

Perception of College Service Quality, Social Support, and Self Regulation as Predictor of College Student Subjective Well Being (RETRACTED)

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Abstract

Subjective well-being is an indicator of mental health that plays an essential role in college students because it significantly predicts academic achievement and dropout rates. This study aimed to determine the effect of perceptions on the quality of higher education services, social support, and self-regulation on college students' subjective well-being. The sample in this study was 325 college students from various universities in Indonesia. The data in this study were obtained through the College Student Subjective Well-Being Questionnaire, the Higher Education Performance Scale, the Multidimensional Scale of Perceived Social Support, and the Self Regulation Questionnaire to measure variables in this study. The collected data were then analyzed using multiple linear regression. This study showed that student perceptions of college service quality, social support, and self-regulation significantly influence college students' subjective well-being. Student perceptions of the college service quality were the main predictor of college students' subjective well-being. The implication of this research was that to improve the subjective well-being of college students, a comprehensive approach is needed that includes quality services from universities, social support, and good self-regulation skills in students.

Keywords: College Student Subjective Well Being; College Service Quality; Social Support; Self Regulation

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INTRODUCTION

The important aspects that need to be considered in the lives of college students are not only about academic success but also related to the health of students, both physically and mentally. Previous research has shown that students' mental health enhances learning motivation, impacting academic achievement (Mahdavi et al., 2021). Conversely, students facing mental issues such as anxiety and depression tend to experience a decline in their academic performance (Wyatt et al., 2017). This indicates that mental health is also a crucial aspect to be attended to by universities.

Current research directions in mental health no longer solely focus on identifying individual mental disorders or illnesses but also assess the presence of an individual's subjective well-being (Keyes, 2006). Subjective well-being has become an important psychological construct as it portrays the evaluation of happiness from the individual's own perspective. In the realm of education, research on students' subjective well-being has found that it can predict academic performance and dropout rates among students (Coninck et al., 2019). It significantly affects classroom attendance and overall mental health conditions (Renshaw & Bolognino, 2016; Suldo et al., 2011). This indicates the importance of students to have subjective well-being. On the other hand, the literature states that common mental health issues occur among students due to the pressures related to learning and adjusting to college life (Pedrelli et al., 2015). Especially with the recent Covid-19 pandemic causing a shift in the learning system from face to face learning to online learning, it has resulted in negative impacts on learning outcomes, psychological well-being, stress, and other emotional disturbances (Cao et al., 2020; Sahu, 2020). Similar situations have also occurred in Indonesia, where students have experienced decreased psychological well-being during the pandemic, marked by the emergence of depression, anxiety, loneliness, frustration, and other emotional problems (Marella & Sameve, 2022; Rahiem et al., 2021). Other studies conducted on Indonesian students during the pandemic even found that 14% of students (around 486 out of 3468 total respondents) had suicidal thoughts (Supriyati et al., 2021). The findings from these studies highlighted a significant issue regarding students' subjective well-being, making this phenomenon important to be investigated.

Subjective well-being is a cognitive and affective evaluation by individuals about their lives, encompassing emotional reactions to life events as well as cognitive judgments of satisfaction (Diener et al., 2002). In this definition, subjective well-being includes experiencing pleasant emotions, low levels of negative feelings, and high level of life satisfaction (Diener et al., 2002). In other words, the construct of subjective well-being emphasizes the role of positive and pleasant experiences in shaping an individual's happiness. Currently, research on students' subjective well-being predominantly utilizes constructs and measurements of subjective well-being in general, encompassing evaluations of positive and negative aspects and overall life satisfaction (Diener et al., 2003). This general concept is then applied to various life settings, such as the workplace, education, family, and friendships. However, an approach that uses the general concept of subjective well-being can sometimes be less relevant because each life setting has different dynamics and domains, making context-specific measurements of subjective well-being more appropriate (Warr, 2012). Renshaw & Bolognino, 2016 formulated a specific construct of subjective well-being for college students named College Student Subjective Well-Being. In this construct, subjective well-being is defined as an individual's self-evaluation of well-being within the college context (Renshaw, 2018). This construct encompasses four aspects of subjective well-being linked to college

life: academic satisfaction (individual's subjective assessment of the quality of their academic life), academic efficacy (individual's belief in their ability to complete academic tasks), school connectedness (individual's perception of positive and supportive relationships in college), and college gratitude (positive emotional response to the benefits derived from college life) (Renshaw & Bolognino, 2016). With this specific construct approach, the obtained depiction of students' subjective well-being can be more relevant as a basis for addressing and developing mental health strategies for college students in higher education.

