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STRESS, HEALTH AND WELL-BEING : INDIGENOUS, SOCIAL AND CULTURAL PERSPERCTIVES

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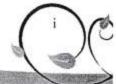
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Does social support influence on Subjective Well-Being? A correlation study in college students

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Abstract

Social support can reduce perceived pressure. This situation makes people have more positive emotion, more optimistic, and higher self-esteem, which is known as subjective well-being (SWB). There are two types of SWB, affective SWB and cognitive SWB. There are two research questions. First, does social support influence on Subjective Well-Being? Second, does social support have difference influence based on the types of SWB? A total of 320 participants (18-21 years old) participated in this study to complete two scales. The social support scale was found to be highly reliable (29 items; α = .87). The affective subjective well-being subscale consisted of 7 items (α = .82) and the cognitive subjective well-being subscale consisted of 31 items (α = .91). Social support and subjective well-being was significantly correlated, r = .45, p < .05. Based on the types of subjective sell-being, there were significant correlations of .42 (p < .05) between social support and affective subjective well-being and .60 (p < .05) between social support and cognitive subjective well-being.

Keywords: social support, affective component, cognitive component, subjective well-being, college

Students have to make some adaptation strategies when entering college. This effort triggers conflict and also stress, so they need social support to cope with (Kim, et al, 2006). Social support creates a positive affect such as feel caring and loving that encourage students develop their potentials and lead higher self esteem and optimistic. This positive feeling is called subjective well-being. Subjective well-being can be recognised by life satisfaction, as one of the indicators. Life satisfaction drives positive thinking and help people not to draw stress (Diener & Diener, 2008). The



aim of this research is measure the correlation between social support and subjective well-being, and also measuring the correlation between social support and components of subjective well-being.

Social support

Sarafino (1998) said, social support is a perceive drive, recognition and caring that giving to others. Social support refers to help that is accepted by people as a result from their interaction (Cohen & Wills, in Phillipa, Lesley, Virginia, 2012). Supported by Cobb (Sarafino, 1998), state that information from social environment which trigerring positive perception on people, perceive as social support. Social support refers to positive feeling such as joyful, warm, respectful, or feel getting help which drive from perception that people help by other people or other group. These definitions show that social support is subjective. This condition affects respon and behaviour, consequently to indivual well-being generally.

Social support is a construct that explain the advantages of social relationship to mental health and physical condition. Rook (1994) states, one of social engagement's function is giving social support. Social engagements describe level and quality of interpersonal relationship. According to Taylor (2003), social support refers to interpersonal exchange which one person gives help to another. There are many factors that influence people accept social support from others, one of this is composition and structure of networking (Broadhead, et al, 1983; Connell & D'Augelli, 1990; Wortman & Dunkel-Schetter, 1987 in Sarafino, 1998).

To conclude, social support is individual perception on happiness, caring, and respect as a impact for his interaction with others.

Sources of social support

There are many sources of social support. For instance, spouse, family, friends, doctor, leader and community organization (Sarafino, 1998). Social support comes from intimacy relationship, because the close-in people is the most important of social support, such as marriage and family (Coyne & Dawney; Rodin & Salovey in Smet, 1994). Moreover, Taylor et.al (2003 said social support comes from spouse, family members, friends, social network, and relation in workplace.

Supporting Taylor, Smet (1994) explained, partners in workplace, manager and employee, is as a central factor which decide individual health and also organization. Characteristic of this relationship is believe and support each other, and also interest to solve organization problem.

Types of social support

According to Sarafino (1998, h. 98), there are five types of social support:

- a. Emotional support, involve empathy and caring. Emotional support is an expression of affection, trust, and concern. Readiness on listening others gives positif impact, i.e as a catharsis, relieve worry, and also make people being respected and accepted.
- Respectful support refers to positive recognition, such as support to move forward, agreement on idea, giving positive comparison.
- c. Instrumental support involves help such as service, time, or financial. For example, people give loan to others in stress condition.
- d. Information support involves giving advice, direction, suggestion, information or feedback. This support helps people by improve knowledge and comprehension of the situation. This information is needed on problem solving and decision making practically.
- e. Network support involves membership feelingon group or social activity.

Types of support that is needed depend on the situation (Defares in Smet, 1994). For example, instrumental support more efficient for poor people, information support more valuable for unskilled people.

