

The Role of Family and Peer Support in Promoting Students' School-Related Well-Being during Crisis: A Mediation Model of Basic Psychological Needs

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Abstrak

The enforcement of physical distancing measures to mitigate the transmission of COVID-19 led the Indonesian government to implement remote learning. This situation created challenges for students' academic well-being due to changes in their social environments. Grounded in Basic Psychological Needs Theory (BPNT; Deci & Ryan, 2000, 2017), the present study examined a model linking social support (from family, friends, and significant others) to school-related subjective well-being through the satisfaction of basic psychological needs (autonomy, relatedness, and competence) during the COVID-19 pandemic. A cross-sectional survey was conducted with 665 Indonesian students who participated in home-based learning. Data were analyzed using structural equation modeling to test the proposed hypotheses. The single-level model analysis indicated that social support was strongly associated with school-related subjective well-being, and this relationship was mediated by basic psychological needs. Further multiple-mediator analyses revealed that satisfaction of autonomy, competence, and relatedness needs mediated the relationship between family and friend support and school-related subjective well-being. However, basic psychological needs did not mediate the effect of significant others' support on subjective well-being. These findings contribute to the literature on psychological well-being by highlighting the mediating roles of social support and students' school-related subjective well-being.

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1. INTRODUCTION

The importance of students' wellbeing has been documented in various positive behaviors (Deci & Ryan, 2017; Elmore & Huebner, 2010; Park, 2004; Spence & Shortt, 2007; Shannon M. Suldo & Huebner, 2006), including high academic achievement, increased academic efficacy, better school behavior, and improved physical and mental health (Suldo et al., 2014; Elmero & Huebner, 2010). On the contrary, lack of well-being at schools has been associated with negative outcomes such as anti-social behavior, school withdrawal, and drug abuse (Roeser, 2001). Accordingly, understanding factors that can increase students' school-related well-being in adolescents has received growing attention from many scholars lately.

One of the most powerful factors that can contribute to an individual's subjective well-being is social support (Gallagher & Vella-Brodrick, 2008). Various studies have shown that students who have high social support also report high subjective well-being

(Gallagher & Vella-Brodrick, 2008; Liu et al., 2015). During a crisis condition, such as the COVID-19 pandemic, the American Psychological Association has noted that social support played a key role in responding to the COVID-19 pandemic (American Psychological Association, 2020), as it aids in restoring mental health (Chan et al., 2015; Hansel et al., 2013).

The primary aim of our study is to assess students' well-being and its determinants in the context of the COVID-19 pandemic, particularly aiming to understand the effect of social support and basic psychological needs on students' well-being in the crisis. As we can see, during the COVID-19 pandemic, there were policy changes in education activities globally, including remote learning, the implementation of physical distancing, and self-quarantine (WHO, 2020). The conditions present various obstacles to students' academic well-being. Without exception, these changes were also experienced in developing countries like Indonesia, as the Indonesian Ministry of Education said that during COVID-19, the number of students experiencing stress and anxiety had increased dramatically. Several students also reported fatigue and stress while doing school from home (KPAI, 2020). Moreover, students' attainment during COVID-19 was decreased, as reported by Wahana Visi Indonesia (2020).

Despite its challenges, the opportunities for students to interact directly with family become greater as they can spend more time at home due to the school-from-home policy. This situation allows the family to become a significant source of social support for students' well-being. Several findings state that families can affect students' mental health during the COVID-19 pandemic (Chen et al., 2020; Qi et al., 2020; Wu et al., 2020). At the same time, literature also shows that adolescence is an age that feel attached to their peers (Santrock, 2011), thus limited contact during a pandemic with their peers might decrease their well-being, making them feel stressed while staying at home. This was also reported by Qi et al. (2020), who found that peers can affect students' mental health during the COVID-19 pandemic. Furthermore, Wiguna et al. (2020) asserted that familial and peer support significantly influences student welfare during school closures amid the COVID-19 pandemic. Alshammari et al. (2021) also posited that despite the increasing need for autonomy, social support from peers, family, and significant others remains an important contributor to student well-being (Alshammari et al., 2021). Ultimately, social support will be important to promote positive adaptation after the COVID-19 pandemic (Saltzman et al., 2020).

