

Social Skill, Self-Efficacy and Psychological Wellbeing on High School Students

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Abstract

Everyone must have psychological well-being, including high school students who experience various physical, cognitive, and emotional changes. Adolescents who cannot manage change correctly and adequately will take wrong actions and face mental health problems. This study examines the role of social skills and self-efficacy in psychological well-being. The subjects of this study were 774 high school students in Sidoarjo District. The sampling method used is cluster sampling. The results showed a positive relationship between self-efficacy and psychological well-being ($r_{xy} = 0.479$; sig. < 0.05). In addition, there is a positive relationship between social skills and psychological well-being ($r_{xy} = 0.523$; sig. < 0.05). Self-efficacy and social skills can affect psychological well-being simultaneously ($F = 179,348$; sig. < 0.05). The magnitude of the influence of variables (self-efficacy and social skills) on welfare is 31.8%, and the assessment of other variables.

Keywords

Psychological Well-being; Social Skill; Self-Efficacy; High School Students

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INTRODUCTION

Adolescence is critical because it is the transition period from childhood to adulthood. There are many changes mentally, physically, and psychologically (Sanrock, 2012). According to WHO, adolescence is between 10 and 19 years, where adolescents are at the high school level. Changes occur physically, socially, emotionally, and cognitively during this period. High school students are in middle adolescence, where the changes that occur tend to be very rapid. Imbalances and unstable emotions often occur in this age period. The transition from childhood to adulthood makes teenagers look for self-identity because their status is still unclear whether they are children or adults. In

addition, the pattern of social interaction is also changing. Teenagers may feel like young adults with the right to make their own decisions. In this period, the desire to achieve independence and seek identity is very prominent, while the way of thinking becomes increasingly logical, abstract, and romantic. Orientation to other things outside the family tends to increase.

Hall (Santrock, 2012) wrote that adolescents experience mood swings, increased conflict (with both self and others), and emotional fluctuations. Adolescents experience mood swings where sometimes they feel very confident in themselves, but at other times they feel inferior. Sometimes, they want to do good, but sometimes they are moved to do something that is not under the norm. They also experience brief changes of joy and sadness. Adolescents may want to be unkind to their peers but turn out to be nice the next time. Sometimes you want to be alone, but after a while, you want to spend more time with friends.

These changes are prone to make adolescents do negative things and experience problems related to mental health if they are not handled properly and managed properly. Meanwhile, in their daily life, teenagers will always be faced with demands from the internal environment, such as family, and the external environment, such as school or friends. Adolescents who have good mental health will be able to adapt to these demands and vice versa.

Based on the information obtained by the researchers, there are various criminal cases committed by adolescents, such as rape, murder, illegal racing, and others. These criminal cases are assumed to occur due to the lack of ability of teenagers to manage the various turmoils they face and also their lack of ability to overcome the problems they face. Good psychological well-being in adolescents can be an important factor that can help them to get through the critical and turbulent feelings in this period.

According to (Ryff, 2013b), Psychological well-being is not only the result of a certain factor but can also be a determinant of other aspects. One of them is that psychological well-being affects a person's physical health and can be an actor that supports a long life (Ryff, 2013). Psychological well-being can also determine the direction of a person's behavior in life. (Sugiyono, Muslikah, Antika, E. R., & Sutikno, 2019) stated that adolescents who have psychological well-being will be able to complete developmental tasks at their age optimally.

Psychological well-being can be achieved by several factors, such as the ability to build warm relationships with others, and demographic factors, such as age, gender, socioeconomic status, and culture (Ryff, 2013). Self-efficacy can also affect psychological well-being (Adeyemo, D.A. and Adeleye, 2008).

In this study, researchers chose social skills and self-efficacy as factors that affect psychological well-being because, based on interviews, they found that students still cannot establish constructive relationships with their friends for several reasons, including recent technological developments. Meanwhile, self-efficacy was chosen because teenagers make a lot of social comparisons with other people at this time. In addition, self-acceptance is one factor that affects adolescents' self-efficacy.

One of the characteristics of adolescence is a high need for interaction with friends. Friends serve as a source of information and comparisons related to the surrounding environment other than family. Adolescents often have a greater orientation on interaction with their peers than their parents because peers are considered to understand the problems, feel better, and all that is happening in this period.

Positive social relations are one of the important things that need to exist so that someone has good psychological well-being. If social relations with other people are not well established, a person will feel negative impacts and threaten his psychological well-being.

