

# Teacher Versus Classmate Support: Which One Is More Important to School Well-Being of Senior High-School Students?

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## Abstract

Indonesia is the worst country in the well-being index related to education in adolescents compared to other Asian countries (Cho, 2014). Because adolescents spend most of their time in school, studies of well-being in adolescents can focus on school well-being. School well-being refers to student perception about how extent the school can meet their needs in every dimension: having (school condition), loving (social relationship), being (means for self-fulfillment), and health (health status). Social support plays an essential role in well-being. In the student's life, the teacher and classmate are the potential sources of social support. This study aimed to examine the relationship between teacher and classmate support and school well-being among high school students. This study used a quantitative approach with two instruments: Teacher and Classmate Support (TCMS) and School Well-being (SWB). The collected data from 150 participants by accidental sampling technique showed that teacher and classmate support has a significant contribution to the loving dimension of school well-being ( $R^2=0.179$ ,  $F(2,147)=15.989$ ,  $p<0.05$ ) Furthermore, teacher support was found more contributed to the loving dimension of school well-being than classmate support.

**Keywords:** problem solving, problem-based learning, critical thinking

## 1. INTRODUCTION

Schools are formal educational institutions regulated by the state. In addition to providing an impact on the academic aspects, schools can also have an impact on the well-being of children and adolescents. Previously, the well-being aspect was considered a separate aspect of school life (Konu and Rimpela, 2002). However, now, the World Health Organization (WHO) focuses on the issue of school as a mental health and well-being agent for children and adolescents. Currently, schools are considered as the front line in improving and protecting the mental health and well-being of children and adolescents.

Adolescents's school well-being is a crucial thing to note. Hoyt, Chase-Lansdale, and Adam (2013) found that favorable well-being conditions during adolescence can predict health conditions well and reduce risk behavior during adulthood. That finding has led to the emergence of studies that examine well-being in adolescents, where previous studies of well-being were mostly carried out in adults.

Cho (2014) conducted a comparative study to compare the condition of the well-being of adolescents in Asian countries, including China, Hong Kong, Japan, Korea, Vietnam, Thailand, Taiwan, Singapore, Malaysia, Macau, and Indonesia. From the study, Indonesia found as the worst country in the well-being index related to education in adolescents compared to other Asian countries. This fact

makes the theme of well-being in Indonesian adolescents important to be investigated further.

Because adolescents spend most of their time in school, studies of well-being in adolescents can be focused on the well-being of students at school. In a psychological perspective, the well-being of students in schools is known as the concept of school well-being. Konu and Rimpela (2002) define school well-being as a school state that allows individuals to fulfill their basic needs, which include the dimensions of having, loving, being, and health. The dimension of having referred to physical and non-physical environmental facilities provided in schools and can support teaching and learning activities directly or indirectly. The dimension of loving refers to referring to the need to relate to others and shape social identity, the dimensions of being referred to the way the school allows students to get self-fulfillment. Meanwhile, the health dimension refers to the health status of students at school.

Rigby (2002) found that perceived social support plays an essential role in well-being in adolescents. Rigby (2002) also found that the low perceived social support contributed significantly to low well-being. In adolescents, teacher become very potential agents in providing support (Metheny, McWhirter, and O'Neil, 2008). Furthermore, Vedder, Boekaerts, and Seegers (2005) also found that well-being students in the classroom were associated with the support of the teacher.

In addition to teacher, friends are also an important source of providing support to adolescents. Research conducted by Leme, Prette, and Coimbra (2015) found that support from friends was one of the best predictors of the condition of the well-being of adolescents. Moreover, Bakalim and Karcay (2016) found that social support from friends proved to mediate the quality of friendship and well-being of adolescents.

Furthermore, the study conducted by Konu and Lintonen (2006) found that the higher the level of education, the lower the well-being that students have. In other words, students who are at the highest school level (SMA) have the lowest level of well-being compared to students at the lower levels of education. Based on the above explanation, researcher is interested in examining the contribution of teacher and classmate support to school well-being in high school students in Jakarta. Jakarta is the city that represents Indonesia because Jakarta has a large number of high school students with very diverse cultures.

## 2. METHOD

### 2.1 Research Design

This research belongs to the type of non-experimental quantitative research where researchers only make observations and try to explain the things that are the cause (Kumar, 1996). The quantitative approach was chosen because this study aims to test hypotheses through statistical test techniques from data collected.

### 2.2 Research Instruments

School Well-being (SWB) is a self-report questionnaire developed by Konu, Lintonen, and Rimpela (2002). In this study, SWB consisted of 12 items having dimensions, seven items dimension loving, nine items being dimensions and nine items dimensions of health, with four choices of response options, from 1 (strongly disagree) to 4 (strongly agree). The higher the score of each dimension illustrates, the higher the respondents feel their needs are met in that dimension. The reliability index of each dimension obtained from the test is 0.752-0.890.

Teacher and Classmate Support (TCMS) is a self-report questionnaire developed to measure social support given by teacher and classmate. TCMS consists of 4 items that measure teacher support and four items that measure friend support with five response options, from 1 (strongly disagree) to 5 (strongly agree). Of the eight items, the reliability index obtained is 0.798.

In this study, researchers conducted SWB and TCMS scale adaptations following the guidelines, which included the translation phase, expert review, and readability test. The translation process carried out in this study includes forward, and backward translation carried out by the sworn translator. Meanwhile, educational psychologists carried out the expert review.

## 2.3 Data Analysis

Multiple regression used to answer the research hypothesis proposed. Before carrying out a multiple regression test, test assumptions are carried out in advance to ensure that multiple regression testing can be applied. Test assumptions carried out include tests of normality and linearity.

