

**SOCIAL SUPPORT AND SELF ESTEEM AS CORRELATES
OF PSYCHOLOGICAL WELLBEING AMONG
ADOLESCENTS IN ILORIN METROPOLIS**

Paul O. Ajao^{1*}, Tunmise S. Ajao², Rotimi Oguntayo³, & Margaret A. Adeyi⁴

¹Department of Psychology, Federal University, Oye-Ekiti, Nigeria

² Department of Biblical Studies, London School of Theology, London, United Kingdom.

³ Department of Psychology, Universidad Autonoma de Ciudad Juarez Chihuahua, Mexico

⁴ Department of Public Administration, Federal Polytechnic Ayede, Ogbomoso, Nigeria

*oluwatosinajao63@gmail.com

ABSTRACT: Whilst the pursuit for wellbeing is virtually universal, the path to its attainment varies largely among individuals as a result of several factors. This present study adopted an Ex-post facto design to investigate psychological well-being among adolescents in Ilorin metropolis in relation to self-esteem and social support. Rosenberg Self-esteem Scale (RSES), Berlin Social Support Scale (BSSS) and World Health Organization-Five (WHO-5) were used to measure self-esteem, social support and psychological well-being respectively while 576 participants made of 375 males and 201 females between the ages of 14-22 years were conveniently sampled. The study's results indicated that self-esteem and social support, jointly influenced psychological wellbeing [$F(2, 565) = 33.914; p < .05$]. Also, the analysis of the independent variable showed that self-esteem ($t = -4.164; p < .05; \beta = -.200$) and social support ($t = 6.391; p < .01; \beta = .306$) had an independent influence on psychological wellbeing. The second hypothesis revealed that participants with high self-esteem reported high level of psychological well-being than participants with low self-esteem. Likewise, third hypothesis revealed that female participants reported high level of psychological wellbeing than male participants. This study concluded that there is significant influence of self-esteem and social support on the psychological well-being of adolescents. The study recommends the importance of parents, educators, and psychologists to recognize the need to provide active social support to adolescents through healthy social relationships to cultivate a robust self-esteem in order to promote favourable psychological well-being

Keywords: Adolescents, Self-Esteem, Social Support, Psychological Wellbeing.

INTRODUCTION

As a consequence of the prevailing trend and societal shifts brought about by modernity, adolescents are encountering increasingly complex challenges which subsequently contribute to heightened psychological distress in their daily lives (Garcia et al., 2011; Chao, 2012). Adolescents encounter a multitude of persistent stressors, such as their individual objectives, expectations from parents, peer influence, the establishment of social connections, the cultivation of a robust self-identity, fostering friendships, and navigating relationships with unfamiliar individuals. Additional noteworthy concerns pertaining to individuals' lives include disruptions in daily routines (Sim, 2000), inadequate time management skills, familial

challenges, dissatisfaction with personal achievements, feelings of isolation and insignificance, apprehension and preoccupation with future uncertainties, and cognitive ambiguity (Kumaraswamy, 2013). Adolescents undergo biological, cognitive, and socio-emotional changes between childhood and adulthood, according to Edobor and Ebiye (2017). Psychologically healthy adolescents enjoy a positive social experience, whereas those without it may have a nightmare. This is because adolescents without psychological well-being may have relationship issues, difficulty making friends, negative moods like sadness, anxiety, shame, or anger, low motivation, poor body image, earlier sexual activity, drinking alcohol, and/or taking drugs to feel better (Nwankwo et al., 2012).

The discipline of psychology acknowledges the significant influence of health on a person's total state of well-being, and conversely, psychological well-being has a noteworthy impact on a person's overall health (Ryff, 2014). Ryff (1989) posited that psychological well-being encompasses the ideal psychological functioning and subjective experience of individuals, characterized by six distinct dimensions: self-acceptance, purpose in life, autonomy, positive relations with others, and environmental mastery. Psychological well-being is a complex concept that spans various dimensions and incorporates a person's attitudes about their own existence. This can also be understood in the context of good and adverse interpersonal emotional states (Compare et al., 2014). This is the case because psychological wellness encompasses more than just the quest of pleasant occurrences and the evasion of unhelpful experiences, such as frustration, grief, illogical fear/anxiety, and rage. Rather, it recognizes that these events are inherent and inevitable aspects of human existence.

According to Huppert (2009), psychological well-being can be conceptualized as the condition in which an individual's life is progressing positively and working optimally. However, it is imperative for individuals to possess the capacity to effectively manage and navigate negative emotions and feelings in order to uphold a shape of sustainable well-being. When individuals experience a prolonged duration of unpleasant emotions, their psychological well-being becomes damaged, resulting in emotional and affective discomfort. This, in turn, hinders their ability to effectively engage in daily functioning and tasks (Huppert, 2009). Previous research has established a positive correlation between elevated levels of psychological well-being and enhancements in both physical and mental well-being, as well as the development of more positive social connections. Moreover, individuals who exhibit higher levels of psychological well-being are more inclined to have a heightened sense of satisfaction and overall balance in their lives.

The concept of psychological well-being holds significant importance in an individual's life as it pertains to the promotion of positive mental health (Aboobaker & Edward, 2017). The term is frequently characterized as the amalgamation of affirmative emotional states, such as the sensation of happiness, with the attainment of peak performance in the execution of routine tasks. Psychological wellness is commonly understood as the subjective evaluation of a person's life, encompassing concepts such as fulfilment, satisfaction, and life satisfaction as perceived by the general population. Parray and Kumar (2017) argue that conceptions of wellbeing are intricately linked to individuals' beliefs, perceptions of human nature, and the lens through which they are evaluated. Aligned with Kumar's thesis, psychological wellness encompasses a broad spectrum of psychological functioning, encompassing several aspects such as health, satisfaction with life, cognitive processes, and attitudes. Consequently, the term 'psychological wellness' is conceptualised as including the overall state of an individual's health.

Roothman et al., (2003) assert that psychological well-being is interconnected with various dimensions, including physical, emotional, spiritual, cognitive, personal, and social processes. According to Ryff (2014), individuals who possess a heightened level of psychological well-being exhibit increased productivity, enhanced psychological resilience, and establish pleasant and harmonious interpersonal connections. An individual's psychological well-being plays a crucial role in facilitating a multitude of happy experiences throughout their life. Prior studies have demonstrated a positive relationship between greater levels of psychological well-being and both self-esteem (Urzua et al., 2018; Xiang et al., 2019) and optimism (Ferguson & Goodwin, 2010). Psychological well-being pertains to the condition of self-actualization that humans endeavour to achieve when confronted with obstacles and the process of harnessing one's strengths to lead a meaningful life (Ryff & Singer, 2008). In essence, self-esteem can be defined as individuals' positive self-regard and their capacity to accurately assess their own attributes, including both strengths and weaknesses. Additionally, it encompasses feelings of contentment, autonomy, and the pursuit of a purposeful existence (Ryff & Keyes, 1995).

