Social Support Management and Academic Stress: Implications for Students' Subjective Well-being

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ABSTRACT. The high dropout rate suggests that students' well-being is in doubt, especially concerning their subjective well-being. This study aims to investigate the impact of perceived social support and academic stress on subjective well-being. This research method uses a quantitative approach. The subjects of this study were 83 students of Faculty Pharmacy X University who were selected by simple random sampling technique. The data collection method used was the subjective well-being scale, social support, and academic stress. The data analysis technique used was multiple linear regression. The results showed that: (1) there is an influence of social support and academic stress on subjective well-being with the value of F count = 9.367 > F table = 3.11 and p-value = 0.000 and has an influence contribution (R2) of 18.6%; (2) there is no significant influence of social support on subjective well-being with a beta coefficient value (β) = 0. 141, t count = 1.284 < t table = 1.989, and p-value 0.202 (p > 0.05); (3) there is a positive and significant effect of academic stress on subjective well-being with a beta coefficient value (β) = 0.353, t count = 3.202 > t table = 1.989, and p-value 0.002 (p < 0.05). The conclusion in this study is that there is a significant influence between social support and academic stress on students' subjective well-being.

Keywords: Subjective well-being, Social support, Academic stress, College student

INTRODUCTION

College students often face various academic and social pressures that affect their overall well-being. Therefore, they need social support, especially in the form of emotional support. This becomes an important factor that can help them overcome challenges and contribute to the development of their mental and emotional well-being (Barbayannis et al., 2022; Widiantoro et al., 2019). However, in reality, many students still do not receive the social support they need. Based on a survey conducted by Sketsa at University X, it was found that 93 students from the Faculty of Pharmacy at University X dropped out due to various factors, ranging from high academic demands to a decline in learning motivation due to academic stress (Abdullah & Muhid, 2021; AL-Momani, 2024; Musslifah et al., 2024).

Students who do not receive adequate social support are often more vulnerable to various psychological and academic issues. Social support, whether from peers, family, or the campus environment, is crucial in helping students manage academic stress and social pressures (Baqutayan, 2011). According to research conducted by (Song et al., 2019; Zakariyah, 2024), students who have received strong social support were better able to endure the challenges of higher education compared to those who did not receive it.

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Moreover, the high academic demands faced by students, such as heavy workloads, pressure to excel, and unclear time management, further exacerbate the situation. When emotional and social support is not available, these issues can develop into chronic stress, ultimately affecting their mental well-being (Allur et al., 2018; Hefner & Eisenberg, 2009; Lubis et al., 2023). As a result, dropping out becomes an option for some students who feel they can no longer cope with the pressure (Sosu & Pheunpha, 2019). This phenomenon not only impacts the individuals involved but also reflects an urgent need for educational institutions to enhance social and mental support services on campus.

A previous study conducted by (Basri & Abdullah, 2024; Edward et al., 2021; Huda et al., 2024) explored the relationship between peer support and the subjective well-being of students at several universities in Ghana. The results showed that academic and social support from lecturers and classmates was a significant predictor of students' subjective well-being. However, the study focused on in-class social support and did not delve into the impact of academic stress on students' subjective well-being. Additionally, the research was conducted in the context of Ghana. Therefore, we conducted a new study titled "Social Support Management and Academic Stress: Implications for Students' Subjective Well-being" aimed at specifically analyzing the forms of social support, such as emotional, instrumental, and informational support provided by family, friends, and lecturers, and whether social support can mitigate the negative effects of academic stress and enhance student well-being in Indonesia. Furthermore, this study seeks to identify effective social support management strategies in helping students cope with academic stress.

METHOD

The research method used in this study is a quantitative method, with the dependent variable being subjective well-being and the independent variables being the perception of social support and stress. The data collection method employed in the study used measurement tools or instruments. There are three instruments used in this research: the subjective well-being scale, the social support scale, and the academic stress scale. A Likert scale was used in this study to measure opinions, attitudes, and perceptions of individuals or social phenomena (Saifuddin, 2020).

The sample size for this study consisted of 83 students from the Faculty of Pharmacy at University X from the 2021 and 2022 cohorts. The sampling technique used was probability sampling, a method that gives all members of the population an equal chance of being selected as part of the sample. The specific sampling method was simple random sampling, which involves randomly selecting samples from the population in a fair manner, where each individual has an equal opportunity to be chosen (Sumargo, 2020).

The data processing in this study began with conducting validity and reliability tests for each of the scales of the variables used in the study. On the subjective well-being scale, 7 items were excluded out of 16 items, with a reliability value of 0.779. On the social support scale, 8 items were excluded with a reliability value of 0.847. For the academic stress scale, 1 item was excluded out of 32 items, with a reliability value of 0.880.