Poorly managed subjective well-being can have an impact on college students' declining mental health and their academic performance. The decrease in college students' subjective well-being becomes more significant when universities fail to provide services to support college students in overcoming these issues (Pedrelli et al., 2015). In order to offer appropriate interventions or services for college students, it is necessary first to investigate the current phenomenon of college students' subjective well-being and the affecting factors, especially as they resume face to face learning. This will provide accurate information for designing effective intervention strategies.

Previous research that mapped the factors affecting college students' subjective well-being found internal factors such as gratitude, forgiveness, personality, self-esteem, spirituality, gender, financial condition, life purpose, and mental health disorders, along with external factors like social relationships, family support, academic performance, and life stressors as researched factors that play a role in affecting college students' subjective well-being (Rulangi et al., 2021). Another study discovered that integrating academic and social aspects of college life holds a significant role in predicting college students' subjective well-being (Coninck et al., 2019). The research suggests that for future research, a deeper exploration of the effect of the academic structure in colleges on subjective well-being should be conducted, as it is perceived to have a significant role yet remains relatively unexplored. The findings of this research are also supported by other studies that employ qualitative approaches to delve deeply into factors playing pivotal roles in college students' subjective well-being. These studies discovered faculty support, learning experiences, social and financial support, as well as task organizing abilities as factors affecting college students' subjective well-being (Asghar et al., 2022). In this study, faculty support depicts college students' perception of the university's ability to provide both academic and administrative services. Factors such as competent and cooperative professors, up-to-date learning materials, as well as administrative assistance are considered the most significant factors affecting students' perceived subjective well-being in college (Asghar et al., 2022). From various research findings, the urgency regarding the effect of college students' perceptions of university performance on their subjective well-being becomes apparent. However, this topic has not been widely explored, particularly within the context of Indonesian college students. Perceptions of quality of college services depicted college students' evaluations of the services provided by the university, encompassing aspects ranging from academic and non-academic elements, university reputation, ease of access, learning programs, as well as fulfilling college students' needs for counseling and other health services (F. Abdullah, 2006). Previous research found that positive perceptions of university performance positively affected student satisfaction and academic achievement (Banahene et al., 2018). In other words, college students who had positive experiences in college related to their learning experiences, facilities, and other supportive aspects tended to have better evaluations of their satisfaction with college life.

To obtain a comprehensive understanding of the factors affecting college students' subjective well-being, this research also investigated other external factors, namely social support and internal factors, such as self-regulation. The choice of social support as a factor is based on previous research findings that, in addition, to support from the educational institution, other critical factors to be examined include social support from family and friends (Asghar et al., 2022; Coninck et al., 2019; Rulanggi et al., 2021). Family support can reduce negative emotions, while friend support can enhance positive emotions, and both significantly increase college students' life satisfaction and happiness (Brannan et al., 2013; Matsuda et al., 2014). Prior research examined the impact of social support on the construct of subjective well-being in general. However, in this study, the effect of social support was investigated specifically on subjective well-being within the context of college life, where it was predicted to exert a significant impact.

In addition to external factors from the college, family, and friend support, it is also necessary to examine the internal aspects of college students. In this regard, the researcher addresses the self-regulation ability to be linked to subjective well-being based on previous literature that finds college students' ability to organize tasks is important in affecting subjective well-being compared to other internal factors (Asghar et al., 2022). College students who are capable of constructing goals, making plans, and self-managing to achieve their objectives can attain and maintain good well-being (Morosanovaa et al., 2021; Salleh et al., 2021). College students' ability to manage tasks and responsibilities related to academic and non-academic activities plays a significant role in achieving well-being in college.