Our particular aim of this study is to investigate how family, friends, and significant others contribute to students' subjective well-being during COVID-19 through supporting basic psychological needs. We argue that changes in social interaction due to social distancing and remote learning would not only influence students' well-being but also impact the students' basic psychological needs. Accordingly, the fulfillment of basic psychological needs, which were changed due to these crises, would mediate the effect of social support on students' well-being.

Grounded in the Basic Psychological Need Theory (BPNT; Deci & Ryan, 2000, 2017) states that social environmental factors (such as social support) can increase individual well-being due to the mediation of basic psychological needs. The three basic psychological needs include the need for autonomy, which pertains to the need for self-expression; the need for competence, which involves the aspiration to feel capable; and the need for relatedness, which signifies the need to maintain connections within the social environment (Deci & Ryan, 2017). These three basic psychological needs are psychological nutrients that are important for individuals to grow, function fully, have integrity, and have a good sense of well-being (Deci & Ryan, 2017). Fulfillment of the three basic psychological factors will encourage positive behavior and individual subjective well-

being (Deci & Ryan, 2017). This was evidenced in the school context that social support can affect school-related subjective well-being through the mediation of basic psychological need (Tian, Tian, et al., 2015). Based on this theory, it can be hypothesized that H1: the relationship between social support and school-related subjective well-being was mediated by basic psychological need; H2: the relationship between each component of social support (family, friend, and significant other support) and school-related subjective well-being was mediated by each type of basic psychological need (need for autonomy, relatedness, and competence).

The novelty of this study lies in two respects: First, it provides evidence of Basic Psychological Need Theory in the crisis context, as well as proving the mediation role of basic psychological needs. The previous research had been conducted before the COVID-19 outbreak. This study focuses on looking at the application of BNPT in the school context during COVID-19 as an academic basis to improve students' subjective well-being. Second, we tested the hypothesis at two levels: the first is at the variable level, and the second is at the latent level. The latent variable assessment was aimed at comparing which sub-variables (latent variables) are most significant. Given that social support consists of various components, such as family, friends, and others, we argue that all of them would have different relationships to basic psychological needs and subjective well-being. Also, as the basic psychological needs have three main components, which include autonomy, relatedness, and competence, we believe that these latent variables would have a different pattern of correlation with each sub-component of social support and well-being. As far as we know, most studies in this area only test the three main variables (social support, basic psychological need, and SRSWB) as a level variable without exploring the latent-level variables. Using this approach, we would understand more about the effect of each component of this theory when applied in a specific crisis context.

2. METHOD

Data and Samples

This study used a cross-sectional design. Data were collected during the COVID-19 pandemic in February 2021. An ethical approval was received from the Ministry of Education and Culture, University of Padjadjaran (Number 36/UN.6/KEP/EC/2021). Participants in this study were 665 high school students (grades 10 to 12) who carried out learning activities in the COVID-19 pandemic situation in Malang City, Indonesia. A self-administered online questionnaire was used to collect data, and multistage cluster sampling was used to obtain our samples.

Measurement

Well-Being

Well-being was measured using the Brief Adolescents' Subjective Well-Being in School Scale (BASWBSS), which was adapted into Bahasa (Wijayanti et al., 2020 ;Tian et al., 2014). BASWBSS consisted of 8 items that represent 3 components. The first component is school satisfaction, wherein students evaluated their school experience using 6 items, encompassing satisfaction with students' achievement, school management, teacher-student relationship, peer relationship, teaching, and academic learning (e.g., *"I have good academic achievement"*). The second subscale is positive affect, consisting of 1 item that describes the frequency of students feeling positive emotions while schooling. Students were asked the question, *"When having online study, the frequency of my pleasant feelings is..."*. The third is the Negative Affect subscale, which consists of 1 item that describes a student's frequency of feeling negative emotions during online schooling. Students were asked the question, *"During online schooling, the frequency of my unpleasant feelings is..."* Both positive and negative affection were assessed using Likert

scale ranging from 1 (never) to 6 (always), while for the school satisfaction subscale, it was assessed using a similar scale ranging from 1 (strongly disagree) to 6 (strongly agree). Cronbach's alpha coefficient was 0.83, indicating good reliability.

Social Support

Social support was measured using the Multidimensional Scale of Perceived Social Support (MSPSS), which was adapted into Bahasa (Winahyu et al., 2015; Zimet et al., 1988), containing 12 items. Students were asked about their feelings regarding statements such as "My family tries to help me," which reflects family support; "I can count on my friends when things go wrong," which represents friend support; and "There is a special person who is around when I am needed," which indicates support from significant others. The scale ranges from 1 (strongly disagree) to 7 (strongly agree). The Cronbach's α coefficient was .91 in this study, $\alpha = .90$ (for family support); $\alpha = .81$ (for friend support); and $\alpha = .87$ (for support from significant others), representing good reliability.

