life will have a feeling that life is meaningful, (6) the aspect of self-development is the level of individual ability to grow and develop their potential in a sustainable manner and be open to new experiences. According to Ryff and Keyes (1995) describe that good psychological psychological well-

being is an individual who fully realizes his potential where individuals can accept all their shortcomings and strengths, are able to be independent, are able to foster positive relationships with others, can master an environment that has been modified according to their wishes, have clear life goals and continue to develop their personality. Psychological well-being has an impact on a person. According to Schroth (2019) the negative impact of psychological well-being on generation Z is having a high rate of depression diagnoses and having high anxiety. However, according to Ryff and singer (Savitri, 2019) describe that individuals with high psychological well-being will be more productive and have better mental and physical health compared to individuals with low psychological well-being. In addition, Barhate and Dirani (2022) show that individuals whose psychological well-being is high have an impact on a student's career decision-making process.

However, there is a phenomenon of low psychological well-being in students found in several places. From the results of previous research, 38% of 79 students at the University of Education Indonesia Bandung class of 2018/2019 had low psychological well-being. (Kurniasari et al., 2019).. In addition, the low psychological well-being of students who are taking lectures is indicated by low self-acceptance (Eva et al., 2020). There are also the results of a literature study by Srianturi (2022) illustrates that the low psychological well-being of generation Z students during the pandemic has resulted in this cohort experiencing a decrease in mental health and psychological well-being. This phenomenon also occurs in some generation z students at one of the universities in Kupang, where researchers identified phenomena related to psychological well-being through Ryff's measurement scale by distributing questionnaires to 45 generation Z students at college X in Kupang. It was found that both male and female students belonging to generation Z had low psychological well-being as many as 20 and as many as 19 students were in the medium category and as many as 6 students were in the high category. In this case, it is related to aspects of psychological well-being that have not been fulfilled by generation Z students of college X in Kupang. On the basis of this phenomenon, it can be suspected that there are problems related to the psychological well-being of generation z students.

There are factors that influence to improve psychological well-being, one of which is social support, especially for students social support is an important factor for psychological well-being (Luo et al., 2019). According to Zimet et al., (1988) social support is described as an exchange of resources between at least two individuals perceived by one of the parties which aims to help improve the recipient's welfare. There are three dimensions in social support proposed by Zimet et al. (1988), namely: (1) family support (Family Support) means assistance or support provided by the family to individuals such as providing emotional support and helping individuals make decisions. Family support can come from parents, spouses and children, (2) friend support means assistance provided by individual friends such as helping in daily activities and as a story friend and other forms of assistance, (3) assistance from special people (Significant Other Support) is a person who is considered important outside of family and friends, in other words, support provided by someone who is meaningful in an individual's life such as helping individuals feel comfortable and feel valued. The importance of increasing one's psychological well-being can be seen from social support starting from the people around, namely family, friends, and people who are considered special (Zimet et al., 1988). Individuals who feel supported by the people around them can reduce the negative impact of stress, help individuals overcome problems or pressures experienced in their lives and have good social interactions with others. According to previous research by Poudel et al., (2020) stated that there is a relationship between social support and psychological well-being, in helping individuals to reduce the amount of stress experienced and acting as a buffer for individuals facing stressful life situations. The results of other research conducted by Setyawati et al., (2022) that there is a very significant influence between social support and adolescent psychological well-being.

Apart from the social support factor, there is also the self esteem factor which is a predictor of psychological well-being (Wang & Castañeda-sound, 2008; Fauziah & Fatimah, 2021). According to

Rosenberg (1995) self esteem is an attitude that individuals have about themselves both positively and negatively with aspects of self acceptance and aspects of self respect. Generation z students often face high life pressure, do not accept themselves, lack self-confidence, and have a negative attitude towards themselves, indicating that their self esteem is one of the influential factors in psychological well-being problems.

These two factors both have an influence on the psychological well-being of generation Z students. According to the results of previous research from Poudel et al., (2020) revealed that the importance of social support and self esteem for the development of psychological well-being, because social support indirectly affects psychological well-being through their self esteem. Other research results found by Rosita (2021) that there is an influence of self esteem and social support on psychological well-being, meaning that the higher the self-esteem obtained and the higher the social support, the more their psychological well-being increases. This study has differences with previous studies, namely in the measuring instruments used, the place and population and respondents in this study specifically in generation Z students.