This research provided a new perspective in researching college students' subjective well-being by utilizing a specific approach within the context of higher education. Therefore, it was hoped that this research could offer more relevant information to aid in handling and improving college students' subjective well-being. Additionally, the psychological impact of the Covid-19 pandemic on college students added urgency to conducting this research, particularly considering that college students had fully resumed face-to-face learning. It was important to ascertain college students' subjective well-being as one of the mental health indicators during that time. Based on the previous exposition, it was known that college students' perceptions of the quality of services in higher education were important factors affecting college students' subjective well-being, yet this had been under-researched in Indonesia. Therefore, this research aimed to examine the effect of perceptions of college service quality, social support, and self-regulation on college students' subjective well-being. By considering both external and internal factors and focusing on the context of academic life, this research was expected to provide new and relevant information to support the design of interventions to improve college students' subjective well-being.

METHOD

Participants

The sample for this study comprised 325 college students from various universities in Indonesia who were in their third to seventh semesters. Participants in this study were obtained using the convenience sampling technique, where participants who met the criteria and were willing to participate in the research were selected as the sample. The description of participant characteristics in this research was as follows: 75.7% were female, 24.3% were male, 75.4% were from public universities, and 24.5% were from private universities. The majority of participants lived at their parent's homes (35.7%) or rented accommodations (35.1%) during their studies. The majority of them had parents who were married (85.8%) and had income ranging between Rp 2,500,000 to 5,000,000 (30.5%).

Research Design and Procedure

This research was a quantitative study with a correlational approach. The research process began with an ethical suitability test and was deemed suitable through an ethics clearance letter from the Research Ethics Committee of Malahayati University, reference number 3678/EC/KEP-UNMAL/VI/2023. The next step involved the pilot testing of the measurement instrument with 50 student participants from a university in Bandar Lampung. After confirming that the measurement instrument met the validity and reliability criteria, the research proceeded to collect data using a Google Form. The researcher distributed the research instrument link to college students from several universities in Indonesia through lecturers and student groups on social media. Some participants filled out the Google Form with direct guidance from a lecturer or through virtual meetings. Furthermore, the researcher's contact number was included in the form to facilitate participants' inquiries if they encountered any difficulties during the completion. This was done to ensure the quality of the research data obtained. The accumulated data then underwent analysis stages, including selection, coding, and data analysis using statistical techniques. The analysis results were then interpreted and discussed to derive conclusions that address the research hypotheses.

Instruments

In this research, four variables were under investigation: college students' subjective well-being, perceptions of college service quality, social support, and self-regulation. All variables were measured using questionnaires or psychological scales. The variable of college students' subjective well-being was defined as self-evaluation (in cognitive, affective, and social aspects) of an individual's well-being in college (Renshaw, 2018). Subjective well-being was measured using the College Student Subjective Well-Being Questionnaire (CSSWQ), consisting of four aspects: academic satisfaction, academic efficacy, school connectedness, and college gratitude (Renshaw, 2018). This instrument took the form of a Likert scale consisting of 16 items with a 7-point response range (strongly disagree, agree, disagree, somewhat disagree, neutral, somewhat agree, agree, strongly agree). This instrument was adapted to Indonesian by Akmal et al. (2021) and was found to be valid (item-total correlation > 0.3) and reliable ($\alpha = 0.92$). Additionally, the researcher conducted a trial of the instrument and found that the CSSWQ had a reliability of $\alpha = 0.797$ with item discrimination values ranging from $r_{it} = 0.305$ to 0.667, thus confirming its validity and reliability.

Perceptions of college service quality refer to college students' assessments of the services provided by the college, encompassing academic and non-academic aspects, the college's reputation, accessibility, learning programs, and the fulfillment of college students' needs related to counseling and other health services (F. Abdullah, 2006). This variable was measured using the Higher Education Performance (HEdPERF) scale, consisting of 41 Likert-type items with seven response options ranging from strongly disagree to strongly agree (F. Abdullah, 2006). Based on the instrument trial results, it was found that HEdPERF had a reliability of $\alpha = 0.975$ with item discrimination values ranging from $r_{it} = 0.334$ to 0.899 , indicating its validity and reliability.