Numerous studies undertaken over the years have consistently demonstrated that positive psychological well-being is correlated with several advantageous life attributes. According to Winefield et al., (2012), individuals that have higher levels of psychological well-being are distinguished by their possession of traits such as organization, competence, happiness, life satisfaction, and a sense of being well equipped. Social support is commonly defined as the subjective sense of receiving care and assistance from others, typically through the presence of reliable relationships that can be relied upon during times of need, whether in everyday circumstances or during specific periods of distress and difficulty (Taylor, 2011). The examination can be conducted from three distinct perspectives, namely friends, family, and other individuals of significance. Social support, as defined by Santini et al., (2015), refers to the level of assistance individuals receive from others, encompassing both tangible actions and the subjective perception of support. Individuals who derive satisfaction from intimate social connections are more inclined to express higher degrees of subjective well-being and overall wellness (Diener & Seligman, 2002; Myers, 2015; Diener et al., 2018).

The influence of perceived social support on individuals' self-appraisal in relation to their social environment is a significant factor. Holt-Lunstad and Smith (2012) conducted a meta-analysis which demonstrated that those who lack a structure of meaningful and concrete interactions in their lives experience a higher death risk compared to those who engage in other behavioural patterns such as substance misuse, terminal sickness, and smoking. According to Dollete et al., (2004), the investigation of social support is of utmost importance due to its significant role in reducing the effects of life difficulties and enhancing general well-being and health. Social support refers to the subjective perception of receiving care, value, attention, regard, and affection from individuals who play an active role in a person's life (Gurung, 2006).

According to Awang et al., (2014), adolescents who regard themselves as lacking value and acceptance within a social context are more vulnerable to encountering diminished self-esteem, reduced satisfaction, and a tendency to disengage from previously involved social activities. The aforementioned unfavourable events in life have the potential to lead to a decrease in psychological well-being. It can also be characterized as the communicative, persuasive, or substantial assistance that is shared among individuals within a social network. The establishment of social connections within these circles significantly influences the overall quality and significance of individuals' lives. The notion of social support entails the acknowledgment and availability of resources that an individual can use from individuals

within their social network (Thoits, 2011; Dunkel, Schetter, & Brooks, 2009; Gottlieb & Bergen, 2009).

Self-esteem is a crucial constituent of a person's psychological growth, contributing to the formation of a healthy personality. It is acquired within a specific social and cultural context, exerting significant influence on people's lives (Orth & Robins, 2014). Self-perception pertains to the subjective judgement of oneself by a person, commonly characterized by evaluations that are either positive or negative in nature. (Ciccarelli & White, 2015). Self-esteem is a significant component of teenagers' self-evaluation and is prone to fluctuation due to internal and external pressures experienced during the stage of adolescence (Erol & Orth, 2011). According to Mruk (2006), the concept of self-esteem can be understood as a mechanism via which individuals gain capabilities to effectively navigate the challenges they encounter throughout the course of their lives. The impact of socio-cultural factors on the formation of an individual's self-esteem, particularly during adolescence, is generally acknowledged. This suggests that young people are more likely to have a good self-appraisal when they feel appreciated by their respective communities. According to Rosenberg's (1965) seminal work, self-esteem can be conceptualized as the process through which individuals evaluate and analyze their own lives, taking into account both positive and negative perspectives.

Baumeister et al., (2003) assert that self-esteem is an essential variable in enabling individuals to sustain psychological well-being in the face of adverse life circumstances. According to Mruk (2013), it is imperative to recognize that this resource holds significant psychological importance. According to Rosenberg's (1965) perspective, an individual's self-esteem is influenced by various elements in specific contexts, wherein the individual perceives themselves as a whole entity. Therefore, the evaluation of an individual's ideal self-perception in comparison to their actual self-perception is indicative of their level of self-esteem (Baumeister et al., 2003). The cultivation of self-esteem occurs as a result of events in one's life. From the onset of life, an individual's self-esteem is the overall value they possess, which is shaped by their interactions with their peer group, family, and society as a whole (Baumeister et al., 2003; Glewwe et al., 2014).

According to Lyubomirsky et al., (2006), those who possess high levels of self-esteem demonstrate a notable capacity to withstand the onset of sadness and anxiety, while also experiencing enhanced overall well-being. A strong and resilient feeling of self-worth serves as a protective factor in reducing the likelihood of experiencing depression and feelings of hopelessness (Lee et al., 2014), as well as social isolation and other associated negative psychological phenomena (Arslan, 2019). According to Smokowski et al., (2014), it exerts a significant impact on individuals' psychological adaptation. The capacity of individuals to evaluate their lives and accomplish their aspirations in accordance with their abilities is also impacted by their self-esteem (Mirjalili, et al., 2011). Conversely, those possessing low levels of self-esteem are prone to experiencing detrimental effects such as sadness, feelings of isolation, and anxiety. Additionally, there is a higher probability that they may participate in behaviours that are considered anti-social, including truancy and abuse of drugs (Leary, 2005; Mackie & Smith, 2002; Ouyang, et al., 2020). Moreover, individuals with poor self-esteem are prone to experiencing extra psychological difficulties (Leary, 2005; Greenberg et al., 2004). Consequently, a heightened sense of self-esteem serves as a safeguard against various adverse life encounters.

Research shows that social support helps manage psychological problems. Many students' psychological issues stem from a lack of social support. This suggests deep-seated psychological issues for teens. Social support is crucial for people. Social support deficits are linked to depression, loneliness, and anxiety, which significantly impact psychological well-being (Eskin, 2003). Due to its significance, there is a pressing need to examine methods for enhancing the psychological well-being of teenagers in order to optimize their productivity and cultivate positive attitudes towards accomplishing their goals and leading a fulfilling life. Odeleye (2019) defines psychological-wellness as feeling well and functioning well. Thus, great psychological-wellbeing is being joyful, capable, supported, and content with life. Psychological-wellness also measures how much people believe they control their lives in connection to social support and self-esteem.

Given the current issues faced by adolescents in our rapidly changing society, it is of utmost importance to thoroughly investigate the psychological well-being of this population. Hence, this research endeavour will provide a substantial addition to the broader understanding of how self-esteem and social support influence the psychological well-being of adolescents, while also shedding light on the gender-based discrepancies associated with these psychological variables. Moreover, it is crucial to evaluate the independent and combined influence of each of these factors on the psychological well-being of adolescents. If either variable is shown to be significant, it should be regarded as a crucial component in enhancing the well-being of adolescents. The purpose of this current study is to investigate the influence of self-esteem and social support on the psychological well-being of adolescents in Ilorin metropolis.

Research Hypotheses

1. Self esteem and social support will have a joint and independent influence on psychological wellbeing among adolescents in Ilorin metropolis. This hypothesis was tested using multiple regressions.
2. Respondents with high self esteem will score higher on measure of psychological wellbeing than respondents with low self esteem among adolescents in Ilorin metropolis. This hypothesis was tested using t-test for independent samples.
3. Male respondents will score higher than female respondents on psychological wellbeing among adolescents in Ilorin, Kwara State. This hypothesis was tested using t-test for independent samples.

METHOD

Research design

The study utilized an ex-post facto research design. Thus, there was no requirement for manipulating any independent variables to examine their influence on the dependent variable. This study investigated the influence of self-esteem and social support on the psychological wellness of adolescents residing in the Ilorin city. The collected data were analyzed using SPSS 21.0. Descriptive statistics such as frequency, mean, standard deviation, and variance were used to describe the demographics.

A total of 576 respondents participated in this study. It was observed that 375 representing (65.1%) were male while 201 representing (34.9%) were female, 195 representing (34%) are between the age of 14-16, 285 representing (49%) are between the age of 17-19 while 96

representing (17%) are between the age of 20-22. In terms of religion, 170 (29.5%) were Christians and 399 (69.3%) were Muslims while other religions are 7 (1.2%). Also, by tribe, 228 (50%) were Hausa/Fulani, 92 (16%) were Igbo and 256 (44%) were Yoruba.