When building interactions with peers, conformity becomes one thing that has a strong influence on the way adolescents manage themselves and respond to things that are known. This conformity can be positive or negative. Using abusive language and negative behavior is a form of negative conformity. Meanwhile, doing many useful activities that can hone hard and soft skills, having healthy behavior, and spending more time on self-exploration is a form of positive conformity.

This social relationship takes place both in the real world and in the virtual world. Virtual or virtual communication has become an inseparable part of teenagers due to the development of technology and various social media platforms. According to data from the Ministry of Communication and Information, 30 million, or around 80% of children and adolescents, use the internet daily, making digital media an option in establishing interactions (Kominfo, 2020). From these data, it can be seen that children and adolescents are highly interested in using the internet network for various activities in their daily lives.

Social skills are an important factor that supports people in establishing good interactions with the people around them. People who have good social skills mean that they have a good ability to create a warm relationships and build trust with others. In addition, he also has strong affection and empathy. Nurhidayat (2012) states that someone with good social skills can establish effective communication both verbally and nonverbally according to the situation and conditions faced. Furthermore, people with good social skills can express their thoughts clearly and are open in expressing feelings or problems that are being faced and finding adaptive ways to solve problems. They are also responsible for everything they do, have a lot of consideration before taking action, and can express refusal and disapproval.

In addition to social skills, self-efficacy is also a supporting factor for psychological well-being. Self-efficacy is related to the optimism that a person has to overcome various challenges. People who have high self-efficacy will actually feel challenged with more difficult tasks. Vice versa, people with low self-efficacy tend to avoid difficult tasks and are prone to experiencing psychological problems (Utami, 2016). People with high self-efficacy are more likely also to have good psychological well-being, the ability to regulate stress, high self-esteem, better physical health, and better adaptability. (Bisschop, M. I., Knegsman, D. M. W., Beekman & H., 2004).

(Maujean, A., Davis, 2013) showed that people who have high self-efficacy will be able to maintain positive feelings. Good self-efficacy is positively correlated with life satisfaction and has lower negative feelings. Someone with high self-efficacy believes that they can take action to adjust to the things happening around them, while someone who has low self-efficacy believes that they cannot get things done and tend to give up easily. Therefore, self-efficacy also helps improve one's psychological well-being.

METHOD

This research is a quantitative correlational study to determine the relationship between social skills, self-efficacy, and psychological well-being in high school students in Sidoarjo District. The population in this study is the total number of high school students in the Sidoarjo District, which is 16,668 students. The number of samples in this study was 774 students based on Isaac and Michael's table. The sampling technique used is cluster random sampling. The distribution of research subjects can be seen in table 1 below.

Table 1. Research Participants

School	Number of Student
SMA Negeri 3 Sidoarjo	273
SMA Cendekia	149
SMA Muhammadiyah 2 Sidoarjo	352
Total Amount	774

The independent variables in this study were social skills and self-efficacy. Social skills are the ability to interact with other people in a social context in special ways that are socially acceptable and, at the same time, useful for themselves and others. According to Caldarella and Merrell, the variable of peer social support is revealed by using a social skill scale based on aspects of social skills (Merrel and Gimpel, 1998). These skills are peer relationship skills, self-management skills, academic skills, compliance skills, and assertion skills. Self-efficacy is a person's belief in his competence or ability to manage his behavior in performing a task, overcoming challenges, and achieving the goals that have been set. Academic self-efficacy variables were measured using the general self-efficacy scale (GSE) developed by Matthias Jerusalem and Ralf Schwarzer. This instrument has 10 statement items with four answer choices. The high and low self-efficacy can be seen from the scores obtained.

The dependent variable in this study is psychological well-being. Psychological well-being is a condition when individuals can accept themselves as they are, form warm relationships with others, have independence from social pressures, control the external environment, have meaning in life, and realize themselves continuously. Psychological well-being is measured using a psychological well-being scale compiled by researcher Ryff (1989) based on aspects of self-acceptance, positive relationships with others, independence, environmental mastery, life goals, and personal development.

The data obtained were then analyzed to test the validity and reliability of the measuring instrument. The next step of analysis is to use correlation analysis techniques to see the relationship between variables. Then proceed with regression analysis techniques to obtain information about the influence between variables.

RESULT AND DISCUSSION

Result

Scale Reliability

Psychological Well-being Scale

The results of the psychological well-being reliability test with the number of items 18 are = 0.604, indicating that the scale's reliability is moderate. The results of the analysis can be seen in table 2.

