

The Role of Loneliness on Subjective Well-Being in Adolescents

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ABSTRACT

Loneliness is an experience that can have far-reaching effects on individuals, especially adolescents, who are in an important developmental phase. Subjective well-being, which includes positive emotions, life satisfaction, and emotional experiences, is an important indicator in assessing adolescents' mental health. This study aims to explore the role of loneliness in influencing subjective well-being in adolescents. This study used a quantitative approach with a survey design, involving 300 adolescent respondents aged 13-18 years. Data were collected through an online questionnaire consisting of the UCLA Loneliness Scale and Diener's Subjective Well-Being Scale. The results of the analysis show that loneliness has a significant negative influence on subjective well-being, with a coefficient of determination (R^2) value of 0.314. This shows that 31.4% of the variation in subjective well-being can be explained by the level of loneliness. This study indicates that increased levels of loneliness are associated with decreased subjective well-being in adolescents. The findings provide important insights for the development of interventions aimed at improving adolescents' psychological well-being and reducing feelings of loneliness.

Keywords: loneliness, subjective well-being, adolescents

Introduction

In essence, all individuals want happiness in their lives. Happiness is one of them in the environmental setting in educational institutions (O'Brien & Murray, 2019; Ounprasertsuk et al., 2022; Romano, 2017). The happiness of students is used as an indicator to assess student comfort while at school, with the hope that this can improve learning achievement. Happiness has long been the focus of research to measure a person's condition, because a person's satisfaction with themselves can produce happiness naturally (Nugraha, 2020).

Subjective well-being includes positive emotional experiences, high levels of happiness and high levels of life satisfaction. Subjective well-being is interpreted as emotions experienced during the period of educational life and general satisfaction, such as joy, sadness, comfort, feeling insecure, embarrassed

and feeling low (Fabian, 2022). Subjective well-being is something that adolescents need to have. Researchers who study subjective well-being have the same opinion linking the impact and pleasure of a beneficial life as elements related to subjective well-being (Akbag & Ümmet, 2017; Dursun, 2021; Olapegba, 2020).

The researchers added that individuals with high subjective well-being have a positive outlook on life and feel happy. Individuals who experience positive emotions have higher levels of subjective well-being, such as life satisfaction and pleasure, compared to those who experience negative emotions like sadness and anger. Individuals with low subjective well-being are more likely to experience deep sadness, anger, and anxiety.

Subjective well-being has two main dimensions: positive and negative affect, as well as life satisfaction. The first dimension includes both positive and negative affect. Positive affect takes the form of pleasant events, happiness, and attention. Negative affect manifests as unpleasant events, anxiety, anger, and sadness. The second dimension is life satisfaction.

A person is considered to have high subjective well-being if they are content, have a sense of purpose in life, and feel happy most of the time while rarely experiencing negative emotions like sadness, anxiety, or anger. Compared to someone who is said to have low subjective well-being who feels dissatisfied with their life, they experience little feelings of happiness and more often experience unpleasant feelings such as anger and fear. Researchers who said that individuals with high levels of subjective well-being reported that they often felt satisfied with life and felt happy, and rarely felt negative emotions such as anxiety and anger also reinforce this.

Based on this, it is important to maintain subjective well-being by always trying to keep negative feelings low, positive feelings high and general satisfaction with life high (Goodman et al., 2018; Lampropoulou, 2018; Pleeging et al., 2021). However, the presence of feelings of loneliness will cause negative feelings and will interfere with subjective well-being. This is especially true for adolescents because they are currently studying at school. This period is a time of change and full of challenges, a time to develop maturity in determining goals and plans, a time to develop the ability to adapt to oneself.

Loneliness is a subjectively unpleasant experience because individuals experience a decline in the quality and quantity of social relationships. Based on the statement regarding loneliness is more related to the quality of social relationships than their quantity, Cosan (2014) concluded that the emotional condition that arises when there is a mismatch between the relationships that are owned and the relationships that are not desired so that it will make someone feel isolated even if they are surrounded by many people. The researchers classify loneliness into two types: emotional loneliness and social

loneliness. Emotional loneliness arises when an individual lacks an emotionally close relationship, whereas social loneliness is the absence of a satisfying social circle (Malimon, 2023; Qualter et al., 2015).

Loneliness has an impact on physical health, mental health, and cognitive health (Halim & Dariyo, 2016). When an individual feels lonely, there are negative effects experienced by the individual such as getting bored easily, feeling unaccepted, having difficulty communicating with others, withdrawing, and having difficulty solving problems (Coşan, 2014). Loneliness is often associated with personality disorders and psychosis, decreased cognitive abilities, and increased symptoms of depression (Pramasella, 2019) Research conducted by Fahtoni & Listiyandini (2021) supports this statement by showing results that loneliness has a positive relationship with other psychological distress conditions.

Individuals who are able to cope with their loneliness well will see their lives in a more positive way, while individuals who are less able to cope with loneliness will judge their lives in a way that tends to be negative (Mayasari, 2018). Positive or negative assessment of experiences originating from all aspects of an individual's life is called subjective well-being. Based on this, researchers conducted research on the role of loneliness on subjective well-being in adolescents.

This study aims to investigate the role of loneliness in influencing subjective well-being in adolescents. Specifically, it seeks to identify the impact of loneliness levels on the positive and negative emotions and life satisfaction of individuals in this age range. With a deeper understanding of the relationship between loneliness and subjective well-being, it is hoped that this study can make a significant contribution to the existing literature as well as intervention practice in the context of adolescent psychology.