Basic Psychological Need

Basic psychological need was measured by the adapted Indonesian version of the Feeling I Have Scale (Rohinsa et al., 2019; Deci & Ryan, 2000), which contains 17 items. Students were asked about statements reflecting; their need for autonomy (e.g., "I feel like I am free to decide for myself how to live my life"; $\alpha = .53$, CR= .76); need for relatedness (e.g., "People in my life care about me"; $\alpha = .84$, CR= .88); need for competence (e.g., "I have been able to learn interesting new skills recently"; $\alpha = .64$, CR= .80). The scale ranges from 1 (strongly disagree) to 4 (strongly agree). The Cronbach's α coefficient for the variable was .86, representing good reliability.

Statistical Analysis

Statistical analysis was conducted in two steps. The first step was correlation analysis, which was used to estimate correlations among variables. This was assessed using SPSS 25. Second, the structural equation modeling (SEM) analysis was performed to estimate the structural paths among the latent variables and then examine the mediating effects. The analyses were conducted using SmartPLS 3.32. In the SEM analysis, we also applied two primary procedures: measurement and structural or inner model test. The first step was a measurement test or outer model assessment. After the model was accepted, the inner model was developed to test the hypotheses (Ghozali & Latan, 2015). The measurement model was aimed to evaluate the validity and reliability of each variable; this model reports the construct validity (AVE), internal consistency (Cronbach's alpha and composite reliability), and discriminant validity (Garson, 2016). The inner model test was applied to evaluate the goodness of fit of the structural model, including the significance of the relationship among variables simultaneously. Subsequently, in order to test the inner model, the bias-corrected bootstrapping method was used to accurately calculate the 95% confidence intervals of the indirect effects (Hayes, 2017).

3. RESULT AND DISCUSSION

3.1 RESULT

Descriptive Characteristics

Table 1 presents the descriptive statistics of the participants. The average age of participants was 16 years old, who were mostly female (70.7%), conducting online learning (63.5%) and mostly majoring in science education (54,1%).

Table 1. Descriptive characteristics of the sample

Variables	% or mean	SD	Min	Max
Gender				
Female	70.7%		0	1

Male	29.3%		0	1
Age	16	1.09	14	20
Type of learning				
Online learning	63.5		0	1
Blended learning	36.5		0	1
Major				
Science	54.1%		0	1
Social	32.8%		0	1
Language	13.1%		0	1

Correlation Analysis

The correlation matrix of the variable is presented in Table 2. As shown in the table, all components of social support were positively associated with SRSWB, but the strongest was found from family support ($r = 0.439, p < 0.01$). All types of basic psychological needs were positively associated with SRSWB; the strongest correlation was found from the need for relatedness ($r = 0.571, p < 0.01$). Furthermore, all components of social support were positively associated with all types of basic psychological needs, and the strongest relationship was the need for relatedness.

Table 2. Correlation matrix

	1	2	3	4	5	6	7
1. Social Support - Family	-						
2. Social Support – Friends	.465**	-					
3. Social Support - Others	.483**	.681**	-				
4. Autonomy	.499**	.357**	.257**	-			
5. Competence	.314**	.188**	.153**	.440**	-		
6. Relatedness	.522**	.567**	.465**	.596**	.410**	-	
7. BASWBSS	.439**	.415**	.376**	.488**	.407**	.571**	-

** $p < 0.01$

The Structural Equation Modeling (SEM) Measurement Model

The goodness of fit analysis of the one-level model (H1) and latent model (H2) was tested using the measurement model test, and the results indicated that all of the variables had a good predictive relevance. The findings indicate that all of the variables had good predictive relevance ($\alpha > 0.78$; $CR > 0.7$; $AVE > 0.5$). However, the Cronbach’s alpha of three variables (autonomy, competence, and relatedness) shows less than 0.78; that is acceptable because they had values of composite reliability (CR) above 0.7, which were good (Garson, 2016). Furthermore, the bold number shows that the values of the square root of AVE are higher than the correlation between latent variables, representing good discriminant validity. Finally, all items indicated good predictive relevance.

