



The Effect of Perceived Parental Support and Perceived Peer Support on Psychological Well-Being Among Adolescents Through Self-Esteem

Sahening Dian Ardini*, Rini Sugiarti, Erwin Erlangga

Universitas Semarang, Indonesia

Email: dian.ardini@gmail.com*

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Abstract

This study examined the influence of perceived parental support and perceived peer support on adolescents' psychological well-being, with self-esteem as a mediating variable. A quantitative correlational approach was employed involving 122 high school students aged 15–18 years in Bekasi Regency, who were selected using purposive sampling. Data were collected using four adapted psychological instruments and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0. The results showed that both parental support ($O = 0.545$, $p < 0.05$) and peer support ($O = 0.435$, $p < 0.05$) had positive and significant direct effects on psychological well-being and self-esteem. Self-esteem was also found to significantly mediate the effects of parental support ($O = 0.115$, $p < 0.05$) and peer support ($O = 0.122$, $p < 0.05$) on psychological well-being. Notably, within the urban-industrial context of Bekasi Regency, peer support demonstrated a slightly stronger role in shaping self-esteem ($O = 0.498$) compared with parental support ($O = 0.470$). These findings highlight that the internalization of social support into positive self-esteem represents an important mechanism for improving adolescent psychological well-being. The findings also provide practical implications for parents, educators, and policymakers in developing effective support interventions to promote adolescent mental health.

INTRODUCTION

Adolescence is a critical developmental period involving the transition from childhood to adulthood, characterized by significant physical, cognitive, emotional, and psychosocial changes (Coal, 2017). Changes associated with developmental tasks and increasing social demands during this phase may increase adolescents' vulnerability to engaging in risky behaviors or experiencing psychological distress (Adam & Berzonsky, 2006).

In Indonesia, adolescent psychosocial challenges are reflected in data from the Basic Health Research conducted by the (Indonesia, 2018), which reported that approximately 6.2% of adolescents aged 15–24 years experienced mental and emotional disorders. This finding is consistent with (UNICEF, 2021), which reported that one in three adolescents experience mental health problems. To navigate this transition period successfully and avoid negative outcomes, adolescents require a strong foundation of psychological well-being. Psychological well-being is not merely the absence of mental illness or the presence of happiness but refers to optimal psychological functioning, in which individuals are able to accept themselves positively, establish meaningful relationships with others, demonstrate autonomy, manage their environment effectively, and pursue purposeful personal growth (Ryan & Deci, 2001).

The development of optimal psychological well-being among adolescents is strongly influenced by social support from their immediate environment, particularly parents and peers (Lizardi & Carregari, 2016). Parental involvement and support serve as primary sources of security, affection, and moral guidance. Such support plays an important role in adolescents' self-adjustment and the achievement of independence (Kocayoruk, Altintas, & Icbay, 2015). Meanwhile, as adolescents undergo identity development, their social relationships increasingly shift toward peer groups (Santrock, 2012). Peer support provides acceptance, empathy, and social reinforcement, enabling adolescents to feel valued within their social environment (Helsen, Vollebergh, & Meeus, 2000). Previous studies have confirmed that parental support positively influences self-acceptance and psychological well-being (Li et al., 2025; Azizah, 2025), while peer support serves as an important predictor because it provides an egalitarian social environment where adolescents can express themselves and reduce psychological stress (Awwaliyah et al., 2025). Conversely, adolescents who receive limited peer support may experience difficulties in social integration and increased feelings of loneliness, which may negatively affect psychological well-being (Mufidha, 2021).

However, social support does not always directly and automatically result in positive psychological well-being without an internalization process within individuals. Preliminary observations suggest complex dynamics in which adolescents experiencing critical parenting styles may experience reduced self-confidence before psychological difficulties emerge, whereas adolescents from divorced families may develop greater self-acceptance after distancing themselves from conflict-filled environments. These conditions indicate that external social experiences are mediated by individuals' cognitive and affective evaluations of self-worth, commonly referred to as self-esteem (Rosenberg, 1965). Self-esteem develops through individuals' experiences and interactions with their social environment (Refnadi, 2018). Positive social support from parents and peers can foster healthy self-esteem, which subsequently functions as a protective factor against psychological difficulties and contributes to improved psychological well-being (Steinberg, 2002). This perspective aligns with previous research indicating that self-esteem can serve as an important mediator between social support and adolescent psychological well-being (Kong et al., n.d.).