## 2.4 Participants

Accidental sampling was used to find participants in this study. The sampling technique was chosen because of the assumption that the target sample in this study is homogeneous because it comes from public schools that have the same standard. Participants in this study were 150 high school students from 5 regions in Jakarta: North Jakarta (N=31 participants), South Jakarta (N=30 participants), Central Jakarta (N=22 participants), East Jakarta (N=30 participants) and West Jakarta (N=37 participants). Participants in this study were in the age range of 15-18 years ( $M = 16.09$ ,  $SD = 0.9$ ). A total of 71 participants (47.3%) were 10th-grade students, 56 participants (36.3%) were 11th-grade students and 23 participants (15.4%) were 12th-grade students. A total of 86 participants (56%) were science students, and 66 participants (44%) are students majoring in Social Sciences.

## 3. RESULT

The following table is the result of the statistical test from the collected data:

Table 1. Loving Dimension and Teacher and Classmate Support

Subscale	$R^2$	B	Sig
Teacher Support	0.179	0.347	0.000
Classmate Support		0.220	0.012

Table 2. Being Dimension and Teacher and Classmate Support

Subscale	$R^2$	B	Sig
Teacher Support	0.028	0.184	0.198
Classmate Support		0.128	0.328

Based on the table above, it appears that the results of the regression test between the dimensions of loving and the support of teacher and classmate have significant results ( $R^2 = 0.179$ ,  $p < 0.05$ ). Conversely, in the being dimension, the results obtained are not significant ( $R^2 = 0.028$ ,  $p > 0.05$ ). Furthermore, teacher and classmate support has a significant contribution to the loving dimension of school well-being ( $R^2 = 0.179$ ,  $F(2,147) = 15.989$ ,  $p < 0.05$ ). In other words, social support from teacher and classmate contribute to school well-being by 17,9% and 72,1% can be explained by others factor.

From these results, the following is the regression equation:

$$Y = 16.357 + 0.347 X_1 + 0.220 X_2 + e$$

Y = loving dimension

X<sub>1</sub> = teacher support

X<sub>2</sub> = classmate support

From that equation, it appears that every increase of 1 score on the teacher support subscale, then the dimension of the loving score will also increase by 0.347 and every 1 score on the classmate's support subscale, the loving dimension score will also increase by 0.220. In other words, teacher support is more contributed to school well-being than classmate support.

## 4. DISCUSSION

The results of this study indicate that both teacher support and the support of classmate have contributed to the school well-being of high school students in Jakarta by 17.9%. This finding that the subjective well-being of adolescents at school is very likely influenced by how high the support of teacher and classmate, who often interact with them in school. This statement has also been proven by Bakalim and Karçkay (2016), who found that students' perceptions of social support given to them contributed to school well-being. Friends and teacher are essential sources of social support for students. The difference between teacher support and classmate is related to formal and informal support systems. Schools have both of these support systems, where teacher and school staff supports is formal support and classmate support is informal support. Although both provide support for students, the support given by the teacher and classmate has different functions. Theoretically, friend support is related to social acceptance and belonging. Meanwhile, teacher support is related to the way students overcome academic challenges. Furthermore, Opdenakker and Van Damme (in Konu et al., 2002) found that teacher support was the most important predictor in subjective well-being students. Moreover, Suldo et al., (2009) found that students' perceptions of teacher support contributed 15% to subjective well-being. In other words, teacher support is significant in developing a student's well-being.

Students who perceive that teacher care and emotionally connected will feel that their needs for social relations in school are fulfilled, in line with the statement of Konu et al., (2002) that teacher care for students is also crucial for both male and female students. In other words, students' perceptions of caring and emotional connection with the teacher influence how students feel that teacher meet their needs for social relations in the school.

In addition to teacher, the findings in this study are classmate support, which also contributes to school well-being, in line with Jiang, Huebner, and Siddal (2012) finding that in middle school students, peer support played an important role in student satisfaction in school. Students who feel accepted by their friends at school will have higher school satisfaction and better friendship relations. In the perspective of school well-being, friend support is related to the loving dimension of school well-being that is the extent to

which students feel that their needs for social relations are fulfilled in school.

The effect of classmate social support on school well-being is related to the adolescent's development. Along with the development of age, adolescents grow to become more mature, the quality of their friendship relations also increases so that friends become more able to provide social support for adolescents (Bokhorst, Sumter, & Westenberg, 2009), in line with the findings of Tome et al. (2014) that the quality of friendship is a protective factor to happiness, life satisfaction and quality of life.

Although they both contribute to school well-being, the results of this study find that teacher support has a more significant contribution to school well-being than classmate support. Support from teacher and school staff had the strongest association with well-being students compared to other social support. For secondary school students, the teacher support related to aspects of the school, such as academic performance, academic self-concept, and motivation. Meanwhile, friends support has an impact on the quality of life as a whole, not related to aspects of the school. It is possible because the relationship of friendship in adolescents sometimes causes a separate conflict.

The interesting finding in this study is that teacher support, and classmate only contributes to the loving dimension of school well-being. In other words, support from teacher and friends are only related to fulfilling the needs of students for social relations. Meanwhile, students' needs for self-fulfillment were found not to be related to social support from teacher and classmate. In other words, support from teacher and friends have not led to the actualization of the potential of students in school. This finding related to the collectivist culture of Indonesian society, which focuses on social relations, not performance, in line with the research of Liem and Nie (2008), which found that students in Indonesia have values that emphasize social relations, such as conformity and togetherness, rather than individual performance.

## 5. CONCLUSION

Based on the explanation above, it can be concluded that teacher and classmate support has a significant contribution to school well-being, especially the dimension of loving. Although both contributed, teacher support was found to be more contributed than classmate support.

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