Table 2. Psychological Well-being Reliability

Estimate	McDonald's ω	Cronbach's α
Point estimate	0.573	0.604
95% CI lower bound	0.526	0.562
95% CI upper bound	0.620	0.642

Social Skills Scale

The results of the Social Skills reliability test with the number of 20 items of = 0.733 indicate that the scale's reliability is quite high. The results of the analysis can be seen in table 3.

Table 3. Social Skill Scale Reliability

Estimate	McDonald's ω	Cronbach's α
Point estimate	0.730	0.733
95% CI lower bound	0.703	0.705
95% CI upper bound	0.758	0.759

General Self-Efficacy Scale

The results of the General Self-Efficacy reliability test with the number of items 10 of = 0.836 indicate that the scale's reliability is classified as high. The results of the analysis can be seen in table 4.

Table 4. General Self-Efficacy Reliability

Estimate	Mc Donald's ω	Cronbach's α
Point estimate	0.837	0.836
95% CI lower bound	0.820	0.818
95% CI upper bound	0.854	0.853

Assumption Test

Table 5. Shapiro-Wilk Normality Test

Shapiro-Wilk	p
0.938	< .001

The results of the assumption test are in Table 5. show that Shapiro – Wilk = 0.938, sig < 0.001 indicates that the distribution is not normal. Thus, the analysis used is the Non-Parametric Correlation Test with Spearman's Correlations.

Correlation Test

Table 6. Spearman's Correlations

Variable		General Self Efficacy	Social Skill	Psychological well-being
1. General Self Efficacy	n	—		
	Spearman's rho	—		
	p-value	—		
2. Social Skill	n	774	—	
	Spearman's rho	0.440***	—	
	p-value	< .001	—	
3. Psychological well-being	n	774	774	—
	Spearman's rho	0.479***	0.523***	—
	p-value	< .001	< .001	—

* p < .05, ** p < .01, *** p < .001

The results of the Spearman correlation in Table 6 show a positive relationship between Social Skills and Psychological well-being ($r_{xy} = 0.523$; sig. < 0.05). In addition, there is also a positive relationship between General Self Efficacy and Psychological well-being ($r_{xy} = 0.479$; sig. < 0.05). The correlation results show that the correlation between Social Skills and Psychological well-being ($r_{xy} = 0.523$) is higher than the correlation between General Self Efficacy and Psychological well-being ($r_{xy} = 0.479$). For effect size and a more in-depth explanation, it will be explained in multiple regression analysis.

Multiple Regression Analysis

Table 7. Multiple Regression Result

Model		Sum of Squares	df	Mean Square	F	p
H ₁	Regression	7471.810	2	3735.905	179.348	$< .001$
	Residual	16060.329	771	20.831		
Total		23532.140	773			

Note. The intercept model is omitted, as no meaningful information can be shown.

Table 7 shows that the hypothesis that together, General Self Efficacy and Social Skills can affect Psychological well-being is accepted ($F = 179,348$; sig. < 0.05). The effect size of the two variables (General Self Efficacy and Social Skills) on Psychological well-being is 31.8%, and the rest is influenced by other variables as stated in Table 8.

Table 8. Psychological well-being Summary Model

Model	R	R ²	Adjusted R ²	RMSE
H ₀	0.000	0.000	0.000	5.517
H ₁	0.563	0.318	0.316	4.564

Table 9. Partial regression coefficients of General Self Efficacy and Social Skills on Students' Psychological well-being

Model		Unstandardized	Standard Error	Standardized	t	p
H ₀	(Intercept)	50.767	0.198		255.985	$< .001$
H ₁	(Intercept)	25.360	1.390		18.249	$< .001$
	General Self Efficacy	0.325	0.036	0.298	9.019	$< .001$
	Social Skill	0.306	0.028	0.365	11.053	$< .001$

Table 9 shows that between the two variables, General Self Efficacy and Social Skills, social skills are the most influential on students' psychological well-being ($t = 11.053$; sig. < 0.05). General Self Efficacy negatively affects students' psychological well-being ($t = 9.019$; sig. < 0.05) when regressed with social skills.