In order to adhere to the ethical standards and guidelines of psychological research, the following measures were established and implemented. The individuals were queried on their approval. All participants in the study willingly submitted their informed consent and were fully advised of their right to withdraw from the study at any given time. The assurance of confidentiality was provided to the participants in regards to their responses.

Population, Setting, Sample Size and Sample Technique

The participants in this study were the adolescents selected within Ilorin metropolis. The sample size was 576 participants who were sampled using convenience sampling method. The participants were conveniently sampled from different parts of the major areas in the city in order for generalizability of the findings of the research across the state capital. The inclusion criteria included being within the age bracket of 14-22.

Research Instrument

Research instruments are utilized for the purpose of gathering primary data or information directly from the field in the context of a study or investigation. Primary data is collected through field studies by administering questionnaires. A total of 600 questionnaires were distributed in order to collect data pertaining to the variables of interest, with 576 questionnaires ultimately being recovered and subjected to analysis. The questionnaire comprises the socio-demographic characteristics of the participants, as well as items that measure social support, self esteem and psychological well being. The following are the properties of the scales employed:

Section A: Socio-Demographic Characteristics

This is to assess information on the participants' background characteristics such gender, age, religion and tribe.

Section B: Rosenberg Self-Esteem Scale (RSES)

The Rosenberg Self-Esteem Scale (RSES) was established by Rosenberg in 1965. The scale consists of ten items and was designed to evaluate individuals using a Likert-type response format, ranging from 1 (strongly disagree) to 4 (strongly agree). A positive correlation exists between higher scores on the measure and elevated levels of self-esteem in individuals. The Cronbach Alpha coefficient scale was found to be $\alpha=.75$, whereas a Cronbach Alpha internal consistency coefficient of $\alpha=.80$ was determined for this investigation. Based on the evidence presented, it can be concluded that the scale demonstrates a high level of reliability.

Section C: The Role of Social Support in Enhancing Well-being

The Berlin Social Support Scale (BSSS) was developed by Schwarzer and Schulz (2000) and has since been utilized for the evaluation of social support throughout time. According to Schulz and Schwarzer (2003), the scale has a high level of dependability with a Cronbach's

alpha coefficient of $\alpha = .85$. The subscale for the need for social support has four items, which aim to evaluate a particular component of social support as a construct that is specific to an individual and not influenced by situational or extra factors. This study demonstrates that the scale utilized possesses a reliability coefficient of .82.

Section D: Assessment of Psychological Wellbeing

The assessment of respondents' psychological well-being state was conducted using the World Health Organization-Five (WHO-5) Well-Being Index, as outlined by the World Health Organization in 1998. The present instrument is comprised of five items, each of which is evaluated using a Likert scale. The Likert scale is a 6-point scale, ranging from 0 (indicating none of the time) to 5 (indicating all of the time). The participants were requested to assess the extent to which the statements were relevant to their experiences within the preceding 14-day period. The scoring system encompasses a range of values spanning from 0 to 25. A higher score is indicative of increased psychological wellbeing, while a lower number suggests the opposite. Topp et al., (2015) conducted a validation study on the instrument, which demonstrated noteworthy psychometric features. The Cronbach's alpha coefficient for the scale utilized in this particular study is 0.91.

Data analysis

The data that was gathered underwent analysis utilizing the Statistical Package for Social Sciences (SPSS) version 24.0. The composite association between the variables of interest was assessed using a zero-order correlation, while comparisons among groups were made using an independent samples t-test. Ultimately, the statistical technique of multiple regression was employed to examine the influence.

DATA ANALYSIS

Hypothesis One

Self esteem and social support will have a joint and independent influence on psychological wellbeing among adolescents in Ilorin metropolis. This hypothesis was tested using multiple regressions.

Table 1.0: A Summary Table of Multiple Regression Showing Independent and Joint Influence of self esteem and social support on psychological wellbeing

	R	R²	F	Sig	Beta	T	p
Self esteem	.390		33.914	.000	-.200	-4.164	.010
	.232						
Social support					.306	6.391	.000

Predictors: (Constant): Self esteem and social support

Dependent variable: psychological wellbeing.

Table 1.0 present the result that self esteem and social support have a significant joint influence on 23% on psychological wellbeing among adolescents in Ilorin metropolis { $R = .157$; $R^2 = .230$; $F(33.914) P < .05$ }. The analysis of the independent influence showed that self esteem has a significant independent influence on psychological wellbeing among adolescents in Ilorin metropolis ($t = -4.164$; $p < .05$; $\beta = -.200$). Also, social support has a significant independent influence on psychological wellbeing ($t = 6.391$; $p < .01$; $\beta = .306$). The hypothesis is therefore accepted.

Hypothesis Two

Respondents with high self esteem will score higher on measures of psychological wellbeing than respondents with low self esteem among adolescents in Ilorin metropolis. This hypothesis was tested using t-test for independent samples.

Table 2.0: t-test Summary Table Showing respondents level of self esteem on psychological wellbeing

	Self esteem	N	\bar{X}	Std	Df	T	P
Psychological wellbeing	Low	251	18.2	3.21	565	-	.010
	High	325	21.1	5.15			

Table 2.0 present result that there was a significant difference in levels of self esteem on psychological wellbeing among adolescents in Ilorin, Kwara State [$t (-2.181) df=565$; $p < .05$]. It is also observed that respondents with high self esteem mean score is ($\bar{X} = 21.1$, $S.D = 5.15$) compared to respondents with low self esteem have mean score of ($\bar{X} = 18.2$, $SD = 3.21$). The hypothesis is thus accepted for this study.

Hypothesis Three

Male respondents will score higher than female respondents on psychological wellbeing among adolescents in Ilorin, Kwara State. This hypothesis was tested using t-test for independent samples.

Table 3.0: T-test Summary Table Showing Gender Difference between Respondents with Male and Female Levels on psychological wellbeing

	Gender	N	\bar{X}	Std	Df	T	P
Psychological wellbeing	Male	351	23.2	3.01	565	.330	.002
	Female	216	25.5	4.05			

Table 3.0 present result that there was a significant gender difference on psychological wellbeing among adolescents in Ilorin metropolis [$t (-2.181) df=565$; $p < .05$]. However, it was observed that male respondents have mean score of ($\bar{X} = 23.2$, $SD = 3.01$) compared to female

respondents' mean score (\bar{X} =25.5, S.D =4.05). Therefore, the hypothesis was not accepted for this study.