The next variable, social support, is defined as the social resources obtained by college students during their academic journey from sources such as family, friends, and significant others (Zimet, 2016). Social support was measured using the Multidimensional Scale of Perceived Social Support (MSPSS) instrument, which comprised 12 items with 7 response choices ranging from strongly disagree to strongly agree. Based on the instrument trial results, it was found that MSPSS had a reliability of $\alpha = 0.830$ with item discrimination values ranging from $r_{it} = 0.340$ to 0.646 , indicating its validity and reliability.

Furthermore, self-regulation is the individual's ability to plan, direct, and monitor behavior flexibly in an ever-changing environment. This ability comprises several aspects: goal setting, perseverance, decision-making, and learning from mistakes (Pichardo et al., 2014). Self-regulation was measured using the Self-Regulation Questionnaire Short Version (SRQ-SV) instrument, consisting of 17 items with 5 response choices ranging from strongly disagree to strongly agree. Based on the instrument trial results, it was found that SRQ-SV had a reliability of $\alpha = 0.804$ with item discrimination values ranging from $r_{it} = 0.303$ to 0.667 , indicating its validity and reliability.

Data Analysis

The data in this research were analyzed using multiple linear regression analysis to discover the effect of perceptions of college service quality, social support, and self-regulation on college students' subjective well-being. This analysis was also utilized to identify the strongest factor in predicting college students' subjective well-being.

RESULT AND DISCUSSION

Classical assumption tests were conducted to ensure that the data met the requirements for the multiple linear regression hypothesis test. The result of the normal distribution assumption test indicated that the data were normally distributed ($p = 0.200$). Furthermore, the multicollinearity test found that the tolerance values were above 0.1, and the VIF (Variance Inflation Factor) values were less than 10, indicating the absence of multicollinearity. The heteroscedasticity assumption test showed that the self-regulation variable ($p = 0.267$), service quality ($p = 0.221$), and social support ($p = 0.083$) did not have heteroscedasticity symptoms. Based on all the results of the classic assumption tests, the data were deemed suitable for analysis using multiple linear regression.

The results of the frequency distribution analysis of the research variables indicated that the majority of college students had moderate levels of subjective well-being, self-regulation, perceptions of college service quality, and social support.

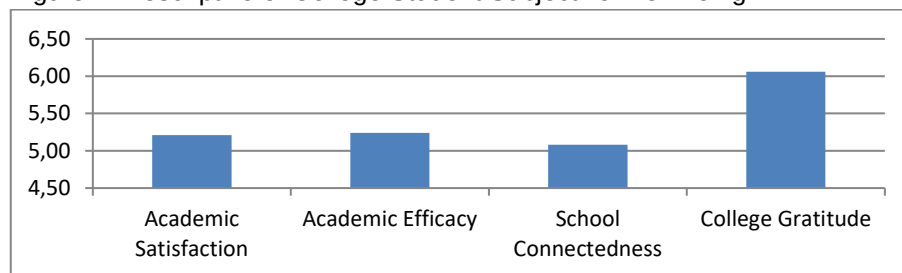
Table 1. Frequency Distribution of College Student Subjective Well Being, Self Regulation, Perceptions of College Service Quality, and Social Support

	Subjective Well Being		Self Regulation		Service Quality		Social Support	
	f	%	f	%	f	%	f	%
High	39	12	39	14.8	37	11.4	47	14.5
Moderate	245	75.4	238	73.2	238	73.2	216	66/5
Low	41	12.6	48	14.8	50	15.4	62	19.1

Regarding subjective well-being, the results categorized as moderate indicate that the majority of college students were moderately satisfied with their academic life, had a reasonable belief in their ability to complete academic tasks, felt they had relatively positive and supportive relationships in college, and were appreciative of the learning experiences gained in college (Renshaw & Bolognino, 2016). These findings are somewhat inconsistent with previous research, which found that college students experienced decreased psychological well-being during the pandemic, marked by the emergence of depression, anxiety, loneliness, frustration, and other emotional issues (Marella & Sameve, 2022; Rahiem et al., 2021). The discrepancy in these findings could be related to the measurement approach used in this study, which focused solely on subjective well-being without considering the psychological disturbances experienced by college students. In this regard, other research with a similar focus on subjective well-being found supportive results, indicating that college students were found to have moderate levels of subjective well-being (Kamaliya et al., 2021; Untari, 2021). Furthermore, returning to face to face learning processes after the Covid-19 pandemic might have affected college students to evaluate their campus life more positively.