Study Aim and Hypothesis

This study aims to determine social support and self esteem as predictors of psychological well-being of generation Z University in Kupang. The hypothesis is that social support and self esteem are simultaneously predictors of psychological well-being of generation Z students at college X in Kupang.

METHODS
Design

In this study, the design used as a foundation in examining the problem is a correlational quantitative research design. This research design was conducted to determine social support and self esteem as predictors of psychological well-being of generation z students at college X in Kupang.

Participants

The population in this study were generation Z students at college X in Kupang and participants were obtained by convenience sampling technique, namely the number of participants according to those who were willing to fill in the google form by meeting the characteristics in this study, namely those who are generation Z students at college X in Kupang who are now at least 18 and a maximum of 26 years old, are still active students at college X in Kupang and live in Kupang City. However, after the data was collected, only 150 participants were found willing to fill out the google form that was distributed.

Instruments

In this study, the data collection process used three psychological scale instruments. Before use, a reliability test was carried out on all scales to be used. The reliability test is carried out in accordance with the standards determined by Azwar (2021) which states that the Cronbach's alpha correlation results are closer to 1, so it is said to be reliable.

Psychological well-being was measured using the Ryff psychological well being scale developed by Ryff and Keyes (1995). This scale was adapted in Indonesian by Revelia (2019) based on the aspects found by Ryff and Keyes (1995) including self-acceptance, positive relationships with others, autonomy, environmental mastery, personal growth and life purpose. The psychological well-being scale was readjusted to the context of the research participants. The psychological well-being scale has 32 items consisting of 16 favorable items and 16 unfavorable items. An example of an item from the psychological well-being scale is "for me, life is a process of learning, changing, and developing continuously". The reliability coefficient of Ryff psychological well being is 0.930 and the value of the

aitem-total correlation coefficient (r it) is 0.298-0.805 so that the Ryff psychological well being scale can be used in this study.

Social support in this study was measured using the multidimensional scale of percieved social support (MSPSS) developed by Zimet (1988) then modified by the researcher in accordance with the research objectives. This scale consists of 12 favorable items, an example of a social support scale item is "My family really tries to help me" with a Cronbach's alpha value of 0.869 and an aitem-total correlation coefficient value (r it) of 0.388-0.734. Thus the multidimensional scale of percieved social support can be used to measure social support based on the aspects put forward by Zimet (1988) namely percieved social support (family), percieved social support (friends), percieved social (significant other).

self esteem in this study was measured using the Rosenberg self esteem scale (RSES) developed by Rosenberg (1995)This measuring instrument has previously been tested for validity by Maroqi (2019) with a confirmactory factor analysis (CFA) approach that 10 items consisting of 5 favorable items and 5 unfavorable items are unidimensional or in other words only measure one factor and then modified by researchers according to research objectives. The results of the Cronbach alpha reliability test are 0.874 with an aitem-total correlation coefficient value (r it) of 0.436-0.877, so this self esteem scale can be used to measure self esteem based on aspects of self acceptance and self respect.

The three types of scales used in this study were measured using a Likert scale which has five answer options that can be selected one by the respondent, namely strongly agree, agree, neutral, disagree, strongly disagree. The calculation of the research answer score for favorable items, the strongly agree answer gets a value of 5, the agree answer gets a value of 4, the neutral answer gets a value of 3, the disagree answer gets a value of 2, the strongly disagree answer gets an answer of 1. As for the answers to unfavorable items, the assessment is the opposite of favorable items.

Data Analysis

Hypothesis testing was conducted using quantitative multiple linear regression method to determine social support and self esteem as predictors of psychological well-being of generation z students at college X kupang. The data collection process used three psychological scale instruments made in google form and shared the link with respondents via whatsapp and facebook. Before use, reliability and validity tests were conducted on all scales to be used. After the data is declared reliable and valid, hypothesis testing is then carried out. However, before hypothesis testing, classical assumption tests were carried out including normality test, linearity test, multicollinearity test and heteroscedasticity test. Furthermore, the interpretation of the research results is carried out. Data were obtained using the IBM SPSS Statistics 20 for windows software program.

RESULTS AND DISCUSSION
Results

Respondents in this study were 150 people with age characteristics dominated by 20 years as many as 33 (22%) respondents, respondents with tribal characteristics were dominated by the timor tribe as many as 87 (58%), respondents based on gender were dominated by women as many as 110 (73%) and seen from the characteristics of the respondent's semester on average semester 3 with a total of 83 (55%).