DISCUSSION

The first hypothesis stated that self esteem and social support will have a joint and independent influence on psychological wellbeing among adolescents in Ilorin metropolis. The result in Table 1.0 revealed that there was a joint and independent influence of self esteem and social support on the psychological wellbeing of the understudied population. The results are consistent with the study conducted by Weber, Puskar, and Puskar (2010), which demonstrated that self-esteem and perceived social support exerted a notable impact on optimism, eventually influencing individuals' psychological well-being. The study conducted by Cai, Wu, and Brown (2009) provides empirical evidence that affirms the hypothesis that self-esteem significantly influences an individual's psychological well-being. Their research findings suggest that self-esteem exerts a significant influence on several aspects of individuals' contentment with life, positive affect, fulfilment, and sense of meaning in life. Hence, self-esteem emerges as a prominent determinant on individuals' psychological well-being. The concept of self-esteem has been recognized as a substantial antecedent to the occurrence of happiness and exhibits a positive correlation with happiness (Lyubomirsky & Lepper, 2006). Having a strong sense of self-worth is directly correlated with improved mental well-being. Adolescents who possess favourable self-esteem are less prone to experiencing sadness, anxiety, and other mental health illnesses. They possess a heightened sense of optimism and are more inclined to participate in activities that foster psychological well-being. There is a strong correlation between high self-esteem and improved mental health. Adolescents who possess favourable self-esteem are less prone to experiencing sadness, anxiety, and other mental health illnesses. They possess a heightened sense of optimism and are more inclined to participate in activities that foster psychological well-being.

In a similar vein, research has revealed that social support plays a significant and independent role in influencing psychological well-being. The current findings align with previous studies that provide evidence for the significant impact of social support on psychological well-being (Gülaçti, 2010; Yildiz & Karadas, 2017; Mahanta & Aggarwal, 2013; Rehman et al., 2023). However, these findings are inconsistent with the research conducted by Friedlander et al., (2007), which demonstrated a negative association between social support and many psychological issues, including depression, cognitive distortions, and strain, among other mental difficulties. The mitigation of these psychological issues may be achieved by the provision of robust and sufficient social support from the broader community. This phenomenon occurs because adolescents are better equipped to manage various stressors in their life endeavours and facilitate a constructive process of adaptation when they obtain sufficient and regular social support, ultimately impacting their psychological well-being. Social affirmation and reinforcement can boost an adolescent's self-esteem. They gain confidence and mental health by feeling respected and understood. Adolescent mental health is affected by social support and self-esteem. The interconnected components provide a supportive atmosphere that fosters emotional stability, resilience, and psychological well-being. Adolescent psychological well-being depends on robust social networks and self-esteem.

The second hypothesis stated that respondents with high self esteem will score higher on measures of psychological wellbeing than respondents with low self esteem among adolescents

in Ilorin metropolis. The result revealed that there was a significant difference in levels of self-esteem on psychological wellbeing among adolescents in Ilorin metropolis. The present outcome aligns with the research conducted by Aryana (2010), which indicated that students who possess high self-esteem are more likely to attain better performance in school, therefore exerting a significant impact on their psychological well-being. Multiple studies have demonstrated the impact of strong self-esteem on psychological wellness (Veselska et al., 2009; McGee & Williams, 2000; Yaacob et al., 2009). Fulmer et al., (2010) conducted a study which found that various significant aspects of a person's functioning, such as interpersonal relationships, high self-esteem, self-confidence, and life satisfaction, are associated with an individual's psychological well-being. According to Pyszczynski et al., (2004), individuals with elevated levels of self-esteem exhibit a greater propensity for experiencing good emotions, such as a sense of fulfilment and optimism, within their lives. According to the Basic Psychological Needs Theory (BPNT), there exists a theoretical proposition suggesting that the satisfaction of intrinsic psychological wants, including autonomy, competence, and relatedness, holds significant importance in facilitating the advancement or enhancement of favourable life outcomes. Conversely, the thwarting of these necessities hinders human functioning and undermines psychological well-being (Ryan, 2000).

Adolescents with high self-esteem tend to have better mental health outcomes. They are less likely to experience depression, anxiety, and other mental health issues. High self-esteem helps them cope with stress and challenges more effectively. Adolescents with high self-esteem are more likely to form healthy and supportive relationships. They feel more confident in social situations, which helps them build and maintain friendships. Positive social interactions reinforce their self-worth and contribute to their psychological well-being. On the other hand, low self-esteem among adolescents is strongly associated with a higher risk of mental health problems, such as depression, anxiety, eating disorders, and suicidal ideation. Adolescents with low self-esteem often struggle with feelings of worthlessness and inadequacy, which can lead to severe psychological distress. Low self-esteem can lead to social withdrawal and isolation. Adolescents may feel unworthy of friendships or fear rejection, leading to loneliness and a lack of social support. This isolation can further deteriorate their wellbeing.

Lastly, the third hypothesis stated that male respondents will score higher than female respondents on psychological wellbeing among adolescents in Ilorin metropolis. The current findings revealed that based on gender, there existed a significant difference on the level of psychological wellbeing among the adolescents understudied, however, it was discovered that female respondents reported high level of psychological wellbeing compared to the male respondents. The present results are in line with the research conducted by Islam et al., (2020), which indicated that females tend to exhibit a higher degree of psychological well-being compared to males. In contrast, several research has indicated that males may experience a greater degree of psychological distress compared to females, which could potentially impact their overall psychological well-being (Botticello, 2009; Boudreault-Bouchard et al., 2013). In a study conducted by Stamp et al., (2015), it was determined that there were no statistically significant gender disparities in the psychological well-being of the participants under evaluation.

Regarding the possible causes for the discrepancies between the current findings and the previous ones. Various criteria may indicate that girls possess superior psychological wellbeing compared to boys. However, it is crucial to acknowledge that psychological wellbeing is determined by an intricate interplay of biological, social, and cultural factors. Furthermore, the

manifestation of psychological distress may vary among different genders, hence posing difficulties in making direct comparisons. It is essential to address this subject with a comprehension of these subtleties and to take into account individual variations and wider cultural circumstances.

Conclusion

The present study aimed to examine the impact of self-esteem and social support on the psychological wellness of adolescents. Consistent with the results of this study, the subsequent conclusions were made. A notable correlation and connection were identified between self-esteem, social support, and psychological well-being. The research findings indicate that self-esteem and social support exerted significant influence on the psychological wellbeing of the adolescents under investigation. One of the primary conclusions drawn from this research is a notable association between social support and psychological well-being. The association implies that adolescents who receive support from the members of their immediate environment will have a good level of happiness about the events around them. This will go a long way in maintaining a good psychological wellbeing of such adolescent because they are loved by the people around them. All these feeling of support from the environment will facilitate their achievement in academic pursuits and skill development, ultimately enhancing their psychological wellbeing. It serves as a protective barrier against stress, boosts self-worth, encourages effective ways of dealing with challenges, and fosters a feeling of connection and personal identity. Establishing robust support systems at family, school, and in the community is essential for promoting the holistic mental well-being and growth of adolescents. For example, an adolescent who receives sufficient support from their family is likely to include them in any domain where they encounter difficulties. Adolescents may succumb to peer pressure due to problems or obstacles they face. However, if an adolescent has strong support from their immediate family, they are less likely to seek assistance from strangers, which ultimately improves their overall well-being.

Furthermore, it is important to acknowledge that a robust feeling of self-worth has a substantial influence on an individual's psychological state of being. This highlights the significance of nurturing the development of strong self-esteem as a crucial element in enhancing the general welfare and psychological well-being of adolescents. There exists a strong association between levels of self-esteem and psychological well-being among adolescents indicate that meeting psychological and personal needs, possessing high self-esteem, maintaining strong social connections, and receiving societal regard contribute to positive emotions and satisfaction, ultimately impacting their psychological well-being.