The aspect of subjective well-being most strongly felt by college students was college gratitude ($M = 6.06$, $SD = 0.97$), while the lowest aspect was school connectedness ($M = 5.08$, $SD = 1.14$). This indicated that college students expressed a significant sense of gratitude for the opportunities they had to learn in college and were appreciative of their learning experiences and the individuals who had contributed to their academic journey (Renshaw, 2018). On the other hand, college students' perceptions regarding positive and supportive relationships in college appeared to be the least fulfilled aspect.

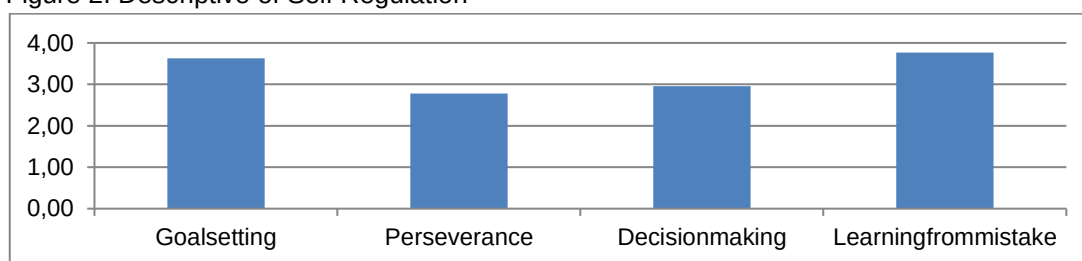
Figure 1. Descriptive of College Student Subjective Well Being



The self-regulation of students was mostly categorized as moderate, indicating that the majority of students were sufficiently capable of setting learning goals, planning and

implementing steps to achieve those goals, monitoring and managing their tasks to meet objectives, learning from past mistakes, and making necessary decisions to advance their learning objectives. Furthermore, based on the analysis of the different aspects of self-regulation, it was found that the highest aspect possessed by students was "learning from mistakes" ($M = 3.77$, $SD = 0.66$), while the lowest was "perseverance" ($M = 2.78$, $SD = 0.62$). This indicated that students were capable of learning from their past mistakes to bring about changes and improvements in the present and future to achieve their goals. Furthermore, the aspect of perseverance, which was found to be lower compared to other aspects, indicated that students' persistence in following through with plans to achieve goals tended to be lacking, especially when faced with distractions and obstacles. There were indications that students easily became diverted and found it difficult to refocus on the target they wanted to achieve. These research findings are consistent with previous studies that also found that students tend to exhibit better self-regulation in aspects of goal setting and to learn from mistakes but are less adept at decision-making and persistence (Valenzuela et al., 2020). The results concerning self-regulation abilities have implications for the importance of developing students' skills in making effective decisions to achieve their goals and, most importantly, for enhancing their determination and focus on pursuing their objectives even when encountering numerous obstacles and distractions.