Categorization

The data obtained was then analyzed using categorization. Descriptive analysis used in this study according to Widhiarso (2020) is based on five categories, namely very high, high, medium, low and very low. The variables used in this study are discussed based on the minimum, maximum, mean and standard deviation values. The mean or average value is the respondent's assessment of the

three variables categorized from very low to very high. The standard deviation value shows the diversity of variations in respondents' answers to the statements given. categorization data can be seen in the table 1.

Table 1. Categorization of Hypothetical Data Variables (N=150)

Variables	Category	Frequency	Presentation
Psychological well-being	Very high	3	2.00%
	High	89	59.33%
	Medium	58	38.67%
	Low	0	0.00%
	Very low	0	0.00%
Social support	Very high	53	35.33%
	High	75	50.00%
	Medium	21	14.00%
	Low	1	0.67%
	Very low	0	0.00%
Self esteem	Very high	4	2.67%
	High	65	43.33%
	Medium	78	52.00%
	Low	2	1.33%
	Very low	1	0.67%

Based on the table above, the hypothetical categorization of generation Z students of college X in Kupang is in the high category as many as 89 (59.3%) respondents. Then the data shows that the hypothetical categorization of social support of generation Z students is in the high category as many as 75 (50%) respondents. Then the data shows that based on the calculation of self esteem categorization, generation Z students have high self esteem on average as many as 65 (43.3%) respondents.

Hypothetical testing

Before the regression test results are discussed, first discuss the results of the classical assumption test, among others: Normality test aims to test whether the variables have a normal distribution or not (Ghozali, 2021), in testing normality using the Kolmogrov Smirnov test using the SPSS 20 program, it is known that the unstandardized residual coefficient value between the independent variables of social support and self esteem is 0.974 (p>0.05), meaning that overall the data in this study meet the normality assumption test and regression is feasible to use to predict the psychological well-being of generation z students at college X in Kupang. Then a linearity test was conducted to determine whether the X and Y variables had a significant linear relationship or not. Two variables are said to have a linear influence on if the significance (linearity) is less than 0.05 (Ghozali 2021). Based on the results of the analysis with the SPSS program, social support has a linear effect on psychological well-being as seen from the linearity F value of 12,288 with a significance value of 0.001 (p < 0.05) while the results of the analysis of self esteem also have a linear effect on psychological well-being as seen from the results of the analysis of the linearity F value of 112,860 with a significance value of 0.000 (p < 0.05). Furthermore, the multicollinearity test is carried out, according to Ghozali (2021) multicollinearity is carried out to test whether in the regression model there is a correlation between independent variables. The presence or absence of multicollinearity is seen from the tolerance value and variance inflation factor (VIF). Based on the results of the analysis between the independent variables, it shows that there is no multicollinearity, this is based on a tolerance value of 0.940> 0.10 and a VIF value of 1,064 < 10. Then the heteroscedasticity test is

carried out which aims to test whether the regression model occurs inequality of variance from the residuals of one observation to another. If the variance of the residuals of one observation to another is constant, it is called homoscedasticity. According to Ghozali (2021) that most crossection data contains heteroscedasticity situations because this data collects data representing various sizes (small, medium, and large). From the test results that the points spread randomly both above and below the number 0 on the Y axis so it can be concluded that there is no heteroscedasticity in the regression model can be used.

After the classical assumption test was carried out, the researchers then tested the hypothesis with a two-variable multiple linear regression analysis technique using the SPSS 20 program. The two variables referred to are the two independent variables, namely social support and self esteem. The first step is to analyze the effect of the independent variables X1 (social support) and X2 (self esteem) on variable Y (psychological well-being.

Table 2. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	10214.300	2	5107.150	227.207	.000[b]
Residual	3304.258	147	22.478		
Total	13518.558	149			

The results of the F test (simultaneously) amounted to 227,207 with a significance value of 0.000 (p <0.05), it can be concluded that there is a simultaneous influence of social support and self esteem as predictors of the psychological well-being of generation Z students at college X in Kupang.

Table 3. Summary of Research Hypotheses Testing Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig. F Change
1	.869[a]	.756	.752	4.741	.869[a]

Based on the table above, the results of the analysis of the correlation coefficient (R) value of 0.869. While the coefficient of determination (R²) value is 0.756, which means that simultaneously the contribution of social support and self esteem as predictors of psychological well-being is 75.6% while the remaining 24.4% is influenced by other variables not examined in this study.