Furthermore, it was shown that there exists a notable disparity in psychological wellness among adolescents based on gender. The observed higher psychological health among individuals identifying as female may be attributed to the differential engagement in activities and adherence to gender-specific duties. In contemporary Nigerian society, there is a prevailing belief that female children are more susceptible to many sorts of abuse, including emotional, sexual, and verbal abuse. As a result, parents, relatives, and society as a whole tend to allocate more attention to female children. In contrast, male children are commonly anticipated to exhibit traits of independence, industriousness, and resilience once they reach the age of 18 and beyond. Consequently, society tends to allocate less focus towards their growing up and general growth.

Recommendations and Suggestions

The current study focused only on examining self-esteem and social support in relation to the psychological well-being of adolescents residing in Ilorin city, utilizing specified measures. Additional research endeavours could be conducted to evaluate some other variables which could also affect psychological well-being within a broader demographic such as taking samples from all the local governments within the state as this will help to generalize the findings. Additionally, future research endeavours may incorporate additional significant variables, such as academic stress, societal expectations, social skills, and health issues, in order to investigate their potential associations with the psychological well-being of adolescents. In the same vein, other studies may extend their interest to the inconsistencies in the literature about gender differences in psychological well-being because of contradictory results originating from different studies. As this will help to better understand the concept of psychological well-being between the two genders. In conclusion, it is recommended that future research endeavours undertake the replication and expansion of the results obtained in this study, in order to ascertain the robustness and applicability of the findings.

REFERENCE

- Aboobaker, N., & Edward, M. (2017). Work-family conflict and family-work conflict as predictors of psychological wellbeing, job satisfaction and family satisfaction: A structural equation model. *Zenith International Journal of Business Economics & Management Research*, 7(8), 63-72.
- Akgün, K. M., Dindar, İ., & Zafer, D. R. (2019). Loneliness, depression, social support levels, and other factors involving the internet use of high school students in Turkey. *International Journal of Mental Health and Addiction*, 17, 1521-1534. <https://link.springer.com/article/10.1007/s11469-018-9927-3>
- Arslan, G. (2019). Mediating role of the self-esteem and resilience in the association between social exclusion and life satisfaction among adolescents. *Personality and Individual Differences*, 151, 109514. <https://psycnet.apa.org/doi/10.1016/j.paid.2019.109514>
- Aryana, M. (2010). Relationship between self-esteem and academic achievement amongst pre-university students. *Journal of Applied Sciences*, 10(20), 2474-2477. <https://doi.org/10.3923/jas.2010.2474.2477>
- Awang, M. M., Kutty, F. M., & Ahmad, A. R. (2014). Perceived social support and wellbeing: First-year student experience in university. *International Education Studies*, 7(13), 261-270. <http://dx.doi.org/10.5539/ies.v7n13p261>
- Baek Choi, J., & Thomas, M. (2009). Predictive factors of acculturation attitudes and social support among Asian immigrants in the USA. *International Journal of Social Welfare*, 18(1), 76-84. <https://doi.org/10.1111/j.1468-2397.2008.00567.x>
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest*, 4(1), 1-44. <https://doi.org/10.1111/1529-1006.01431>

- Botticello, A. L. (2009). A multilevel analysis of gender differences in psychological distress over time. *Journal of Research on Adolescence*, 19(2), 217-247. <https://doi.org/10.1111%2Fj.1532-7795.2009.00591.x>
- Boudreault-Bouchard, A. M., Dion, J., Hains, J., Vandermeerschen, J., Laberge, L., & Perron, M. (2013). Impact of parental emotional support and coercive control on adolescents' self-esteem and psychological distress: Results of a four-year longitudinal study. *Journal of Adolescence*, 36(4), 695-704. <https://doi.org/10.1016/j.adolescence.2013.05.002>
- Cai, H., Wu, Q., & Brown, J. D. (2009). Is self-esteem a universal need? Evidence from The People's Republic of China. *Asian Journal of Social Psychology*, 12(2), 104-120. <http://dx.doi.org/10.1111/j.1467-839X.2009.01278.x>
- Chao, R. (2012). Managing perceived stress among college students: The roles of social support and dysfunctional coping. *Journal of College Counseling*, 15(1), 5-21. <https://doi.org/10.1002/j.21611882.2012.00002.x>
- Chu, P. S., Saucier, D. A., & Hafner, E. (2010). Meta-analysis of the relationships between social support and well-being in children and adolescents. *Journal of Social and Clinical Psychology*, 29, 624-645. <https://doi.org/10.1521/jscp.2010.29.6.624>
- Ciccarelli, S. K., & White, J. N. (2015). *Psychology*. United States: Pearson Education.
- Cohen, S., & Janicki-Deverts, D. (2009). Can we improve our physical health by altering our social networks? *Perspectives on Psychological Science*, 4, 375-378. <https://doi.org/10.1111/j.1745-6924.2009.01141.x>
- Compare, A., Grossi, E., Bigi, R., Proietti, R., Shonin, E., Orrego, P. S., & Poole, L. (2014). Stress-induced cardiomyopathy and psychological wellbeing 1 year after an acute event. *Journal of Clinical Psychology in Medical Settings*, 21(1), 81-91. <https://doi.org/10.1007/s10880-013-9380-1>
- Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science*, 13, 81-84. <https://doi.org/10.1111/1467-9280.00415>
- Diener, E., Biswas-Diener, R., Lyubchik, L., Halpern, D., Vitterso, J., & Reis, H. (2018). Social wellbeing: Research and policy recommendations. In J. F. Helliwell, R. Layard, & J. Sachs (Eds.), *Global happiness policy report: 2018* (pp. 129-159). Global Happiness Council.
- Dollete, M., Steese, S., Phillips, W., & Matthews, G. (2004). Understanding girls' circle as an intervention on perceived social support, body image, self-efficacy, locus of control and self-esteem. *The Journal of Psychology*, 90(2), 204-215.
- Dunkel S., C., & Brooks, K. (2009). The nature of social support. In H. T. Reis & S. Sprecher (Eds.), *Encyclopedia of Human Relationships* (pp. 514-517). Thousand Oaks, CA: Sage.

- Edobor, O. J., & Ebiye, D. M. (2017). Emotional intelligence as predictor of delinquent behaviours among secondary school students in Port Harcourt metropolis, Rivers State Nigeria. *European Journal of Research and Reflection in Educational Sciences*, 5(2), 48-59.
- Erol, R. Y., & Orth, U. (2011). Self-esteem development from age 14 to 30 years: A longitudinal study. *Journal of Personality and Social Psychology*, 101, 607–619. <https://doi.org/10.1037/a0024299>
- Eskin, M. (2003). Self-reported assertiveness in Swedish and Turkish adolescents: A cross-cultural comparison. *Scandinavian Journal of Psychology*, 44, 7–12.
- Ferguson, S. J., & Goodwin, A. D. (2010). Optimism and well-being in older adults: The mediating role of social support and perceived control. *The International Journal of Aging and Human Development*, 71(1), 43-68. <https://doi.org/10.2190/ag.71.1.c>
- Friedlander, L. J., Reid, G. J., Shupak, N., & Cribbie, R. (2007). Social support, self-esteem, and stress as predictors of adjustment to university among first-year undergraduates. *Journal of College Student Development*, 48(3), 259-274. <http://dx.doi.org/10.1353/csd.2007.0024>
- Fulmer, C. A., Gelfand, M. J., Kruglanski, A. W., Kim-Prieto, C., Diener, E., Pierro, A., & Higgins, E. T. (2010). On “feeling right” in cultural contexts: How person-culture match affects self-esteem and subjective well-being. *Psychological Science*, 21(11), 1563-1569. <https://doi.org/10.1177/0956797610384742>
- Glewwe, P., Ross, P. H., & Wydick, B. (2014). Developing hope: The impact of international child sponsorship on self-esteem and aspirations. <http://dx.doi.org/10.1086/670138>
- Gottlieb, B. H., & Bergen, A. E. (2009). Social support concepts and measures. *Journal of Psychosomatic Research*, 69, 511-520. <https://doi.org/10.1016/j.jpsychores.2009.10.001>
- Gülaçtı, F. (2010). The effect of perceived social support on subjective well-being. *Procedia - Social and Behavioral Sciences*, 2(2), 3844-3849. <https://doi.org/10.1016/j.sbspro.2010.03.602>
- Gurung, R. A. R. (2006). Coping and social support. *Health Psychology: A Cultural Approach* (pp. 131-171). Belmont, CA: Thomson Wadsworth.
- Holt-Lunstad, J., & Smith, T. B. (2012). Social relationships and mortality. *Social, Personal and Psychology Compass*, 6, 41–53. <https://doi.org/10.1371/journal.pmed.1000316>
- Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-Being*, 1(2), 137–164. <https://doi.org/10.1111/j.1758-0854.2009.01008.x>
- Islam, M., Akter, R., Sikder, M., & Griffiths, M. D. (2020). Weight-related status and associated predictors with psychological well-being among first-year university