RESULT AND DISCUSSION

Result

Descriptive Test

Descriptive data is used to describe the distribution of data among students of the Faculty of Pharmacy at University X. The empirical mean and hypothetical mean are obtained from the responses of the research sample: the subjective well-being scale, social support scale, and academic stress scale.

Table 1. Empirical Mean and Hypothetical Mean

Variables	Empirical Mean	Hypothetical Mean	Status
Subjective Well-being	25.84	22.5	High

Social Support	61.62	60	Low
Academic Stress	87.60	77.5	High

From table 1 above, the general distribution of data for the research subjects can be observed. The measurement results from the subjective well-being scale show that the empirical mean of 25.84 is higher than the hypothetical mean of 22.5, indicating a high status. This result suggests that the subjects in this study have a high level of subjective well-being.

Based on the measurement results from the social support scale, the empirical mean of 61.62 is higher than the hypothetical mean of 60, also indicating a high status. This result suggests that the subjects in this study receive a high level of social support. From the academic stress scale, the empirical mean of 87.60 is higher than the hypothetical mean of 77.5, again showing a high status. This result indicates that the subjects in this study experience a high level of academic stress.

Before proceeding with further data analysis for hypothesis testing, the initial step is to conduct assumption testing, which includes normality and linearity tests. The results of the assumption testing on the research data are as follows:

Normality Test

The rule used is that if $p > 0.05$, the data distribution is normal and conversely, if $p < 0.05$, the data distribution is not normal (Saifuddin, 2020).

Table 2. Normality Test Result

Variables	z	P	Description
Subjective Well-being	0.151	0.000	Non-normal
Social Support	0.117	0.006	Non-normal
Academic Stress	0.138	0.000	Non-normal

Based on the results of the normality test conducted on each variable, it was found that the p-value for all variables indicates a non-normal distribution. Therefore, data analysis in this study cannot be conducted parametrically because the assumption of normality in the data distribution was not met. Non-parametric data analysis in this study uses multiple linear regression analysis.

Linearity Test

The applied rule is that if the deviant from linearity p-value > 0.05 and the calculated F-value is less than the F-table value at a 5% or 0.05 significance level, the relationship is considered linear (Saifuddin, 2020).

Table 3. Linearity Test Result

Variables	Calculated F	F-table	P	Description
Subjective Well-being – Social Support	1.063	3.11	0.411	Linear
Subjective Well-being – Academic Stress	0.927	3.11	0.522	Linear

Based on the table above, it shows that the relationship between the subjective well-being variable and the social support variable, as well as between the subjective well-being variable and the academic stress variable, is linear ($p<0.05$).

After conducting the assumption test, the researcher performed hypothesis testing using multiple regression analysis. The results of the full regression model testing, based on the social support and academic stress variables with subjective well-being collectively, are as follows:

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Table 4. Full Regression Model Analysis Test Result

Variables	Calculated F	F-table	R²	P
Subjective Well-being (Y) Social Support (X1) Academic Stress (X2)	9.367	3.11	0.186	0.000

Based on table 4 above, the results show that the calculated F-value > F-table value, which means that social support and academic stress have a very significant influence on subjective well-being, with F = 9.367, R² = 0.186, and P = 0.000. This indicates that the main hypothesis in this study is accepted. Furthermore, from the results of the stepwise regression analysis, the following can be observed:

Table 5. Stepwise Regression Analysis Result

Variables	Beta	Calculated T	T-table	p
Social Support (X1) Subjective Well-being (Y)	0.786	1.282	1.989	0.202
Academic Stress (X2) Subjective Well-being (Y)	-0.281	3.202	1.989	0.002

Based on Table 5 above, X1 and Y have T-value < T-table while p-value > 0.05, which means there is no significant effect of social support on subjective well-being, with a beta coefficient (β) = 0.786, calculated T-value = 1.282, and p = 0.202 (p > 0.05). Meanwhile, X2 and Y shows that the calculated T-value > T-table, indicating a positive and significant effect with a beta coefficient (β) = -0.281, t-value = 3.202, and p = 0.002 (p < 0.05).

Discussion

Based on the results of the full regression hypothesis test, it was found that the main hypothesis tested in this study is accepted, indicating that social support and academic stress have an effect on the subjective well-being of students in the Faculty of Pharmacy at University X. This result can be evidenced by the calculated F-value = 9.367 > F-table = 3.11, R² value = 0.186, and p-value = 0.000.

Social support can positively influence the subjective well-being of students, as social support can provide students with the motivation they need to navigate their studies (Zaky, 2023). This statement aligns with the definition of social support according to Harmalis (2018), which defines social support as the assistance received from the closeness of family, friends, children, or others in the form of information, encouragement, or verbal and non-verbal advice, as well as tangible or intangible help, such as socially beneficial attitudes and behavioral impressions for the recipient to protect themselves from negative behaviors.