Figure 2. Descriptive of Self Regulation

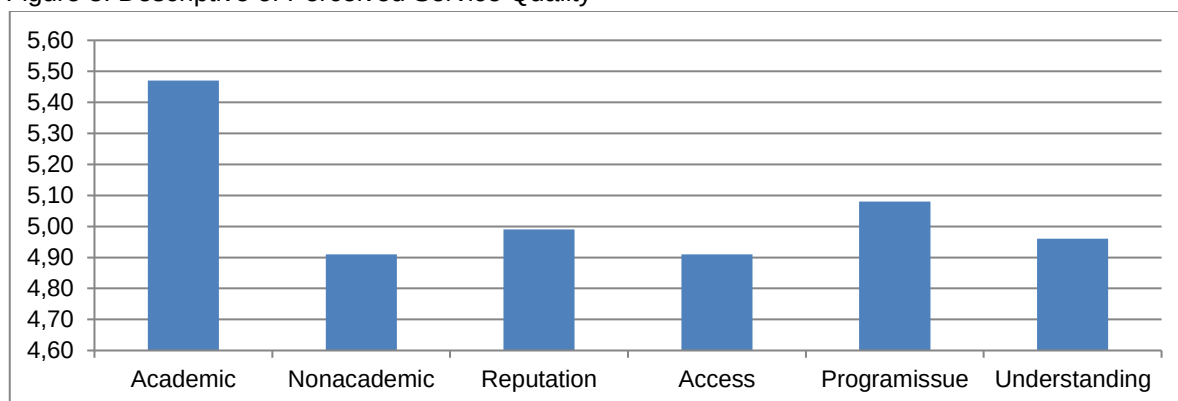


College students' perceptions of the quality of services provided by the university mostly fell into the moderate category. This indicated that college students held fairly positive perceptions regarding the services offered by the university, encompassing academic and non-academic aspects, accessibility, reputation, program issues, and understanding of student needs (F. Abdullah, 2006). The results of this research are consistent with previous findings that college students tend to have a moderate level of satisfaction with the services provided by the campus in general (Fuchs et al., 2022).

Furthermore, an analysis of the various service aspects provided by the university reveals that college students have the most positive perception towards the academic aspect ($M = 5.47$, $SD = 1.13$) and the least positive perception towards the non-academic aspect ($M = 4.91$, $SD = 1.28$) and accessibility ($M = 4.91$, $SD = 1.07$). This indicates that college students feel that the university, or in this case, the teaching staff, adequately provides good services in assisting them with their studies, addressing learning-related issues, maintaining communication, and allocating sufficient time to support their learning process. On the other hand, college students were less satisfied with non-academic services and accessibility, such as administrative complaints that were not promptly addressed, perceived inadequate behavior of administrative staff in terms of politeness, timeliness, and problem-solving speed, as well as concerns regarding openness and equitable access for every student. The results of this study are consistent with previous

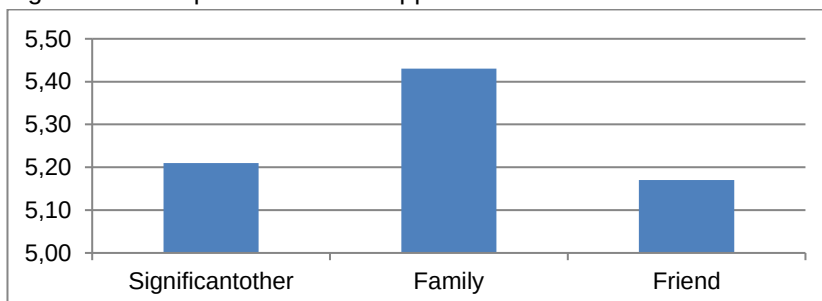
research findings that also found college students tend to be satisfied with academic services but less satisfied with handling their complaints and issues at the college (Fuchs et al., 2022). The findings regarding college students' perceptions of college service quality indicated that universities needed to pay more attention to non-academic aspects, openness, and equitable access for college students to enhance their satisfaction, which would subsequently impact their subjective well-being and academic performance.

Figure 3. Descriptive of Perceived Service Quality



The perceived social support by college students mostly fell within the moderate category, indicating that college students felt they received reasonably good support from family, friends, and other significant individuals. The results of this study support previous research findings that also discovered that the perceived social support by college students mostly falls within the moderate category (Y. Abdullah, 2022). Furthermore, an analysis of the types of social support revealed that the highest level of support was obtained from family ($M = 5.43$, $SD = 1.38$), while the lowest was from friends ($M = 5.17$, $SD = 1.38$). This suggests that college students felt they received the most support from their families compared to friends or other close individuals, which included emotional support, assistance when facing problems, and guidance in decision-making. The findings of this research are also consistent with previous research conducted on college students in South Korea, Japan, and China, which found that family support is perceived as the most significant form of support by college students (Lee & Padilla, 2016; Matsuda et al., 2014).