- students in Bangladesh: A pilot study. *International Journal of Mental Health and Addiction*, 1-16. <https://link.springer.com/article/10.1007/s11469-020-00243-x>
- Islam, M., Akter, R., Sikder, M., & Griffiths, M. D. (2020). Weight-related status and associated predictors with psychological well-being among first-year university students in Bangladesh: A pilot study. *International Journal of Mental Health and Addiction*, 1-16. <https://link.springer.com/article/10.1007/s11469-020-00243-x>
- Kocaaslan, E. N., & Akgün Kostak, M. (2019). Effect of disease management education on the quality of life and self-efficacy levels of children with asthma. *Journal for Specialists in Pediatric Nursing*, 24(2), e12241. <https://doi.org/10.1111/jspn.12241>
- Kocaaslan, E. N., & Akgün Kostak, M. (2019). Effect of disease management education on the quality of life and self-efficacy levels of children with asthma. *Journal for Specialists in Pediatric Nursing*, 24(2), e12241. <https://doi.org/10.1111/jspn.12241>
- Kong, F., & You, X. (2013). Loneliness and self-esteem as mediators between social support and life satisfaction in late adolescence. *Social Indicators Research*, 110(1), 271-279. <http://dx.doi.org/10.1007/s11205-011-9930-6>
- Kong, F., & You, X. (2013). Loneliness and self-esteem as mediators between social support and life satisfaction in late adolescence. *Social Indicators Research*, 110(1), 271-279. <http://dx.doi.org/10.1007/s11205-011-9930-6>
- Kumaraswamy, N. (2013). Academic stress, anxiety and depression among college students - a brief review. *International Review of Social Sciences and Humanities*, 1(5), 135-143.
- Leary, M. R. (2005). Sociometer theory and the pursuit of relational value: Getting to the root of self-esteem. *European Review of Social Psychology*, 16(1), 75-111. <http://dx.doi.org/10.1080/10463280540000007>
- Leary, M. R. (2005). Sociometer theory and the pursuit of relational value: Getting to the root of self-esteem. *European Review of Social Psychology*, 16(1), 75-111. <http://dx.doi.org/10.1080/10463280540000007>
- Lee, C., Dickson, D. A., Conley, C. S., & Holmbeck, G. N. (2014). A closer look at self-esteem, perceived social support, and coping strategy: A prospective study of depressive symptomatology across the transition to college. *Journal of Social and Clinical Psychology*, 33(6), 560. <http://dx.doi.org/10.1521/jscp.2014.33.6.560>
- Lee, C., Dickson, D. A., Conley, C. S., & Holmbeck, G. N. (2014). A closer look at self-esteem, perceived social support, and coping strategy: A prospective study of depressive symptomatology across the transition to college. *Journal of Social and Clinical Psychology*, 33(6), 560. <http://dx.doi.org/10.1521/jscp.2014.33.6.560>
- Lepore, S. J., Glaser, D. B., & Roberts, K. J. (2008). On the positive relation between received social support and negative affect: A test of the triage and self-esteem threat models in women with breast cancer. *Psycho-Oncology*, 17(12), 1210-1215. <https://doi.org/10.1002/pon.1347>

- Lepore, S. J., Glaser, D. B., & Roberts, K. J. (2008). On the positive relation between received social support and negative affect: A test of the triage and self-esteem threat models in women with breast cancer. *Psycho-Oncology*, 17(12), 1210-1215. <https://doi.org/10.1002/pon.1347>
- Liu, H., Li, S., Xiao, Q., & Feldman, M. W. (2014). Social support and psychological well-being under social change in urban and rural China. *Social Indicators Research*, 119, 979–996. <https://doi.org/10.1007/s11205-013-0534-1>
- Liu, H., Li, S., Xiao, Q., & Feldman, M. W. (2014). Social support and psychological well-being under social change in urban and rural China. *Social Indicator Research*, 119, 979–996. <https://doi.org/10.1007/s11205-013-0534-1>
- Lyubomirsky, S., Tkach, C., & DiMatteo, M. R. (2006). What are the differences between happiness and self-esteem? *Social Indicators Research*, 78(3), 363-404. <https://doi.org/10.1007/s11205-005-0213-y>
- Lyubomirsky, S., Tkach, C., & DiMatteo, M. R. (2006). What are the differences between happiness and self-esteem. *Social Indicators Research*, 78(3), 363-404. <https://doi.org/10.1007/s11205-005-0213-y>
- Mackie, D. M., & Smith, E. R. (2002). Intergroup emotions and the social self: Prejudice reconceptualized as differentiated reactions to outgroups. In *The social self: Cognitive, interpersonal, and intergroup perspectives* (pp. 309-326).
- Mackie, D. M., & Smith, E. R. (2002). Intergroup emotions and the social self: Prejudice reconceptualized as differentiated reactions to outgroups. *The Social Self: Cognitive, Interpersonal, and Intergroup Perspectives*, 309-326.
- Mahanta, D., & Aggarwal, M. (2013). Effect of perceived social support on life satisfaction of university students. *European Academic Research*, 1(6), 1083-1094. <http://dx.doi.org/10.13140/RG.2.2.35653.81122>
- Mahanta, D., & Aggarwal, M. (2013). Effect of perceived social support on life satisfaction of university students. *European Academic Research*, 1(6), 1083-1094. <http://dx.doi.org/10.13140/RG.2.2.35653.81122>
- McGee, R. O. B., & Williams, S. (2000). Does low self-esteem predict health compromising behaviours among adolescents? *Journal of Adolescence*, 23(5), 569-582. <https://doi.org/10.1006/jado.2000.0344>
- McGee, R. O. B., & Williams, S. (2000). Does low self-esteem predict health compromising behaviours among adolescents?. *Journal of Adolescence*, 23(5), 569-582. <https://doi.org/10.1006/jado.2000.0344>
- Mohamed, S. M., Deviga, M., Mohd, S. A., Aqeel, K., & Roslee, A. (2014). Social support during pre-natal and post-natal stage: Influence on maternal depression and mental well-being. *Social and Behavioral Sciences*, 143, 417–422. <http://dx.doi.org/10.1016/j.sbspro.2014.07.506>