In addition to social support, the results of this study's main hypothesis also indicate that academic stress has a significant impact on the subjective well-being of students in the Faculty of Pharmacy at University X in Samarinda. This is reinforced by previous research by Julika and Setiyawati (2019), which explains that academic stress can affect students' subjective well-being by 13.5%, where students face pressures such as heavy coursework, competition with classmates, irregular study processes, exam scores, and other academic activities.

According to Agustiningsih (2019), the causes of academic stress among students are closely related to academic activities, where students face demands during their educational journey. When students experience negative emotions upon failing to meet these demands, it can lead to decreased motivation, feelings of frustration, and disruptions in the learning process. This aligns with previous research conducted by (Agustina & Deastuti, 2023; Murharyana et al., 2023), which states that academic stress refers to situations in which students experience pressure due to academic demands, subsequently triggering negative reactions within themselves.

Based on descriptive testing, the distribution of data measuring the well-being scale in the Faculty of Pharmacy at University X indicates that the subjects in this study have a high level of subjective well-being, as evidenced by an empirical mean of 25.84, which is greater than the hypothetical mean of 22.5, indicating high status. Previous research conducted by Pasya and Pratisti (2023) also found that the subjective well-being of students falls into a high category. Additionally, a study Sucita et al. (2021) revealed that subjective well-being plays a crucial role in the lives of students. As the next generation of the nation, students need to achieve good well-being to face various challenges and contribute positively to their environment.

The importance of subjective well-being among students, which influences their productivity, is closely related to their ability to complete academic tasks and responsibilities. It is expected that students can overcome various challenges to become well-adjusted individuals, especially since they currently have responsibilities concerning various issues and are expected to contribute to society (Nugraha, 2023). The above statement encompasses various aspects that indicate that the social support received by students, as well as the level of academic stress they experience, can significantly impact their subjective well-being. This is supported by research conducted by (Dian et al., 2023; Mahmoud et al., 2020; Susanti et al., 2023), which shows that social support plays a crucial role in mitigating the effects of academic stress on subjective well-being. Students who receive social support are better able to cope with academic pressures, thereby reducing the negative impact of stress on their subjective well-being.

Based on the results of the stepwise regression hypothesis analysis, it can be seen that the calculated T-value < T-table value, and the p-value > 0.05, indicating that social support does not have a significant effect on subjective well-being, with a beta coefficient (β) = 0.141, calculated T-value = 1.286, and p = 0.202 (p > 0.05). This means that the minor hypothesis in this study is not accepted, indicating that social support does not affect subjective well-being.

These results do not align with previous research conducted by Yıldırım and Tanrıverdi (2020), which highlighted the crucial role of social support as a mediator between academic stress and subjective well-being, and emphasized the importance of psychological health in maintaining student well-being. The findings of this study may be influenced by several factors that cause social support not to be positively related to subjective well-being. According to (Arum et al., 2024; Hidayati et al., 2023), social support plays an important role in students' subjective well-being. Assistance from lecturers, friends, and family can help students face challenges and feel more connected to the campus environment. Therefore, it is important to strengthen social support through group activities, building positive relationships, and creating a supportive family environment (Daheri et al., 2023; Hayus & Karmiyati, 2024).

The rejected minor hypothesis may indicate that although social support shows a positive coefficient value, it does not have a significant impact on students' subjective well-being. Even though there is an indication that social support could be beneficial, in reality, it does not significantly affect subjective well-being. Social support does not always have a positive impact on subjective well-being due to contextual and individual factors. In some situations, social support may be insignificant or even have a negative effect, depending on the quality of the support and how it is perceived and received (Yulianto, 2024).

Based on the results of the stepwise regression hypothesis analysis, it can be seen that academic stress on subjective well-being shows a calculated T-value > T-table, indicating a positive and significant effect with a beta coefficient (β) = 0.352, calculated T-value = 3.202, and p = 0.002 (p < 0.05). This means that the minor hypothesis in this study is accepted, indicating that academic stress affects subjective well-being.

The results of this study align with research conducted by Yumika and Marheni (2023), which stated that academic stress significantly affects students' subjective well-being. Academic stress often arises due to academic demands such as heavy workloads, pressure to achieve, and poor time management skills. These conditions can reduce subjective well-being by causing anxiety, fatigue, negative emotions, and decreasing life satisfaction (Qolbi et al., 2020). These findings

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emphasize the importance of social support, such as from family, friends, or the academic environment, in helping students cope with academic pressure. This support plays a role in enhancing subjective well-being, as students who feel emotionally supported are better able to manage stress effectively (Rif'ati et al., 2018).