Subjective Well-being (SWB)

Subjective well-being refers to people evaluation of life that showed from their satisfaction and the higher frequencies of positive affect than negative affect (Diener & Diener, 2008). Further explanation said that subjective well-being has relation with happiness and subjective condition. This topic involves positive affect in the past (e.g welfare, happiness, satisfaction), in the present (e.g joy, contentration, spirit), and in the future (e.g optimism, hope, spirituality).

Subjective well-being is often named by happiness, but in practical subjective well-being more scientific and wider than its (Schwarz & Fritz, 1999). Diener (1997) said that subjective well-being is an evaluation of life satisfaction and the frequencies of positive affect is higher than negative affect. To conclude, subjective well-being is general happiness, free from anxiety and depression (Srivastava, Blakely, Andrews, McKee-Ryan, 2007).

According to Diener and Biswas-Diener (2002), subjective well-being is all type of life evaluation, both positive and negative. Subjective well-being involves reflective cognitive evaluations and affective reaction of experience. Cognitive evaluation is when people judge their experience in consciousness, for example: job satisfaction, interest, dan engagement. Affective reaction is pleasant (e.g. joy) and unpleasant (e.g. sadness) emotion of life experience.

Cummins (2004) said that cognitive evaluation and affective evaluation is a whole, so the measurement is only once. The evaluation does for seven main domains. The opppsite, Diener (1997) reviewed that the measurement should conduct in separate way, because the evaluation is from life satisfaction generally (e.g. productivity, health, intimacy, spirituality, achievement), in the past, present, and planning for future.

Subjective well-being is difference with emotion and also mood, especially in duration. Emotion, as a reaction to certain object, is shorter than mood, affect on days until weeks (Payne and Cooper, 2001). Eventhough, subjective well-being is influenced by personality, consequently it more permanent and decide individual characteristic (Eddington & Shuman, 2005). In two main components of subjective well-being which are consist of cognitive and affective, emotion and mood as a part of affective.

Extraversion shows a higher subjective well-being than neurotism (Diener, Oishi, & Lucas 2003). Stability in subjective well-being is not static condition, because it is affected by personality or temperament. It was also affected by other factors such as age, sex, education physical environment, and government policy.



Aspects of subjective well-being

Cummin (2004) state that subjective well-being involve two aspects, are:

- a. Cognitive component refers to people's evaluation of certain domains in their life. By this, life satisfaction is seen as a satisfaction of each domain in life such as health, achievement, interpersonal relationship, and spirituality.
- b. Affactive component representative of core affect (Russel, 2003) Moreover, Russel said that core affect is described as object-free blend from pleasant and unpleasant feeling and alc.sa from drive that influence human activity. Even though, Russel does not mention directly relation between affective and subjective well-being, but he create subjective well-being model that consists of four core affects are happy, joyful, happy, and satisfied. He found that four affects using simultaneously when people ask "How satisfied people with their life in generally? Furthermore, he said that core affect combination appear from "How satisfied....?" In one hand, it does not necessary to separate emotion into specific.

For contrast, Diener (Eid & Larsen, 2008) said, subjective well-being is consists of two main components, cognitive component and affective component, need to measure separately. These two components are independent. It is possible that affective component is higher than cognitive component, and vice versa. Therefore, it is important to understand these components separately (Diener, 2002). In other words, subjective well-being can be improved. For example, person does boring activity to increase his satisfaction.

Cognitive component based on Diener, refers to people's life evaluation based on their personal criterion. In the beginning, subjective well-being only involve life satisfaction evaluation generally, but, finding said that it depend on specific domain in life. Consequently, Diener added on definition of subjective well-being (Diener & Biswas Diener, 2008). Cummins (2004) researches support this explanation. He found that life satisfaction involved; material domain (domicile, income, daily fulfillment); health; productivity; security; intimacy (relationship with family and friend); community (education, environment, nurturing behaviour); religiosity and spirituality.

Another component, affective component refers to affective evaluation of life. This component is showed by balancing between positive affect and negative affect that known from the frequencies of its (Parkinson in Payre dan Cooper, 2001).

