

Perceptions of Higher Education Service Quality Have a Significant Influence on Predictors of Student Subjective Well-Being

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Abstract

Subjective well-being is an important mental health indicator to study in students because it significantly predicts academic achievement and college dropout rates. This research aims to determine the influence of perceptions of the quality of higher education services, social support, and self-regulation on students' subjective well-being. The sample in this study was 325 students from various universities in Indonesia. The data in this research was obtained through the Student Subjective Well-Being questionnaire, the Higher Education Performance scale, the Multidimensional Scale of Perceived Social Support, and the Self-Regulation Questionnaire to measure the variables in this research. The collected data was then analyzed using linear multiple regression. The results of this study indicate that students' perceptions of the quality of higher education services, social support, and self-regulation significantly affect students' subjective well-being. Student perceptions of the quality of higher education services were established as the main predictor of students' subjective well-being. The results of this research imply that to improve students' subjective well-being, an approach is needed that includes quality services from the university, social support, and good self-regulation skills for students.

Keywords

Student Subjective Well-being; Quality of Higher Education Services; Social Support; Self-Regulation

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1. INTRODUCTION

An important aspect that needs to be considered in student life is not only academic success but also related to physical and mental health. Previous research shows that students' mental health increases their motivation to learn, thereby impacting academic achievement (Mahdavi et al., 2021). On the other hand, students who face mental problems such as anxiety and depression tend to experience decreased academic performance (Wyatt et al., 2017). This shows that mental health is also an important aspect that universities must consider.

The current direction of mental health research no longer only focuses on identifying individual mental disorders or illnesses but also assesses the existence of a person's subjective well-being. (Key, 2006). Subjective well-being has become an important psychological construct because it describes the evaluation of happiness from an individual's perspective. In education, research on students' subjective well-being finds that it can predict academic achievement and dropout rates among students (Coninck et al., 2019). This significantly affects class attendance and overall mental health conditions (Renshaw & Bolognino, 2016; Suldo et al., 2011). This shows the importance of students having subjective well-being. On the other hand, the literature suggests that mental health problems are common among college students due to stress related to learning and adjusting to campus life (Pedrelli et al., 2015). Moreover, the recent COVID-19 pandemic has caused a shift in the learning system from face-to-face learning to online learning, resulting in a negative impact on learning outcomes, psychological well-being, stress, and other emotional disorders (Cao et al., 2020; Sahu, 2020). A similar situation also occurred in Indonesia, where students experienced a decline in psychological well-being during the pandemic, characterized by the emergence of depression, anxiety, loneliness, frustration, and other emotional problems (Marella & Sameve, 2022; Rahiem et al., 2021). Another study conducted on Indonesian students during the pandemic found that 14% of students (around 486 of the total 3468 respondents) had suicidal thoughts (Supriyati et al., 2021). The findings from this study highlight significant issues regarding students' subjective well-being, making this an important phenomenon to investigate.

Subjective well-being is the cognitive and affective evaluation that individuals make about their lives, including emotional reactions to life events and cognitive assessments of satisfaction (Diener et al., 2002). In this definition, subjective well-being includes the experience of pleasant emotions, low levels of negative feelings, and high levels of life satisfaction (Diener et al., 2002). In other words, the construct of subjective well-being emphasizes the role of positive and pleasant experiences in shaping individual happiness. Currently, research on students' subjective well-being mostly uses the construct and measurement of general subjective well-being, including evaluations of positive and negative aspects and overall life satisfaction (Diener et al., 2003). This general concept is then applied to various areas of life, such as the workplace, education, family, and friendship. However, approaches that use the general concept of subjective well-being sometimes become less relevant because each life environment has different dynamics and domains, making context-specific subjective well-being measurements more appropriate. (Warr, 2012). Renshaw & Bologna, 2016 formulated a special construct of subjective well-being for students called College Student Subjective Well-Being. In this construct, subjective well-being is defined as an individual's self-evaluation of well-being in the context of higher education. (Renshaw, 2018). This construct includes four aspects of subjective well-being related to campus life: academic satisfaction (an individual's subjective assessment of the quality of their academic life), academic efficacy (an individual's belief in their ability to complete academic assignments), school connectedness (an individual's perception of positive and supportive relationships in college), and college gratitude (a positive emotional response to the benefits gained from campus life) (Renshaw & Bologna, 2016). With this specific construct approach, the picture of students' subjective well-being obtained can be more relevant as a basis for responding to and developing mental health strategies for students in higher education.

Subjective well-being that is not managed well can impact decreasing student mental health and academic achievement. The decline in students' subjective well-being becomes more significant when

universities fail to provide services to support students in overcoming these problems (Pedrelli et al., 2015). To offer appropriate interventions or services to students, we first need to investigate the current phenomenon of students' subjective well-being and the factors that influence it, especially when they resume face-to-face learning. This will provide accurate information for designing effective intervention strategies.