Hypothesis testing (inner model)

To test the first hypothesis (H1), a mediation model was estimated with social support as the independent variable, basic psychological need as the mediating variable, and SRSWB as the dependent variable. The result can be seen in Figure 1 & Table 3.

Figure 1 shows that social support and basic psychological need accounted for 37% of the variance of SRSWB, and social support accounted for 41.9% of the variance of basic psychological need. This indicated a high explanatory power. As can be seen in the direct effect of social support on SRSWB (figure 1), students who reported having a stronger relationship with their family, friends, or significant others (social support), the likelihood of an increase in SRSWB was 51.3% ($b= 0.513, p< .001$). Furthermore, basic psychological need also had a positive relationship with SRSWB ($b= 0.428, p< .001$), and it mediated the effect of social support on SRSWB by 27.7% ($b= 0.277, p< .001$) (Table 3). Thus, this result indicates that H1 was accepted.



Table 3. Bootstrap analysis of the indirect effect of social support on SRSWB through basic psychological need satisfaction

Independent variable	Mediator variable	Dependent variable	β standardized indirect effect
Social Support	Basic Psychological Need	SRSWB	.277***

*** $p < 0.01$

To test the second hypothesis (H2), the mediation model was estimated using family, friend, and significant others support as independent variables, autonomy, competence, and relatedness as the mediating variables, and SRSWB as the dependent variable. The simultaneous test results are presented in Fig. 2, and the indirect effect of each independent variable is shown in Table 4. Fig. 2 exhibits the structural path of latent variability. Based on Figure 2, it can be seen that all of the independent-latent variables and mediation variables accounted for 42.5% of SRSWB, and the independent-latent variables accounted for 42%, 33.4%, and 16.1% of the variance of need for autonomy, need for relatedness, and need for competence, respectively.

From Figure 2, it can be seen that the stronger the student’s relationship with their family, the higher their perceived autonomy ($b= 0.455, p< .001$), relatedness ($b= 0.297, p< .001$), and competence ($b= 0.413, p< .001$). Similarly, if the students perceived higher support from their friends, their perceived autonomy ($b= 0.259, p< .001$), relatedness ($b= 0.413, p< .001$), and competence ($b= 0.139, p< .001$) were also higher. On the contrary, significant others had no substantial effects on basic psychological needs. With regards to basic psychological need, respondents who reported higher autonomy, relatedness, and competence also reported that their SRSWB was also higher, with its effects being 13.9% ($p< .01$), 24.5% ($p<.001$), and 23.3% ($p<.001$), respectively. The mediation analysis, which can be seen in Table 4, described that significant indirect effects were found in the relationship between support from family and friends and the three components of basic psychological need and SRSWB. The three latent variables of basic psychological need mediated the effect of friend support on school-related subjective well-being (autonomy: $b= 0.36, p< .01$; relatedness: $b= 0.101, p< .001$; competence: $b= 0.032, p<0.05$) (See Table 4). Also, these typical

relationships were also found in familial support (autonomy: $b= 0.36, p< .01$; relatedness: $b= 0.101, p< .001$; competence: $b= 0.032, p<0.05$). On the other hand, it seems that among all three sub-latent variables, basic psychological need did not significantly mediate the effect of significant others on SRSWB. Thus, this result indicated that H2 was partially supported, since the mediation effect was only statistically significant for friend and family support.

MacKinnon (2000) suggests that it is often interesting to identify the most influential mediator(s) in multiple mediator models. The structural model in Figure 2 can also be used to estimate which factors influence dependent variables strongly than others. The results, as seen in Table 4, showed that the indirect effect of family supports via need for autonomy, relatedness, and competence was similar (autonomy: $\beta= 0.063, p< .01$; relatedness: $\beta= 0.073, p< .001$; competence: $\beta= 0.080, p< .001$). The indirect effect of friend support via need for relatedness was the strongest (autonomy: $\beta= 0.101, p< .001$), while via need for autonomy and competence were similar (autonomy: $\beta= 0.036, p< .05$; competence: $\beta= 0.032, p< .05$).

