

Self-Acceptance and Self Esteem on Psychological Well-Being college student raised by a Single Parent

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Abstract

This study aims to determine the effect of self-acceptance and social support on the social adaptation of children who are victims of parental divorce. This study uses a quantitative approach. The subjects of this study were 60 people, who were selected using purposive sampling technique. The data collection method used is the scale of social adaptation, self-acceptance, and social support. The collected data were analyzed by multiple regression. By using purposive sampling method, data collection in this study used a scale of social adaptation, self- acceptance and social support. The data collected was analyzed by using multiple linear regression. The results showed that: (1) there was a significant effect of self-acceptance on social adaptation with a coefficient of beta value (β) = 0.579, and t count > t table (4.332 > 2.002) and p value = 0.000 ($p < 0.05$); (2) there is a significant effect of social support on social adaptation by obtaining a beta value coefficient (β) = 0.272; t count > t table (2.261 > 2.002) and p value = 0.027 ($p < 0.05$); (3) there is a significant effect of self-acceptance and social support on social adaptation with a coefficient of beta (β) = 0.575, and the value of f count > f table (38,535 > 2.76) and p value = 0.000 ($p < 0.05$).

Keyword: Self-acceptance, self-esteem, psychological well being, single parent, college student

Introduction

The phenomenon of divorce in recent years has soared, especially in various countries, especially Indonesia. According to the Indonesian Statistics report, the number of divorce cases in Indonesia reached 516,334 cases in 2022. This figure increased by 15.31% compared to 2021 which reached 447,743 cases (Databoks, 2023). Because of this, many parents also decide not to remarry and raise their own children, this can be called a *single parent*. *Single parents* can occur due to divorce, the death of one of the couples, namely the father or mother, it can also be due to pregnancy out of wedlock, or adoption (Kroese et al., 2021a, 2021b; Morelli et al., 2022; Nieuwenhuis, 2021). Parents where only father or mother take care of and raise their own children without the presence of a partner.

Parents who raise their own children, need to carry out many roles at once because there is no partner to share in carrying out the role in the family. The change in role as a *single parent* requires responsibility as a breadwinner and time to pay attention to the

child's psychological needs. This can have an impact on the psychological well-being of children, especially in the aspects of *self-acceptance* and *self-esteem*. In Kenyon's (2007) study, it was found that these students reported lower levels of *psychological well-being* compared to students from families raised by two parents. They experience higher levels of stress, anxiety, and depressive symptoms. However, it is important to note that these differences are not solely attributed to single-parent family structures, but can also be influenced by other factors such as socioeconomic status and family dynamics.

Self-esteem is a person's overall evaluation of their worth or value as a human being. According to self-esteem theory, people have a fundamental need for positive self-esteem, and they strive to maintain a positive self-concept (Cichocka et al., 2016; Diseth et al., 2014; Magro et al., 2019; Mahadevan et al., 2022; van Egmond et al., 2020). Individuals with high self-esteem tend to have a positive overall evaluation of themselves, while individuals with low self-esteem tend to have a negative overall evaluation of themselves. Self-acceptance refers to an individual's ability to accept and appreciate themselves, including their strengths and weaknesses. According to self-acceptance theory, individuals who have a high level of self-acceptance are more likely to experience positive emotions, feel satisfied with their life, and have healthy relationships with others. Conversely, those who struggle with self-acceptance may experience negative emotions, feel dissatisfied with their lives, and have difficulty forming meaningful relationships. This shows the difference between *self-acceptance* and *self-esteem* in *psychological well-being* in students raised by single parents.

The results of the research Cast, *et. Al.* (2002) found a positive relationship between *self-acceptance* and *self-esteem* in *psychological well-being*. There may be some studies that show otherwise. However, some studies say no, there are some studies that show that there is no positive relationship between *self-acceptance* and *self-esteem* on *psychological well-being* in college students raised by *single parents*. Research by Avialioti *et. al.* (2020) has shown that *self-acceptance* and *self-esteem* can have a significant impact on the psychological well-being of students raised by single parents. In Lena *et.al.* (2021) found that self-acceptance was positively related to life satisfaction and negatively related to depressive symptoms in college students raised by single parents. The researchers also found that self-esteem was positively correlated with academic performance and negatively correlated with anxiety symptoms in this population.

METHOD RESEARCH

This research approach is a quantitative research with a descriptive survey method. The measuring tool used in *self-esteem* is the *Rosenberg Self Esteem Scale* (RSES) with a reliability of 0.711 and a total of 10 points. For *self-acceptance*, the *Self-Acceptance Inventory* (SAI) measuring tool was used with a reliability of 0.85 and a total of 20 items. For *Psychological Well Being*, using the *Ryff Psychological Well Being* measuring tool with a reliability of 0.85 and a total of 18 items. The selection of subjects in this study uses the *purposive sampling technique*, where the subjects are selected based

on the characteristics possessed by the subjects and in accordance with the objectives of the study (Shadish, Cook. & Thomas, 2002). This technique is part of *nonprobability sampling*. In this study, the subjects chosen were adolescents aged 18-23 years and were raised by only one parent (both father and mother). The data analysis used was to use the calculation of SPSS ver. 24 with the method of descriptive statistical analysis techniques analyzed using the average formula. For correlation using multiple regression analysis.