Table 4. coefficients

Model		Unstandardized		Standardized	t	Sig
		B	SE	Beta		
1	(Constant)	51.439	3.629		14.175	.000
	Social Support	.217	.062	.148	3.529	.001
	Self Esteem	1.556	.080	.821	19.516	.000

Based on table 4. shows that social support has a partial influence on the psychological well-being of generation Z students at college X in Kupang. This can be seen from the t value of social support of 3.529 with a significance value of 0.001 (p < 0.05) and the self esteem variable also has a significant partial effect on the psychological well-being of generation Z students at college X in Kupang, seen from the t value of self esteem of 19.516 with a significance value of 0.000 (p < 0.05).

Discussion

Psychological well-being is a state where individuals can accept themselves positively, both the current situation and their life experiences, including experiences that are considered unpleasant and accept all of them as part of themselves. The results of this study prove that simultaneously social

support and self esteem as predictors significantly affect the psychological well-being of generation Z students at college X in Kupang. This is seen from the test results of the F value of 227,207 with a significance value of 0.000 (p <0.05). These findings may be due to the fact that most Generation Z students consider that they get positive social support and have good self esteem so that they can achieve their psychological well-being. This is supported by previous research studies which state that the greater the social support factor and having good self esteem can affect psychological well-being. (Poudel et al., 2020; Rosita, 2021; Hamzah et al., 2023). Generation Z students with good psychological well being are students who have a positive attitude towards themselves, are more confident, feel satisfied with themselves, do not compare themselves with friends or acquaintances and feel uncomfortable with themselves, do not care about other people's expectations and evaluations, are more capable of building relationships with others, are able to express opinions and are not afraid to conflict with others. This is in accordance with research conducted by Priyana (2023) who explained that z-generation students who have good psychological well-being are students who are able to accept themselves and are proud of themselves, they want to always develop their abilities and they have positive relationships with parents, friends, siblings and relationships built in the college world. The findings are similar because there are factors that may influence Generation Z's psychological well-being. Strong social support from family, friends, and the academic environment may provide a sense of security and emotional support, and it is also possible that Generation Z has good self-esteem and therefore good psychological well-being. In addition, Generation Z tends to be more open and seek validation from positive social relationships, which play an important role in shaping their psychological well-being. Therefore, the findings of this study corroborate the results of previous studies and emphasize the importance of social support and self-esteem in improving the psychological well-being of generation Z students.

Social support and self esteem simultaneously affect psychological well-being with a coefficient of determination (R Square) of 0.756, which means that the variables of social support and self esteem make an effective contribution of 75.6% to the psychological well-being of generation Z students while the rest is influenced by other variables not examined in this study.

From the partial test results, the social support variable has a significant influence on psychological well-being. This means that students who receive social support in the form of physical and psychological comfort obtained through knowledge that students feel loved, cared for and valued by other individuals so that students will feel free from a lack of psychological well-being. The results of this study are supported by previous research by Matud et al., 2022 that social support is an important predictor of psychological well-being. The results of other studies show that especially for college students, social support is an important factor for psychological well-being which can be seen from people around such as family, friends and support from people who are special to individuals (Luo et al., 2019; Kurniawan & Eva, 2020). The presence of other people is needed in life, so everyone needs support from those closest to them, the support in question is social support which includes various forms of interaction and emotional support from others such as family, friends, or special people around the individual (Alawiyah et al., 2022). Support from family can provide instrumental, emotional and psychological resources. Support from the family in this case provides motivation, helps individuals in making certain decisions. Social support from friends is also something that generation z students need because almost half the time they interact with their college friends. Social support from special people is also very helpful for students in this case they can share stories and not feel lonely. This means that the more and stronger the social support received both from family, friends and special people, the better the psychological well-being of students. Students who feel that they are supported by family, friends and special people in their daily activities will be more confident, feel calmer, and have good social networks with people around them so that they can improve their psychological well-being.

The results showed that the self esteem factor also has a partial influence on the psychological well-being of generation Z students at college X in Kupang. This supports previous research that self esteem is a predictor that positively affects psychological well-being (Wang and Castañeda-sound, 2008; Triwahyuningsih, 2017; Hayundaka & Yuniardi, 2023). According to Rosenberg (1995) self esteem is the attitude that individuals have about themselves both positively and negatively. It includes acceptance and respect for oneself. Sarkova (Noviantoro & Saloom, 2019) also stated that self esteem can affect psychological well being in improving the quality of life, the ability to think positively, develop potential and establish social relationships well with the surrounding environment. In addition, this study shows that self esteem can improve the psychological well-being of generation Z students because students with high self esteem live a happy and productive life, while students with low self esteem have a negative perception of themselves and their environment.