The implications of the findings of this study are highly relevant for the development of intervention programs aimed at improving adolescents' subjective well-being. Educators, mental health practitioners, and policy makers to design strategies that focus on increasing social and emotional support can use the results of the study showing a significant negative effect of loneliness on subjective well-being. Interventions designed to reduce feelings of loneliness and strengthen social relationships are expected to improve adolescents' overall psychological well-being. In addition, the results of this study can also serve as a basis for further research exploring other factors that contribute to adolescents' well-being in a broader social context.

Research Method

This study used a quantitative approach with a survey design. This method was chosen to statistically analyze the relationship between the variables of loneliness and subjective well-being in adolescents. Data were collected through a questionnaire designed to measure both variables. The population in this study consisted of adolescents aged 13-18 years. The number of respondents involved in this study was 300 people, who were selected using purposive sampling technique. The specific characteristics of the respondents are adolescents who experience varying levels of loneliness, allowing for a more in-depth analysis of the impact of loneliness on subjective well-being. The data used in this study is primary data, which was obtained through an online questionnaire. The questionnaire consisted of two main instruments: UCLA Loneliness Scale to measure the level of loneliness and Diener's Subjective Well-Being Scale to assess subjective well-being. These instruments have been tested for validity and reliability in the context of previous research.

Table 1 Demographic data of research participants

Demographics		Frequency	Percentage
Gender	Man	177	59
	Woman	123	41
	Total	300	100

Result and Discussion

Measurement of the Loneliness

Loneliness is a feeling that emerges when someone perceives a lack of quantity, quality, or kind of interaction with other people, which can generate negative feelings and have an impact on the individual's mental and physical health (Russell and Pang, 2016). To measure loneliness using the UCLA Loneliness Scale Version 3 measuring instrument developed by Russell (1996) with the loneliness variable divided into 2 dimensions, namely emotional isolation and social isolation (Weiss, 1973). This measuring instrument consists of 20 items with 11 positive items and 9 negative items. There are 4 answer choices for the UCLA Loneliness Scale Version 3 measuring instrument, namely "1 = TP (Never)", "2 = JR (Rarely)", "3 = SR (Often)", and "4 = SL (always)". The results obtained from the reliability test were to ascertain the Cronbach's alpha coefficient value for each dimension of the UCLA measurement tool. The results of the initial and final Cronbach's alpha values for all dimensions obtained were 0.823. Of the 20 statements, it was found that the item-total correlation value was more than 0.2, which means that no items need to be discarded.

Measurement of Subjective Well-Being Variables

According to researchers, subjective well-being encompasses all types of life evaluations, both positive and negative, such as life and work satisfaction, participation, and interest, and affective responses to happy and sad events. The subjective well-being variable is separated into three dimensions: positive affect, negative affect, and overall life satisfaction. The subjective well-being measurement tool has 49 statement items. The statement items employ a Likert scale with a range of one to four, consisting of "1 = TP (Never), 2 = TS (Rarely), 3 = (Often), and 4 = SS (Always)".

The purpose of obtaining the reliability test results is to determine Cronbach's alpha coefficient value for each dimension of the subjective well-being measuring instrument. For the positive affect dimension, the results of the initial and final Cronbach's alpha values are 0.875. Furthermore, the negative affect dimension has obtained an initial and final Cronbach's alpha value of 0.865. Finally, the results of the initial and final Cronbach's alpha values obtained for the global life satisfaction dimension are 0.876. The corrected item-total correlation values for the 49 statements obtained were more than 0.2, implying that no items should be discarded. All statements can be considered valid and reliable. More details on the results of the reliability and validity tests can be seen in Table 2.

Table 2 Subjective Well Being Measurement

Dimension	Item Type	Before grain elimination	After grain elimination	α Cronbach
<i>Positive</i>	Positive Points	22	22	0.875
<i>Affect</i>	Negative Items	0	0	
<i>Negative</i>	Positive Points			0.865
<i>Affect</i>	Negative Items	22	22	
<i>Global Life</i>	Positive Points	5	5	0.876
<i>Satisfaction</i>	Negative Items	0	0	
Total		49	49	

Test of The Role Loneliness with Subjective Well Being

Based on the collected data, a role test was conducted between the variable's loneliness and subjective well-being. Data analysis utilizing linear regression (normal data) and simultaneous processing yielded the coefficient of determination $R^2 = 0.314$. This also demonstrates that loneliness accounts for 31.4% of the contribution to subjective well-being, with the remainder impacted by other factors.

Based on the results of the regression analysis obtained, namely with a value of $F = 8.234$ and $p = 0.000 < 0.05$, it can be interpreted that loneliness has a role in subjective well-being. Through the results of regression analysis, it can be seen which variable has the most influence on subjective well-being. The standardized coefficients (Beta) value represents the partial role. The complete role of each independent variable can be seen in Table 3.

Table 3 Regression Result

Independent Variable	R ²	F	p	β	p
Loneliness	0.341	8.234	0.000	-0.203	0.039

DV: subjective well being

Conclusion

Based on the results of the analysis of 300 respondents aged 13-18 years, the results showed that loneliness has a significant negative effect on subjective well-being, with a coefficient of determination (R²) of 0.314. This means that 31.4% of the variation in subjective well-being can be explained by the level of loneliness experienced by individuals. In general, this study illustrates that adolescents who experience high levels of loneliness tend to have lower subjective well-being, which is characterized by more dominant negative emotions and low life satisfaction. The findings provide important insights into the importance of social support and positive interactions in enhancing adolescents' psychological well-being.

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