Figure 4. Descriptive of Social Support



The multiple linear regression analysis indicated a significant effect from perceptions of the quality of university services, self-regulation, and social support on college students'

subjective well-being, both simultaneously and partially. The variance in subjective well-being explained by perceptions of service quality, self-regulation, and social support simultaneously was 57.2% ($F(3,324) = 142.845$, $p = 0.000$, $R^2 = 0.572$). Furthermore, the analysis revealed that self-regulation ($Beta=0.212$, $t(324)=5.692$, $p = 0.000$), perceptions of university service quality ($Beta=0.484$, $t(324) = 12.391$, $p = 0.000$), and social support ($Beta=0.357$, $t(324) = 8.984$, $p = 0.000$) significantly predicted subjective well-being. In Table 2, the Beta values indicated a positive relationship, suggesting that increased self-regulation, perceptions of college service quality, and social support predicted an increase in college students' subjective well-being. Furthermore, based on the calculation of the effect size, it was found that perceptions of college service quality had the largest effect size at 30.2%, followed by social support at 20.37%, and then self-regulation at 3.61%. Therefore, it can be concluded that college students' perceptions of college service quality were the strongest predictor of college students' subjective well-being compared to self-regulation and social support.

Tabel 2. Multiple Linear Regression Analysis

Z		F	R ²	Beta	t	Effect size
Self Regulation				0.212	5.692*	3.61%
Perception of College Service Quality	College Student Subjective Well-being	142.85*	0.572	0.484	12.391*	30.2%
Social Support				0.357	8.984*	20.37

* $p < 0.01$ As an additional analysis, correlation tests were also conducted to examine the relationship between each aspect within the independent variables and college students' subjective well-being, aiming to gain more detailed and nuanced insights. Based on Table 4, it could be observed that all aspects of college service quality were significantly correlated with college students' subjective well-being, with the academic factor showing the highest correlation ($r(325) = 0.653$, $p = 0.000$). Moving on to the self-regulation variable, all aspects also exhibited significant correlations except for the perseverance aspect. The "learning from mistake" aspect had the highest correlation coefficient compared to other self-regulation aspects ($r(325) = 0.377$, $p = 0.000$). Regarding the social support variable, all dimensions of social support were significantly correlated with college students' subjective well-being, with family support having the largest correlation coefficient ($r(325) = 0.516$, $p = 0.000$).

Tabel 3. Correlation of Aspects of Self Regulation, Perception of College Service Quality, and Social Support with College Student Subjective Well Being

Variable	M	SD	r
Perception of College Service Quality			
Academic	5.47	1.03	0.653**
Non academic	4.91	1.38	0.531**
Reputation	4.99	1.20	0.568**
Access	4.91	1.07	0.553**
Program Issue	5.07	1.34	0.525**
Understanding	4.96	1.39	0.477**
Self Regulation			
Goal Setting	3.63	0.56	0.374**
Perserverance	2.78	0.62	0.063
Decision Making	2.96	0.78	0.12*
Learning from mistake	3.77	0.66	0.377**

Social Support			
Family	5.43	1.46	0.516**
Friends	5.17	1.37	0.495**
Significant Other	5.21	1.38	0.462**

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

The findings of this research support previous research results indicating that college service quality, social support, and self-regulation play a significant role in predicting college students' subjective well-being (Asghar et al., 2022; Coninck et al., 2019). Moreover, college service quality has also been shown to be the most prominent predictor in determining college students' subjective well-being. This aligns with previous research findings that university support is the most dominant factor in enhancing college students' subjective well-being (Asghar et al., 2022). Competent universities that provide quality lecture materials, encourage open discussions both inside and outside the classroom, and offer practical skill experiences and research opportunities contribute to college students' satisfaction with their college life (Asghar et al., 2022). These findings were also supported by the correlation analysis between the university performance aspects and college students' subjective well-being, which revealed that the academic aspect had the highest correlation coefficient with subjective well-being compared to other aspects. The positive correlation coefficient implied that the higher the academic performance of the university, the higher the subjective well-being of the college students. These research findings are consistent with previous studies that found a positive and significant relationship between university performance, student satisfaction, and academic achievement (Banahene et al., 2018). In addition to the academic aspect, other factors such as administrative services, ease of access to information and handling student complaints, the university's reputation, as well as attention to college students' physical and mental health were also found to have a significant effect on college students' subjective well-being. These findings are consistent with previous research, which highlighted the significance of cooperation and friendliness from administrative staff, as well as responsiveness to student complaints, in determining student satisfaction (Usman, 2010). The results of this research had implications for the importance of enhancing the overall quality of university performance, not only in academic aspects but also in non-academic aspects, to provide satisfaction in college students' learning experiences, ultimately contributing to their subjective well-being.