Despite the established importance of social support and self-esteem in adolescent well-being, significant research gaps remain. Most previous studies have been conducted in Western contexts, with limited empirical investigation of these relationships in urban-industrial settings within developing countries such as Indonesia. Rapid urbanization and industrialization in regions such as Bekasi Regency have created distinctive social dynamics, where traditional family structures may be influenced by increased mobility, economic pressures, and changing patterns of social interaction. These conditions may alter the relative contributions of parental and peer support in shaping adolescent psychological outcomes. The novelty of this study lies in examining the mediating role of self-esteem in the relationship between perceived parental support, perceived peer support, and psychological well-being among adolescents within the urban-industrial context of Bekasi Regency, an area characterized by rapid development, diverse socioeconomic conditions, and evolving family dynamics.

Based on these theoretical gaps and empirical phenomena, particularly among adolescents living in rapidly changing urban-industrial environments such as Bekasi Regency, this study aimed to further examine the underlying psychological mechanisms involved. Specifically, this study investigated the influence of perceived parental support and perceived peer support on adolescent psychological well-being and examined the mediating role of self-esteem in these relationships.

METHOD

This study employed a correlational quantitative approach to examine the relationships among variables. The participants consisted of 122 high school students in Bekasi Regency who were selected using purposive sampling. The inclusion criteria included adolescents aged 15–18 years, male or female, with either harmonious family backgrounds or divorced parents. Data were collected from two schools representing the characteristics of an urban-industrial area: SMAN 1 Tambun Selatan and SMA Islam Al-Azhar 22 Cikarang.

Data were collected using a Likert-scale questionnaire consisting of four measurement instruments:

1. **Psychological Well-Being Scale:** An adapted version of Ryff's Psychological Well-Being Short Scale (18 items) was used to measure dimensions of psychological well-being, including self-acceptance and life purpose.
2. **Self-Esteem Scale:** The adapted version of the Rosenberg Self-Esteem Scale (RSES) (10 items) was used to measure global self-esteem, including self-acceptance and self-respect.
3. **Perceived Parental Support Scale:** A modified scale based on House's support dimensions (16 items) was used to measure emotional, esteem, instrumental, and informational support.
4. **Perceived Peer Support Scale:** A scale adapted from Malecki and Demaray (20 items) was used to assess emotional, instrumental, esteem, informational, and friendship support.

Data collection was conducted offline through classroom-based questionnaire distribution with assistance from the participating schools. Data analysis was performed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0. PLS-SEM was selected because it enables the simultaneous evaluation of complex structural relationships, including mediation effects. The analysis consisted of two main stages:

1. **Outer Model Evaluation (Measurement Model):** Validity was assessed through convergent validity using loading factor values (>0.60) and Average Variance Extracted (AVE) (>0.50), as well as discriminant validity using the Heterotrait–Monotrait (HTMT) ratio (<0.90). Reliability was evaluated using Composite Reliability and Cronbach's Alpha values (>0.70).
2. **Inner Model Evaluation (Structural Model):** The predictive capability of the model was assessed using R-square (R^2) and effect size (f^2) values. Hypotheses regarding direct and indirect relationships were tested using bootstrapping procedures with a significance threshold of $p < 0.05$.

RESULTS AND DISCUSSION

Before conducting the hypothesis test, this study has ensured that all instruments meet the evaluation criteria of *the outer model* (measurement model). All indicators have a *loading factor* value of > 0.60 , *AVE* > 0.50 , *Composite Reliability* and *Cronbach's Alpha* > 0.70 , and an HTMT ratio value of < 0.90 , so it is declared valid and reliable.

In the evaluation of *the inner model* (structural model), an R-Square value of 0.944 was obtained for the *psychological well-being* variable (Y) and 0.915 for the *self-esteem* variable (Z). This suggests that the combination of parental support and peer support contributes very strongly to adolescents' psychological well-being and self-esteem.

Hypothesis testing (direct and indirect influence) using the *bootstrapping process* with SmartPLS 4.0 showed that the results of the entire hypothesis (H1 to H7) were accepted.

Perception of parental support had a positive and significant effect on *psychological well-being* ($O = 0.545$; $p < 0.05$) and *self-esteem* ($O = 0.470$; $p < 0.05$). The perception of peer

support also had a positive and significant effect on *psychological well-being* ($O = 0.435$; $p < 0.05$) and *self-esteem* ($O = 0.498$; $p < 0.05$). In addition, *self-esteem* has been shown to positively and significantly affect *psychological well-being* ($O = 0.246$; $p < 0.05$).

Self-esteem was significantly able to mediate the influence between parental support for *psychological well-being* ($O = 0.115$; $p < 0.05$). *Self-esteem* also significantly mediated the influence of peer support on *psychological well-being* ($O = 0.122$; $p < 0.05$). Since direct and indirect influences are equally significant, the role of *self-esteem* in this model is as a partial mediation.