Based on the categorization results of 150 respondents, 59.33% of respondents have a high level of psychological well-being, meaning that generation Z students at X university in Kupang have good psychological well-being in this case being able to accept their strengths and weaknesses, students can develop a healthy sense of self-worth, overcome feelings of inferiority, and reduce feelings of dissatisfaction with themselves, establish good relationships with others because they can provide emotional support, a sense of belonging, and a sense of connection that improves psychological well-being. The results of this study are supported by previous research by Kurniasari et al., (2019) and Rosita, (2021) that students with high psychological well-being categories have characteristics, namely having self-acceptance, having independence, being able to establish positive relationships with others, having good mastery of the environment, already having clear life goals, and being able to develop themselves in a better direction. Other research conducted by Aulia and Panjaitan, (2019) found that students with high psychological well-being are students who are independent in their lives, able to realize their potential, and are able to control and utilize their environment, have life goals and want to develop positive relationships with others and develop good self-acceptance. Therefore, these things always make students feel happy and excited in carrying out daily activities.

Based on the influential factors, the categorization results of 150 respondents were 50% of respondents had a high level of social support, meaning that respondents had received good social support from family, friends and special people. With the existence of social support can help students have positive social relationships, students can feel more able to cope with academic, emotional pressure and can improve the psychological well-being of generation Z students at college X in Kupang. In addition, students will feel accepted, loved, and supported by others so that it can provide happiness and life satisfaction for them. In accordance with Alawiyah et al., (2022) which explains that if social support is high, students feel very loved, cared for, needed and appreciated and feel part of the origin of the people closest to them.

Whereas in this study, generation Z students at college X in Kupang have an average level of self esteem. This is indicated by the results of respondents in answering the questionnaire obtained from 150 respondents of 52.00% in the moderate self esteem category so that it is considered that they can evaluate themselves well and feel that they are valuable enough for their environment. This means that students believe that they have the ability to overcome challenges and achieve their goals, students are able to accept themselves as they are including their strengths and weaknesses, students are more confident and able to interact with others positively, and students with good self-esteem tend to have confidence in making decisions and overcoming problems and are more optimistic and brave in facing challenges. The results of this study are supported by previous research by Farmasita and Wilantika, (2023) and Ardiansyah, (2019) which showeds a positive relationship between self-esteem and the psychological well-being of each individual. This means that people who have high self-esteem, may be able to have psychological well-being at a high level. In addition, research conducted by Triwahyuningsih, (2017) and Salsabila et al., (2022) found that individuals with

high self-esteem will show self-acceptance, self-confidence, self-esteem, confidence in their abilities, assertive usefulness and a sense that their presence is needed by the surrounding environment, can accept criticism, are independent, and are proud to be themselves.

Implications

The results of this study describe the circumstances and facts in the field regarding the psychological well-being of generation Z students at College X in Kupang. This psychological well-being is important for individuals, especially for generation Z students, so that these students can face challenges and live their lives happily, calmly and be able to overcome all the problems they face. The importance of the role of social support and self esteem on psychological well-being is both practical and theoretical. This is important because social support and self esteem can strengthen the psychological well-being of a student in his lecture period and it is also important to design an appropriate strategy to be able to attract the support of family, friends and those closest to him and provide support to generation Z students who experience low psychological well-being. The importance of social support from them can make them motivated and when they also have good self esteem, their psychological well-being increases, so it is important for the campus to develop learning programs that can increase the self esteem of generation Z students. The results of this study can also strengthen the results of previous studies that simultaneously social support and self esteem as predictors of psychological well-being.

Limitations and Further Research

The limitation is that the subjects in this study are still limited because in collecting data only respondents are willing to fill out a *google form*. For this reason, it is hoped that future researchers can add other psychological aspects and expand the object of research or add and on different subjects.

CONCLUSION

Based on the research results and descriptions that have been presented previously, it can be concluded that the results of this study can answer the research hypothesis that simultaneously social support and self esteem affect the psychological well-being of generation Z students at college X in Kupang. This means that the higher the social support and having a good self esteem, the higher the psychological well-being of generation Z students.

AUTHOR CONTRIBUTIONS STATEMENT

The names and email addresses entered in this journal site will be used exclusively for the stated purposes of this journal and will not be made available for any other purpose or to any other party.

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