RESULTS AND DISCUSSION

This study was conducted on 161 adolescent respondents in Indonesia who had divorced parents. The results of the research data are as follows:

Table 1. Description of Research Subject

Category	Total subject Subjek	Persentase
Age		
18	19	11,8
19	32	19,9
20	30	18,6
21	43	26,7
23	37	23
Total	161	

Table 2. Correlation Analysis Result

Category	F Hitung	F Tabel	R2	P
Variabel				
Self-Acceptance				
Self-esteem	39,535	2,78	0,585	0.00
Psychological Well Being				

Based on table 3, it is found that the results of regression correlation analysis show that there is a relationship between *self-acceptance*, *self-esteem* and *psychological well-being* in children who have divorced parents. This can be seen from the F calculation i.e. the F calculation is larger than the F table ($39.535 > 2.78$), with adjusted Rsquare = 0.585 and $p = 0.000$. This shows that the hypothesis is accepted and H_0 is rejected, which means that the first hypothesis in this study is accepted, namely that there is an influence between *self-acceptance*, *self-esteem* and *psychological well-being* in children who have divorced parents.

Factors that can influence are Resilience in Adversity where college students raised by single parents may have faced unique challenges and difficulties, and those with higher levels of self-esteem and self-acceptance tend to be more resilient. They can better cope with stress and navigate through difficult situations, leading to improved psychological well-being. Then the Positive Coping mechanism, namely self-acceptance and self-esteem, is associated with the use of positive coping mechanisms, such as seeking social support, problem solving, and engaging in activities that improve well-being. This positive coping strategy can reduce the negative impact of stress triggers and promote

better mental health outcomes (Coelho & Romão, 2017; In, 2022; Malinauskas & Dumciene, 2017; Seo & Lee, 2014).

Then there is a sense of belonging and social support where a positive self-perception can result in a greater sense of belonging and acceptance in the social environment, which is very important for students. Feeling supported and connected to others can improve psychological well-being and protect against feelings of isolation or loneliness. There is a sense of Control and Autonomy, namely self-acceptance and self-esteem related to a sense of control and personal autonomy. College students with a strong sense of self may feel more in control of their lives and empowered to make positive choices, leading to greater life satisfaction and well-being. Finally, reducing Self-Criticism i.e. individuals with higher levels of self-acceptance are more likely to be compassionate towards themselves and less critical of themselves. This can help prevent a negative spiral of contemplation and self-blame, contributing to lower rates of depressive symptoms and increasing positive influences (Augustina & Fidelia, 2021; Chung et al., 2015; Enwere & Mbakwe, 2021).

This is in line with the research conducted by Cast, *et. Al.* (2002) found a positive relationship between *self-acceptance* and *self-esteem* in *psychological well-being*. There may be some studies that show otherwise. However, some studies say no, there are some studies that show that there is no positive relationship between *self-acceptance* and *self-esteem* on *psychological well-being* in college students raised by *single parents*.

The ability to self-acceptance and self-esteem in children who have divorced parents has positive psychological well-being. Although in Lena *et.al's* research. (2021) stated that self-acceptance is positively related to life satisfaction and negatively related to depressive symptoms in college students raised by single parents. However, there is adaptation in students in living, facing and adapting to a new pressure, situation, environment, which allows them to have good psychological well-being.

CONCLUSION

This study highlights the significant impact of self-acceptance and self-esteem on the psychological well-being of college students raised by single parents. The findings demonstrate a positive correlation between these variables, with higher levels of self-acceptance and self-esteem contributing to better mental health outcomes, such as reduced depressive symptoms, increased resilience, and improved coping mechanisms. The research supports existing theories while also acknowledging the unique challenges faced by this demographic, including socioeconomic factors and family dynamics.

Recommendations for Future Research: 1. Expand Sample Diversity: Future studies should include a more diverse sample in terms of cultural, socioeconomic, and geographical backgrounds to enhance the generalizability of the findings. 2. Longitudinal Approach: A longitudinal study could provide deeper insights into how self-acceptance and self-esteem evolve over time and their long-term effects on psychological well-being. 3. Qualitative Methods: Incorporating qualitative methods, such as interviews or focus groups, would help capture the subjective experiences and nuanced challenges faced by

students raised by single parents. 4. Additional Variables: Investigate other potential mediating or moderating variables, such as social support systems, parenting styles, or academic pressures, to better understand their interplay with psychological well-being. 5. Intervention Studies: Develop and evaluate targeted interventions (e.g., counseling programs, workshops) aimed at improving self-acceptance and self-esteem in this population. These steps would further enrich the understanding of this topic and inform practical strategies to support the psychological well-being of students from single-parent households.

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