The test results proved that the perception of parental support had a positive and significant influence directly on *psychological well-being* in adolescents ($O = 0.545$; $p < 0.05$). These empirical findings are in line with House's theory (Smet, 1994) which states that emotional, instrumental, informational, and assessment support from parents is a stable foundation for adolescents. When adolescents perceive the warmth and direction of their family, they are better able to actualize the dimensions of psychological well-being according to (Ryff, 1989), such as *environmental mastery* and the formation of positive relationships with others. These results support previous research from Li et al. (2025) and Azizah (2025) which found that family support directly contributes significantly to improved adolescent self-acceptance and psychological well-being.

In addition to parents, the perception of peer support was also shown to have a positive and significant effect on *psychological well-being* ($O = 0.435$; $p < 0.05$). Entering adolescence, the focus of individual social relations begins to shift from family to peers (Santrock, 2012). Aspects of peer support such as emotional, instrumental, informational, and friendship support (Malecki & Demaray, 2002) have been shown to be able to prevent adolescents from feeling lonely and socially isolated. This is in line with the findings of Awwaliyah et al. (2025) who affirm that peer groups facilitate an equal social environment for adolescents to express themselves, which can logically suppress stress levels and improve *psychological well-being*.

Data analysis showed a positive and significant influence of the perception of parental support ($O = 0.470$; $p < 0.05$) and peer support ($O = 0.498$; $p < 0.05$) on *self-esteem*. Fulfilling the need for appreciation from parents through validation and unconditional acceptance makes adolescents feel that their existence is valuable (in line with the dimension of self-meaning from (Coopersmith, 1967) as well as building a dimension of self-respect (Rosenberg, 1965). These findings are supported by research by (Ismail, 2021) and Agustin et al. (2025) who stated that supportive, consistent, and loving parental relationships significantly strengthen adolescents' perceptions of self-capacity.

Interestingly, the value of the coefficient of support for friends towards *self-esteem* (0.498) slightly exceeded that of parental support (0.470). This reinforces (Hurlock, 1990) theory that in adolescence, social acceptance from peer groups often takes a central role in assessing self-esteem. Social validation from friends evokes a positive sense of competence and self-acceptance, in line with research by (Mandalika et al., 2024) and (Wulandari & Wijayanti, 2023) which found that acceptance from friend groups is very effective in boosting adolescents' self-image. This dynamic also indicates that in urban-industrial areas with high levels of mobility such as Bekasi Regency, the presence of peers and school communities is a compensation for the space of affection that adolescents rely on.

The results of the analysis showed a positive and significant influence between *self-esteem* on *psychological well-being* ($O = 0.246$; $p < 0.05$). Based on a cognitive approach, adolescents with *high self-esteem* are able to view themselves realistically, believe in their abilities, and consider themselves worthy of happiness (Branden, 2005). This stable positive assessment from within becomes a strong psychological protector to minimize anxiety and stress (Steinberg, 2002), thus giving birth to independence and purposeful life, as evidenced by the research of (Az-zahra & Iskandar, 2025).

Furthermore, indirect influence testing proved that *self-esteem* significantly mediated the relationship between parental support for *psychological well-being* ($O = 0.115$; $p < 0.05$) and peer support for *psychological well-being* ($O = 0.122$; $p < 0.05$). Empirically, this study proves that external support (both from parents and friends) will have a multiplier *effect* if successfully internalized by children into a solid self-esteem. Instrumental facilities or affections from the environment will not automatically create stable well-being if the adolescent still feels inferior. The findings of this partial mediation strongly support the theory of Kong et al. (2013) which states that *self-esteem* is an important psychological mechanism that acts as a bridge to convert external social support into complete *internal well-being*.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that perceived social support from both parents and peers had a positive and significant influence on adolescents' psychological well-being and self-esteem. Furthermore, self-esteem was found to play an important mediating role in explaining how external support influences psychological outcomes. This finding indicates that parental and peer support may contribute more effectively to adolescent psychological well-being when such support is internalized into positive self-evaluation and stronger self-esteem. Additional findings revealed that, within the demographic context of an urban-industrial area with high mobility, such as Bekasi Regency, peer support had a slightly more dominant role than parental support in shaping adolescents' self-esteem, suggesting that peers may serve as an important source of emotional support during adolescence.

Based on these findings, parents are encouraged not only to provide instrumental support, such as material assistance and facilities, but also to prioritize appraisal and emotional support through positive affirmation, emotional validation, and opportunities for adolescents to make independent decisions. Schools are encouraged to facilitate programs that promote positive peer relationships, such as peer counseling and team-building activities, to foster an inclusive social environment and reduce adolescents' feelings of social isolation. In addition, adolescents are encouraged to develop healthy peer relationships and maintain effective communication with their families.

For future research, a mixed-methods approach is recommended to explore adolescent psychological experiences and social support dynamics in greater depth. Future studies should also expand the demographic scope of samples by involving various types of educational institutions and consider additional variables relevant to contemporary adolescent challenges, such as social media use intensity, cyberbullying, and school environmental factors

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