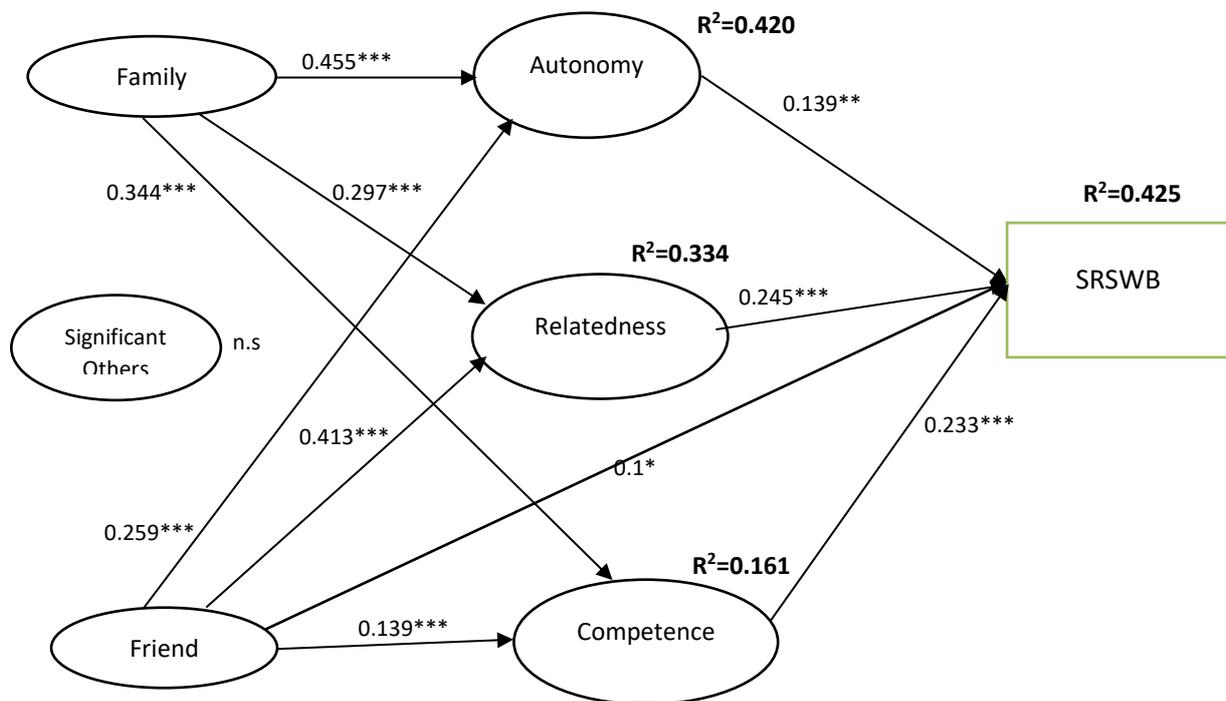


Table 4. Bootstrap analysis of the indirect effect of H2

Independent variable	Mediator variable	Dependent variable	β standardized indirect effect
Social Support - Family	Autonomy	SRSWB	.063**
	Relatedness	SRSWB	.073***
	Competence	SRSWB	.080***
Social Support – Friend	Autonomy	SRSWB	.036**
	Relatedness	SRSWB	.101***
	Competence	SRSWB	.032*
Social Support - Others	Autonomy	SRSWB	.010
	Relatedness	SRSWB	.014
	Competence	SRSWB	.011

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$, note: The apostrophe of (*) indicates the strength of the relationship. Numbers without the symbol indicate that the relationship was not statistically significant.

3.2 DISCUSSION

This study aims to investigate the mediation role of basic psychological need to the effect of social support on school-related subjective well-being at the single-level and latent-level variables in the crisis context of the COVID-19 pandemic. Despite the increasing number of studies accounting for the association among the three variables that have been documented (Tian, Tian, et al., 2015), the latent-level analysis of each variable is still underdeveloped. Multiple social agents (family, friends, and significant others) were tested simultaneously to provide a more comprehensive explanation of their differential effects on students' basic psychological needs and school-related subjective well-being.