The descriptive test results conducted in this study show a data distribution overview of the academic stress scale measurements for Pharmacy students at University X, indicating that the research subjects experience high levels of academic stress. This situation reflects the significant pressure faced by students throughout their academic journey, which may be caused by various factors, including workload, academic demands, and the drive to achieve (Faizi, 2023). The high level of stress highlighted the need for greater attention to students' mental well-being, enabling them to manage stress more effectively and achieve balance in their academic lives (Sasmita & Shobibaya, 2024).

Support from friends, family, and lecturers is crucial in reducing academic stress and enhancing students' subjective well-being. However, many students struggle to access this support due to stigma, lack of awareness, and limited resources (Dewi, 2024). High levels of academic stress can damage mental health and social relationships, causing students to avoid interactions (Wijaya, 2024). Cultural context also plays a role, where asking for help is often seen as a sign of weakness. Therefore, it is important to develop stress management strategies that involve social support, including campus training programs. There is a reciprocal relationship between subjective well-being and academic performance, where higher levels of happiness can contribute to improved achievement. Moreover, evaluating mental health interventions is essential to strengthen social support and reduce academic stress (Subramani & Kadhiravan, 2017).

This issue prompted the researcher to address this theme, as it is important to investigate the factors that influence subjective well-being. This research is expected to provide valuable insights for educational institutions and help them design more effective support programs. By understanding the relationship between social support, academic stress, and subjective well-being, institutions can create a more conducive environment for students, enabling them to reach their full potential both academically and in their personal lives.

The results of this study indicate that social support and academic stress have a significant impact on the subjective well-being of students. According to research conducted by Hidayat et al. (2021), strong social support plays a crucial role in helping students cope with academic stress, enhance motivation, and support their mental health. On the other hand, high levels of academic stress can decrease subjective well-being, making it difficult for students to adapt to academic and social demands (Tiyas & Utami, 2021). Therefore, it is essential for educational institutions to create a supportive environment where students can easily access the necessary social support and learn to manage stress effectively.

Students' subjective well-being can be significantly enhanced through various initiatives, such as strengthening social support, developing stress management skills, and providing mental health programs. Creating a positive and inclusive academic environment is also essential to support their well-being (Fairuza et al., 2023). By providing adequate access to resources, such as counseling services and social activities, students can experience stronger connections and support, ultimately improving their subjective well-being. Research conducted by Din et al. (2023) indicates the importance of exploring how campus counseling services can play a role in enhancing students' subjective well-being, highlighting the crucial role of the emotional support provided by these services, which can help students cope with various challenges during their studies. By understanding this contribution, educational institutions can be more effective in designing programs that support students' mental health.

The issue of subjective well-being among students is related to their levels of happiness and life satisfaction, which are often influenced by academic pressures and social challenges. To enhance their subjective well-being, students need to build solid social relationships, develop stress management skills, and utilize available mental health services. Furthermore, students should set

clear goals and seek practical experiences through internships. This will not only provide them with insights into the working world but also help them develop the necessary skills and expand their professional networks. In this way, students will be better prepared to advocate for their futures, achieve a good balance between academic and personal life, and effectively prepare themselves to face challenges in the workforce.

Research on subjective well-being among students has several limitations. The data collection process was conducted solely through the use of existing tests, where researchers asked the study subjects to fill out the scale only once. This resulted in a lower number of dropped items, and there was a program that directly linked the trials to the research data (Ismail, 2018).. Another limitation is the difficulty in the language used in the questionnaire, which may hinder subjects from understanding the meaning of each statement.

CONCLUSION

Based on the research conducted, it can be concluded that there is a significant influence of social support and academic stress on the subjective well-being of students at the Faculty of Pharmacy, University X, in Samarinda. However, this study also shows that social support itself does not have a significant effect on the subjective well-being of students in the Faculty of Pharmacy. On the other hand, academic stress has been proven to significantly impact the subjective well-being of students, highlighting the importance of strong social support in helping students cope with academic stress, enhance motivation, and support mental health.

The results of this research, supported by comprehensive data, provide a meaningful contribution to the development of theory in the field of education. These findings have the potential to assist educators, practitioners, and policymakers in understanding the various challenges faced as well as the opportunities available. With the insights gained from this research, they can formulate more effective strategies to improve the overall quality of education and enrich the learning experiences of students. This is expected to encourage improvements in the learning process and the development of human resources in the education sector.

Recommendations for future researchers may include the need for a deeper understanding of the types of social support that are most effective in reducing academic stress among students. Additionally, it is important to investigate the role of contextual factors, such as campus culture and learning environment, in influencing students' subjective well-being. Future research should also consider other variables, such as individual characteristics and group dynamics, that may contribute to a more comprehensive understanding. With this approach, it is hoped that upcoming research can produce more accurate and relevant data, as well as provide useful insights for the development of more effective strategies.

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