Positive affect refers to subjective evaluation that lead to life is pleasure experience. Based on Watson, Clark dan Tellegen (in Steel, Schmidt, & Shultz, 2008), pleasure feeling, specifically can be seen through happy, (decided, daring); (energetic, feel vitality); (enthusiastic); (active); (proud), (satisfied); (inspired); (ready and alert); (careful); (interested). (2) Negative affect represent frequencies of unpleasant experience. Unpleasant affect can be detected from specific emotion i.e worried, uneasy, guilt, stressed/tense, nervous, irritable, displeased, bothered, fcarful, angry, annoyed, afraid, and ashamed. Furthermore, Diener (2002) said, even though other researchers like Russel (2003) declared that affect was similar with reflect, but on subjective well-being, the most curiosity was describing the most dominated of pleasant and unpleasant feeling generally. Hence, this view was called Positive Negative Affect Scale (PANAS) (Watson, Clark, and Tellegen in Steel, Schmidt, & Shultz, 2008).

Global life satisfaction involve past, present, and positive perception of future. Satisfication With Life Scale (SWLS) (Diener & Suh, 1999) is the most popular scale to measure its.

Hypothesis

The major hypothesis is: There is a positive correlation between social support and subjective well-being. The minor hypotesa are: there is a positive correlation between social support and affective component, and also there is a positive correlation between social support and cognitive component of subjective well-being.

METHOD

This research is used convenience sampling. A total of 320 participants (18-21 years old), junior and sophomore, participated in this study to complete 2 scales. The social support scale was found to be highly reliable (29 items; α = .87). Subjective well being measurement was conducted by sum of two separate subscales, which was cognitive component and affective component. Cognitive component refers to global

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life satisfaction and domains life satisfaction. Affective component refers to frequency of positive affect and negative affect. The affective subjective well-being subscale consisted of 7 items ($\alpha = .82$) and the cognitive subjective well-being subscale consisted of 31 items ($\alpha = .91$).

RESULT

Social support and subjective well-being was significantly correlated, r = .45, p < .05. Based on the types of subjective sell-being, there were significant correlations of .42 (p < .05) between social support and affective subjective well-being and .60 (p < .05) between social support and cognitive subjective well-being. Cognitive component has higher contribution (M = 94.98, SD = 9.66) than affective component (M = 22.85, SD = 3.26).

DISCUSSION

Friends can provide social support in various ways. Friends giving emotional support and also instrumental help, e.g helping to move to new boarding house (Diener & Biswas-Diener 2008). Helping from friends associates with emotional well-being and psychological wealth positively. In spite of it has been found to be beneficial for well-being in both routine and crisis situations (Diener & Biswas-Diener 2008).

Help provided by friends allows individuals to be better able to fulfill their physical and psychological needs, which in turn increases their sense of competence or mastery (Diener & Fujita 1995). But, on the other hand, friends' helping make students could not take their autonomy decision and give bad influence for their self regulation (Sawitri & Ariati, 2010).

Cohesiveness and solidarity based on similar interest in peer relationship is a source of social support on college students such as support from friends of the boarding house, lecturer, and university itself. Peers and college's environment have huge impact, for instance academic support, emotional support, and experiential support. Parents only have tangible support (Sanchez, et.al, 2006).



The same age and same experience (study at one campus), triggers students' reciprocal relationship and create social support atmosphere. Effect of this is understood by its availability and adequacy. Fellowship is judged as the important aspect which has emotional satisfaction in students' life. Students' who perceive that they have supporting from environment, feel calm, be beloved, confidence, and competence.

Moreover, support from peer group consists of people with the same skill, ability, or social status. Peers influence students' academic decision making. This situation has a great contribution to students' life satisfaction (Hare & O'Neill, 2000). Instead of this, higher frequency of social contact and lower heterogeneity have relation with the less stress, more social trust, and a better health, which lead to life satisfaction also (Horst & Coffe, 2012).

One of the indicators of subjective well-being is life satisfaction. Life satisfaction is one of predictors that support individual performance (Jones, 2006). In other words, people who satisfy tend to giving positive contribution to others and around. Consequently, the resistance of stress develop also. Students' whose subjective well-being are recognised more positive affect than negative affect frequently. Students' who feel positive affect tend to prepare theirself with improving knowledge and skill to the future continuously, so they are become more optimistic and creative (Cha, 2003).

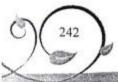
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