Descriptive Analysis

Table 10. Descriptive Statistics

	General Self Efficacy		Social Skill		Psychological well-being	
	Male	Female	Male	Female	Male	Female
Valid	344	430	344	430	344	430
Missing	0	0	0	0	0	0

Table 10. Descriptive Statistics

	General Self Efficacy		Social Skill		Psychological well-being	
	Male	Female	Male	Female	Male	Female
Mean	28.305	27.288	53.672	53.279	50.959	50.614
Std. Deviation	4.996	5.062	6.354	6.758	5.736	5.338
Minimum	18.000	10.000	38.000	35.000	34.000	32.000
Maximum	50.000	42.000	75.000	75.000	97.000	72.000

The results of the descriptive analysis in Table 10 show that the average General Self Efficacy of male students (28.305) is higher than that of female students' General Self Efficacy (27,288). For social skills, the mean of male students (53,672) is also higher than that of female students (53,279), although the difference is not very significant. Psychological well-being also describes the same; male students (50,959) have higher psychological well-being than female students (50,614), although the difference is not very significant.

Discussion

Good psychological well-being can be seen from optimal functioning in all aspects of a person's psychological development, namely positive feelings and emotions about oneself, being able to solve problems, and being socially connected. (Ryff, C.D.& Keyes, 1995) defines psychological well-being as a person's positive evaluation of his life to continue to develop himself. One of these evaluations is related to aspects of social relations. As social beings, human life is greatly influenced by their relationships with other people (Segrin, C., & Taylor, 2007). One of the aspects of forming psychological well-being is one's skill in building positive relationships with others, characterized by mutual trust, empathy, understanding, and acceptance of one another. A person needs good social skills to establish this positive relationship.

Megawati (2015) found that psychological well-being positively relates to prosocial behavior. The higher a person's psychological well-being, the more prosocial behavior will increase. This prosocial behavior refers to a person's ability to be kind, make others comfortable and provide benefits to others.

Research by (Nair, A.R., Ravindranath, S., & Thomas, 2013) also strengthens the findings of this study. The study found that social skills positively affect adolescents' psychological well-being. It was also found that the five aspects of social skills were positively related to all aspects of psychological well-being.

Meanwhile, Misero, P. S., & Hawadi (2012) showed that people with good psychological well-being could feel pleasure, manage stress, solve problems effectively, and be committed to achieving good academic grades. Good self-efficacy is an important factor in this case because, with good self-efficacy, a person has good self-confidence in various situations, challenges or difficulties faced.

Many studies on self-efficacy and psychological well-being have also been conducted, and the results are generally the same; namely, there is a positive relationship between self-efficacy and psychological well-being. Self-efficacy is related to how a person lives his life, has a clear life goal, and has self-confidence (Utami, 2016). (Huppert, 2009) menjelaskan bahwa kehidupan seseorang yang berjalan dengan lancar berhubungan dengan psychological well-beingnya. Seseorang yang memiliki efikasi diri tinggi maka psychological well-beingnya juga tinggi juga.

Someone who has good self-efficacy and high psychological well-being means that he has confidence in his abilities, can accept his shortcomings and strengths, and has a purpose in life for the future. This matches a statement by (Putri & Rustika, 2017), which showed that adolescents with consistency in their belief in their abilities have the opportunity to achieve success in their goals, which can lead to psychological well-being.

Based on the descriptive analysis, it was found that the self-efficacy of male students was higher than female students. This coincides with Zimmerman's opinion (Anita, 2004) that there are differences in the development of abilities and competencies between men and women. Males try to boast about their abilities, and women often underestimate them. In addition, the role of parents in giving stereotypes about differences in abilities between men and women, where parents assume that women have lower abilities than men, can make women have lower confidence in their abilities. So, self-confidence (self-efficacy) in women is lower than in men.

This study also found that social skills influence more than self-efficacy in building psychological well-being. This can be related to the characteristics of adolescents with a greater orientation on social relations with their friends (Santrock, 2012). The need for peers for adolescents becomes important, and adolescents prefer to hang out with those of their age because they can establish a more intense intimacy at the same age. In addition, their needs are also almost the same, namely the need to exchange information about how to be accepted in the group, and how to explore the principles of equality and justice through their experiences when facing differences with peers. Matters related to these social relations are unique characteristics and must be passed.

CONCLUSION

This study's results indicate a positive relationship between social skills and psychological well-being ($r_{xy} = 0.523$; sig. < 0.05). In addition, there is also a positive relationship between self-efficacy and psychological well-being ($r_{xy} = 0.479$; sig. < 0.05). The correlation results show that the correlation between social skills and psychological well-being ($r_{xy} = 0.523$) is higher than the correlation between self-efficacy and psychological well-being ($r_{xy} = 0.479$). The regression test showed that the hypothesis that social skills and self-efficacy could affect psychological well-being was accepted simultaneously ($F = 179,348$; sig. < 0.05). The effect of the two variables (social skills and self-efficacy) on psychological well-being is 31.8%, and other variables influence the rest.

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