- Mohamed, S. M., Deviga, M., Mohd, S. A., Aqeel, K., & Roslee, A. (2014). Social support during pre-natal and post-natal stage: Influence on maternal depression and mental well-being. *Social and Behavioral Sciences*, *143*, 417-422. <http://dx.doi.org/10.1016/j.sbspro.2014.07.506>
- Mruk, C. J. (2006). Defining self-esteem: An often-overlooked issue with crucial implications.
- Mruk, C. J. (2006). Defining self-esteem: An often-overlooked issue with crucial implications. *Polish Psychological Bulletin*, *2(44)*, 157-164. <http://dx.doi.org/10.2478/ppb-2013-0018>
- Mruk, C. J. (2013). Defining self-esteem as a relationship between competence and worthiness: How a two-factor approach integrates the cognitive and affective dimensions of self-esteem. *Polish Psychological Bulletin*, *2(44)*, 157-164. <http://dx.doi.org/10.2478/ppb-2013-0018>
- Nwankwo, E. B., Balogun, K. S., Chukwudi, O. T., & Ibeme, C. (2012). Self-esteem and locus of control as currents of adolescents' all functioning. *British Journal of Arts and Social Sciences*, *9(1)*, 12-25.
- Nwankwo, E. B., Balogun, K. S., Chukwudi, O. T., & Ibeme, C. (2012). Self-esteem and locus of control as currents of adolescents all functioning. *British Journal of Arts and Social Sciences*, *9(1)*, 12-25.
- Odeleye, A. A. (2019). Locus of control and gender as correlates of psychological well-being among secondary school students with learning disabilities students in Oyo State, Nigeria. *Journal of Positive Psychology and Counselling*, *3(2)*, 172-182.
- Odeleye, A. A. (2019). Locus of control and gender as correlates of psychological well-being among secondary school students with learning disabilities students in Oyo State, Nigeria. *Journal of Positive Psychology and Counselling*, *3(2)*, 172-182.
- Orth, U., & Robins, R. W. (2014). The development of self-esteem. *Current Directions in Psychological Science*, *23(5)*, 381-387. <https://doi.org/10.1177/0963721414547414>
- Orth, U., & Robins, R. W. (2014). The development of self-esteem. *Current Directions in Psychological Science*, *23(5)*, 381-387. <https://doi.org/10.1177/0963721414547414>
- Orth, U., Robins, R. W., & Widaman, K. F. (2012). Life-span development of self-esteem and its effects on important life outcomes. *Journal of Personality and Social Psychology*, *102*, 1271-1288. <https://doi.org/10.1037/a0025558>
- Orth, U., Robins, R. W., & Widaman, K. F. (2012). Life-span development of self-esteem and its effects on important life outcomes. *Journal of Personality and Social Psychology*, *102*, 1271-1288. <https://doi.org/10.1037/a0025558>
- Ouyang, Y., Wang, K., Zhang, T., Peng, L., Song, G., & Luo, J. (2020). The influence of sports participation on body image, self-efficacy, and self-esteem in college students. *Frontiers in Psychology*, *10*, 3039. <https://doi.org/10.3389%2Ffpsyg.2019.03039>

- Ouyang, Y., Wang, K., Zhang, T., Peng, L., Song, G., & Luo, J. (2020). The influence of sports participation on body image, self-efficacy, and self-esteem in college students. *Frontiers in Psychology, 10*, 3039. <https://doi.org/10.3389/fpsyg.2019.03039>
- Parray, W. M., & Kumar, S. (2017). Impact of assertiveness training on the level of assertiveness, self-esteem, stress, psychological well-being and academic achievement of adolescents. *Indian Journal of Health and Wellbeing, 8*(12), 1476-1480.
- Parray, W. M., & Kumar, S. (2017). Impact of assertiveness training on the level of assertiveness, self-esteem, stress, psychological well-being and academic achievement of adolescents. *Indian Journal of Health and Wellbeing, 8*(12), 1476-1480.
- Poots, A., & Cassidy, T. (2020). Academic expectation, self-compassion, psychological capital, social support and student wellbeing. *International Journal of Educational Research, 99*, 1–9. <https://doi.org/10.1016/j.ijer.2019.101506>
- Poots, A., & Cassidy, T. (2020). Academic expectation, self-compassion, psychological capital, social support and student wellbeing. *International Journal of Educational Research, 99*, 1-9. <https://doi.org/10.1016/j.ijer.2019.101506>
- Pyszczynski, T., Greenberg, J., Solomon, S., Arndt, J., & Schimel, J. (2004). Why do people need self-esteem? A theoretical and empirical review. *Psychological Bulletin, 130*(3), 435. <https://doi.org/10.1037/0033-2909.130.3.435>
- Pyszczynski, T., Greenberg, J., Solomon, S., Arndt, J., & Schimel, J. (2004). Why do people need self-esteem? A theoretical and empirical review. *Psychological Bulletin, 130*(3), 435. <https://doi.org/10.1037/0033-2909.130.3.435>
- Rehman, A. U., You, X., Wang, Z., & Kong, F. (2023). The link between mindfulness and psychological well-being among university students: The mediating role of social connectedness and self-esteem. *Current Psychology, 42*(14), 11772-11781. <https://link.springer.com/article/10.1007%2Fs12144-021-02428-6>
- Rehman, A. U., You, X., Wang, Z., & Kong, F. (2023). The link between mindfulness and psychological well-being among university students: The mediating role of social connectedness and self-esteem. *Current Psychology, 42*(14), 11772-11781. <https://link.springer.com/article/10.1007/s12144-021-02428-6>
- Reis, H. T., Maniaci, M. R., & Rogge, R. D. (2018). Compassionate acts and everyday emotional well-being among newlyweds. In *Relationships, Well-Being and Behaviour* (pp. 207-233). Routledge. <https://doi.org/10.1037/emo0000281>
- Reis, H. T., Maniaci, M. R., & Rogge, R. D. (2018). Compassionate acts and everyday emotional wellbeing among newly-weds. In *Relationships, Well-Being and Behaviour* (pp. 207-233). Routledge. <https://doi.org/10.1037/emo0000281>
- Ren, J., Jiang, X., Yao, J., Li, X., Liu, X., & Pang, M. (2015). Depression, social support, and coping styles among pregnant women after the Lushan earthquake in Ya'an, China. *PLoS ONE, 10*(8), e0135809. <https://doi.org/10.1371/journal.pone.0135809>