The most obvious finding of this study was that all three basic psychological needs' satisfaction fully mediated the relationship between family and friend support and a student's school-related subjective well-being. The indirect effect of family support on students' school-related subjective well-being indicated that family could influence the students' well-being by satisfying their basic psychological needs, reflected in their perceived autonomy, relatedness, and competence. Previous studies provide some explanation of how family support can affect the students' mental health during the COVID-19 outbreak (Chen et al., 2020; Qi et al., 2020; Wu et al., 2020). However, there is a lack of studies explaining how family support affects students' well-being via basic psychological needs in the context of the COVID-19 outbreak. Therefore, our current study provides an understanding of the relationship between family support and SRSWB by analysing the mediation role of basic psychological need. The finding is in line with previous studies outside the context of COVID-19, examining the role of family support in adolescents' basic psychological needs (e.g., Felber Charbonneau & Camiré, 2020; Soenens et al., 2017). For instance, Felber Charbonneau & Camiré (2020) found that parents play an important role in satisfying an athlete's basic psychological need. Soenens et al. (2017) also found that parental support can affect their children's basic psychological needs, which in turn affect their well-being. Hence, the children could engage in activities that were more interesting and spontaneous, were easier to accept guidelines to do important behaviors, displayed more openness in social relationships, and were more resilient.

This result also suggests that friend support can not only directly relate to a student's school-related subjective well-being but also indirectly relate to their school-related subjective well-being by satisfying their basic psychological need toward the three components (relatedness, competence, and autonomy). Friends had the strongest effect on the need for relatedness. The finding corroborates the ideas of Tian, Tian, et al. (2015), who found that classmates were important to positive peer relationships because they could satisfy the relatedness need for students, which eventually increased their school-related subjective well-being. Danielsen et al. (2010) also suggested that having positive socialization with classmates could satisfy the students' need for relatedness and could enhance their school satisfaction. These findings indicate that friend support plays an important role in student life during the COVID-19 outbreak. A possible explanation for this might be due to the tendency of teenagers to attach to their friends in their developmental phases (Santrock, 2011). Furthermore, for students who conducted schooling from home, they possibly were socializing with their peers

through online social media. A previous study also proposed that using technology to socialize can fulfil adolescent needs (Saltzman et al., 2017).

One interesting finding of this study is that significant others can't contribute as one of the social agents who affect students' basic psychological needs and school-related subjective well-being, as can be seen in the insignificant relationship of direct and mediation analysis in the latent model. These findings indicate that in the current condition of COVID-19, the only significant agents of social support influencing students' basic psychological needs and school-related subjective well-being were family and friends, while significant others were not. It is difficult to explain this result, but it might be related to the limitation of this study, which could not clearly explain the meaning of significant others, specifically to the participants. Another possible explanation for this is that students who answered the questions perceived that they did not have "significant others" apart from their families or friends, hence the effect of significant others was not significant.

4. CONCLUSION

This study has identified the significant effect of social supports on school-related subjective well-being, which was also mediated by basic psychological need. The second major finding was that the three reflective variables of basic psychological need (relatedness, competence, and autonomy) mediated the effect of family and friends' support on school-related subjective well-being. Meanwhile, significant others were not statistically significant in affecting school-related subjective well-being through basic psychological needs. The findings of this study suggest that in certain contexts, the influence of specific agents acting as social supports might influence students' well-being and basic psychological needs differently. Like in this case, exploring students' well-being and social supports, when it comes to crises, only friends and families were more likely to influence students' well-being and their emotional needs. The analysis of latent variables of social supports and basic psychological need undertaken here has extended our knowledge of the association between the two variables on students' psychological well-being, providing an understanding of the multiple-mediation analysis of basic psychological need. Accordingly, this study could also contribute to a practical understanding of which agents can strongly support students in a specific condition.

Several limitations of this study should be acknowledged. First, it was based on cross-sectional data, to which the causative analysis was limited. Future studies need to test the links among environmental factors, psychological needs, and students' school-related subjective well-being using a longitudinal or experimental design, or another causal effect research design. Second, this study used an online survey suitable for rapid assessment, so some respondent bias may arise, which can also lead to bias in the results (Wright, 2005). Third, this research uses "significant other" as one of the social support agents, which might possibly be unclear, causing the students to identify who can be called a significant other. Future studies need to clarify the person as a source of social support agent (e.g., teacher).

Despite those limitations, the present study makes several noteworthy contributions to the literature on students' school-related subjective well-being during COVID-19. First, our findings have established evidence of the benefits of higher social support (family & friend support) to raise students' school-related subjective well-being during this period. Second, the study suggests that satisfying the students' basic psychological needs (autonomy, relatedness, and competence) can mediate the relationship between social support (family & friend support) and their school-related subjective well-being. These findings indicate that stronger family and friend support can make students feel worthy, lovable, and competent, which consecutively affects their school-related subjective well-

being. These findings imply that school stakeholders and policymakers need to pay more attention to involve students' families & friends in their learning activities to promote students' well-being during challenging times.

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