Social support was identified as the second-largest factor affecting college students' subjective well-being. Higher levels of social support corresponded with increased subjective well-being among college students. Family support emerged as the most significant factor affecting subjective well-being, compared to support from friends or significant others. These findings were consistent with previous research that demonstrated the substantial impact of social support on college students' subjective well-being (Lee & Padilla, 2016; Matsuda et al., 2014; Yıldırım & Tanrıverdi, 2021). As students, family support remained a primary source of assistance. This was supported by studies conducted on Japanese and Korean college students, which found a positive and significant correlation between family support and college students' subjective well-being. Family support was found to enhance life satisfaction and directly reduce negative emotions (Matsuda et al., 2014). Beyond family support, support from friends and significant others also exhibited a significant relationship with college students' subjective well-being. Friends play an important role in college students' lives, contributing to their subjective well-being (Lee & Padilla, 2016). Engaging in group activities, such as religious

and social gatherings, to build friendships was found to reduce depression and suicidal tendencies (Park et al., 2010). In this research, all type of support, from family, friends and significant were found to have a significant relationship with students' subjective well-being. Therefore, it is hoped that college students will be able to develop positive relationships with their family, friends, and significant others to enhance their subjective well-being.

In addition to external factors, self-regulation as an internal factor within college students was also found to have a significant effect on subjective well-being, although its impact was the weakest compared to perceptions of college service quality and social support. The findings of this study are consistent with previous research that self-regulation plays a role in determining college students' subjective well-being (Morosanovaa et al., 2021; Salleh et al., 2021). College students with good self-regulation are able to manage their academic activities effectively to achieve their goals. This supports them in attaining satisfaction and success in university (Asghar et al., 2022). The self-regulation ability found to have the greatest impact is goal setting and learning from mistakes. Having strong skills in setting future goals and planning to achieve them provides college students with a sense of mental balance as they feel more in control of their lives (Rodríguez et al., 2022), which positively affects their subjective well-being. Furthermore, based on the correlation analysis, the aspect of perseverance was found to have no significant relationship with subjective well-being. This result is inconsistent with previous research that showed self-control and persistence in achieving goals significantly affecting college students' satisfaction with life (Rodríguez et al., 2022). Therefore, future research could have delved specifically into the role of self-regulation aspects, especially perseverance, in relation to college students' subjective well-being within the context of college life. Nevertheless, in general, college students were encouraged to have developed their self-regulation abilities to support their well-being and academic performance in university.

CONCLUSION

College students' perceptions of college service quality, social support, and self-regulation had a significant effect on college students' subjective well-being. The college students' perceptions of college service quality was a factor that had not been extensively researched in relation to college students' subjective well-being in Indonesia. The results of this research found that this factor was a primary predictor of college students' subjective well-being. This finding contributed a new perspective to the realm of college students' mental health, particularly by focusing on improving the quality of university performance to support the achievement of college students' subjective well-being. The enhancement of university performance encompassed not only academic aspects but also administrative services and equal access to all college students. These aspects were perceived as suboptimal by college students, despite their significant effect on subjective well-being.

Furthermore, social support and self-regulation were also found to play a significant role in affecting college students' subjective well-being. Therefore, comprehensive intervention from various fronts, including universities, families, friends, and college students' own self-management skills, should be considered to enhance their subjective well-being. Moreover, the research results revealed that the aspect of school connectedness was perceived as the lowest among all aspects of subjective well-being.

Consequently, college students should be equipped with the skills to establish positive and supportive relationships not only with their peers but also with professors and other members of the academic community within the university.

This research had several limitations. One of them was the participant sample, which mostly originated from Java and Sumatra islands, thus providing a limited representation of the overall subjective well-being of college students across Indonesia. Additionally, the sampling technique could have been more systematic and diverse to ensure a more robust analysis of relationships. Furthermore, this research only examined three variables as predictors of college students' subjective well-being. To enhance the generalizability of the research findings, future studies are encouraged to incorporate a broader range of variables with more diverse relationship dynamics. Additionally, utilizing more advanced analytical techniques, such as Structural Equation Modeling (SEM), could provide a more accurate and comprehensive understanding of the research results.

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