- Roothman, B., Kirsten, D. K., & Wissing, M. P. (2003). Gender differences in aspects of psychological well-being. *South African Journal of Psychology*, 33(4), 212-218.
- Roothman, B., Kirsten, D. K., & Wissing, M. P. (2003). Gender differences in aspects of psychological well-being. *South African Journal of Psychology*, 33(4), 212-218.
- Rosenberg, M. (1965). Rosenberg self-esteem scale. *Journal of Religion and Health*.
- Rosenberg, M. (1965). Rosenberg self-esteem scale. *Journal of Religion and Health*.
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton University Press.
- Ryan, A. K., & Willits, F. K. (2007). Family ties, physical health, and psychological well-being. *Journal of Aging and Health*, 19(6), 907-920. <https://doi.org/10.1177/0898264307308340>
- Ryan, R. (2009). Self-determination theory and well-being. *Social Psychology*, 84(822), 848.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57, 1069-1081.
- Ryff, C. D. (2014). Psychological well-being revisited: Advances in the science and practice of eudaimonia. *Psychotherapy and Psychosomatics*, 83(1), 10-28. <https://doi.org/10.1159/000353263>
- Ryff, C. D., & Keyes, C.L.M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719-727.
- Ryff, C. D., & Singer, B. H. (2008). Know the self and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*, 9(1), 13-39. <http://dx.doi.org/10.1007/s10902-006-9019-0>
- Sadat Mirjalili, R., Farahani, H. A., & Akbari, Z. (2011). Self-esteem as moderator of the relationship between self-estimated general intelligence and psychometric intelligence. *Procedia-Social and Behavioral Sciences*, 30, 649-653. <http://dx.doi.org/10.1016/j.sbspro.2011.10.126>
- Santini, Z. I., Koyanagi, A., Tyrovolas, S., Mason, C., & Haro, J. M. (2015). The association between social relationships and depression: A systematic review. *Journal of Affective Disorders*, 175, 53-65. <https://doi.org/10.1016/j.jad.2014.12.049>
- Schulz, U., & Schwarzer, R. (2003). Social support in coping with illness: The Berlin Social Support Scales (BSSS). *Diagnostica*, 49(2), 73-82.
- Schulz, U., & Schwarzer, R. (2003). Social support in coping with illness: The Berlin Social Support Scales (BSSS). *Diagnostica*, 49(2), 73-82.
- Schwarzer, R., & Schulz, U. (2000). Berlin social support scales (BSSS).

- Schwarzer, R., & Schulz, U. (2000). Berlin Social Support Scales (BSSS). Retrieved from http://userpage.fu-berlin/soc_e.hm
- Siedlecki, K. L., Salthouse, T. A., Oishi, S., & Jeswani, S. (2014). The relationship between social support and subjective well-being across age. *Social Indicators Research*, *117*(2), 561-576. <https://doi.org/10.1007/s11205-013-0361-4>
- Sim, H. (2000). Relationship of daily hassles and social support to depression and antisocial behavior among early adolescents. *Journal of Youth and Adolescence*, *29*, 647-659.
- Smokowski, P. R., Guo, S., Rose, R., Evans, C. B., Cotter, K. L., & Bacallao, M. (2014). Multilevel risk factors and developmental assets for internalizing symptoms and self-esteem in disadvantaged adolescents: Modeling longitudinal trajectories from the Rural Adaptation Project. *Development and Psychopathology*, *26*(4pt2), 1495-1513. <https://doi.org/10.1017/s0954579414001163>
- Stamp, E., Crust, L., Swann, C., Perry, J., Clough, P., & Marchant, D. (2015). Relationships between mental toughness and psychological well-being in undergraduate students. *Personality and Individual Differences*, *75*, 170-174. <https://doi.org/10.1016/j.paid.2014.11.038>
- Taylor, S. E. (2011). Social Support: A Review. In M. S. Friedman (Ed.), *The Handbook of Health Psychology* (pp. 189-214). New York, NY: Oxford University Press.
- Taylor, S. E., & Brown, J. D. (1994). Positive illusions and well-being revisited: separating fact from fiction. <https://doi.org/10.1093/oxfordhb/9780195342819.013.0009>
- Thoits, P. A. (2011). Mechanisms linking social ties and support to physical and mental health. *Journal of Health and Social Behavior*, *52*(2), 145-161. <https://doi.org/10.1177/0022146510395592>
- Thoits, P. A. (2011). Mechanisms linking social ties and support to physical and mental health. *Journal of Health and Social Behavior*, *52*, 145-161. <https://doi.org/10.1177/0022146510395592>
- Tomás, J. M., Gutiérrez, M., Pastor, A. M., & Sancho, P. (2020). Perceived social support, school adaptation and adolescents' subjective well-being. *Child Indicators Research*, *13*(5), 1597-1617. <https://link.springer.com/article/10.1007/s12187-020-09717-9>
- Topp, C. W., Ostergaard, S. D., Sondergaard, S., & Bech, P. (2015). The WHO-5 well-being index: A systematic review of the literature. *Psychotherapy and Psychosomatics*, *84*(3), 167-176. <https://doi.org/10.1159/000376585>
- Trzesniewski, K. H., Donnellan, M. B., Moffitt, T. E., Robins, R. W., Poulton, R., & Caspi, A. (2006). Low self-esteem during adolescence predicts poor health, criminal behavior, and limited economic prospects during adulthood. *Developmental Psychology*, *42*(2), 381. <https://doi.org/10.1037/0012-1649.42.2.381>

- Umberson, D., & Karas Montez, J. (2010). Social relationships and health: A flashpoint for health policy. *Journal of Health and Social Behavior*, 51(S54–S66). <https://doi.org/10.1177/0022146510383501>
- Urzua, A., Leiva-Gutierrez, J., Caqueo-Úrizar, A., & Vera-Villaruel, P. (2019). Rooting mediates the effect of stress by acculturation on the psychological well-being of immigrants living in Chile. *PLoS ONE*, 14(8), e0219485. <https://doi.org/10.1371/journal.pone.0219485>
- Veselska, Z., Geckova, A. M., Orosova, O., Gajdosova, B., van Dijk, J. P., & Reijneveld, S. A. (2009). Self-esteem and resilience: The connection with risky behavior among adolescents. *Addictive Behaviors*, 34(3), 287-291. <https://doi.org/10.1016/j.addbeh.2008.11.005>
- Weber, S., Puskar, K. R., & Ren, D. (2010). Relationships between depressive symptoms and perceived social support, self-esteem, & optimism in a sample of rural adolescents. *Issues in Mental Health Nursing*, 31(9), 584-588. <https://doi.org/10.3109/01612841003775061>
- Winefield, H. R., Gill, T. K., Taylor, A. W., & Pilkington, R. M. (2012). Psychological well-being and psychological distress: Is it necessary to measure both? *Psychology of Well-Being: Theory, Research and Practice*, 2(1), 1-14. <https://doi.org/10.1186/2211-1522-2-3>
- World Health Organization. (1998). Wellbeing measures in primary health care/ the DEPCARE project: report on a WHO meeting. Stockholm, Sweden 12–13 Feb.
- Xiang, Z., Tan, S., Kang, Q., Zhang, B., & Zhu, L. (2019). Longitudinal effects of examination stress on psychological well-being and a possible mediating role of self-esteem in Chinese high school students. *Journal of Happiness Studies*, 20(1), 283-305. <https://link.springer.com/article/10.1007/s10902-017-9948-9>
- Yaacob, S. N., Juhari, R., Talib, M. A., & Uba, I. (2009). Loneliness, stress, self-esteem and depression among Malaysian adolescents. *Jurnal Kemanusiaan*, 7(2).
- Yarcheski, A., Mahon, N. E., & Yarcheski, T. J. (2001). Social support and wellbeing in early adolescents: the role of mediating variables. *Clinical Nursing Research*, 10, 163-181. <https://doi.org/10.1177/c10n2r6>
- Yildiz, M. A., & Karadas, C. (2017). Multiple mediation of self-esteem and perceived social support in the relationship between loneliness and life satisfaction. *Journal of Education and Practice*, 8(3), 130-139.