Previous research that mapped the factors that influence students' subjective well-being found internal factors such as gratitude, forgiveness, personality, self-esteem, spirituality, gender, financial conditions, life goals, mental health disorders, and external factors such as social factors. Relationships, family support, academic performance, and life stressors as factors studied play a role in influencing students' subjective well-being (Rulanggi et al., 2021). Another study found that integrating academic and social aspects in campus life is important in predicting students' subjective well-being (Coninck et al., 2019). This research suggests that for future research, a deeper exploration of the influence of academic structures in higher education on subjective well-being should be carried out because this is considered to have a significant but relatively unexplored role. The findings of this research are also supported by other research that uses a qualitative approach to explore in depth the factors that play an important role in students' subjective well-being. These studies found that lecturer support, learning experiences, social and financial support, and the ability to organize tasks influence students' subjective well-being (Asghar et al., 2022). In this research, faculty support describes students' perceptions of the university's ability to provide academic and administrative services. Competent and cooperative professors, up-to-date learning materials, and administrative assistance are the most significant factors influencing students' subjective well-being perceptions in higher education (Asghar et al., 2022). From various research findings, the urgency regarding the influence of students' perceptions of university performance on their subjective well-being becomes clear. However, this topic has not been explored much, especially in the context of Indonesian students. Perceptions of the quality of higher education services describe students' assessments of the services provided by the university, covering aspects ranging from academic and non-academic elements, university reputation, ease of access, learning programs, and meeting student counseling needs, and other health services (F. Abdullah, 2006). Previous research found that positive perceptions of university performance positively affect student satisfaction and academic achievement (Banahene et al., 2018). In other words, students who have positive experiences in college related to learning experiences, facilities, and other supporting aspects tend to have better evaluations of their satisfaction with campus life.

To understand the factors that influence students' subjective well-being, this research also investigates other external factors, namely social support and internal factors, such as self-regulation. The selection of social support factors is based on previous research findings. Apart from support from educational institutions, other important factors that need to be studied include social support from family and friends (Asghar et al., 2022; Coninck et al., 2019; Rulanggi et al., 2021). Family support can reduce negative emotions, while friend support can increase positive emotions, and both significantly increase student life satisfaction and happiness (Brannan et al., 2013; Matsuda et al., 2014). Previous research examined the impact of social support on the construct of general subjective well-being. However, in this study, the influence of social support was specifically examined on subjective well-being in the context of campus life, which is expected to have a significant impact.

Apart from external factors originating from higher education, family support, and friends, it is also necessary to examine the student's internal aspects. In this regard, researchers discuss the ability of self-regulation to be associated with subjective well-being based on previous literature, which found that student's ability to organize tasks is important in influencing subjective well-being compared to other internal factors (Asghar et al., 2022). Students who can establish goals, make plans, and manage themselves to achieve their goals can achieve and maintain good well-being (Morosanova et al., 2021; Salleh et al., 2021). Students' ability to manage tasks and responsibilities related to academic and non-academic activities plays a very important role in achieving prosperity in college.

This research provides a new perspective in examining students' subjective well-being by utilizing a specific approach in the context of higher education. Therefore, this research is hoped to provide more relevant information to help treat and improve students' subjective well-being. In addition, the psychological impact of the COVID-19 pandemic on students adds to the urgency of this research, especially considering that students have fully resumed face-to-face learning. It is important to ensure students' subjective well-being as an indicator of mental health. Based on the previous explanation, it is known that students' perceptions of the quality of services in higher education are an important factor that influences students' subjective well-being, but this is still under-researched in Indonesia. Therefore, this study aims to test the effect of the perceived quality of higher education services, social support, and self-regulation on students' subjective well-being.

2. METHOD

This research is quantitative research with a correlational approach. The research process began with an ethical suitability test. It was declared feasible through an ethical permission letter from the Malahayati University Research Ethics Committee, reference number 3678/EC/KEP-UNMAL/VI/2023. The next step was to test the measurement instrument with 50 student participants from a university in Bandar Lampung. After ensuring the measurement instrument met the validity and reliability criteria, the research continued with data collection using Google Forms. Researchers distributed links to research instruments to students from several universities in Indonesia through lecturers and student groups on social media. Several participants filled out the Google Form with direct guidance from the lecturer or through virtual meetings.

Furthermore, the researcher's contact number was included in the form to facilitate participants' questions if they encountered difficulties during completion. This is done to ensure the quality of the research data obtained. The collected data then goes through the analysis stages, including selection, coding, and data analysis using statistical techniques. The analysis results are then interpreted and discussed to obtain conclusions that answer the research hypothesis. The research sample consisted of 325 students from various universities in Indonesia who were in their third to seventh semesters. Participants in this research were obtained using a convenience sampling technique, where participants who met the criteria and were willing to participate in the research were selected as the sample. The characteristics of the participants in this study are as follows: 75.7% are women, 24.3% are men, 75.4% are from state universities, and 24.5% are from private universities. Most participants lived in their parents' home (35.7%) or rented accommodation (35.1%) during the study period. The data in this study were analyzed using multiple linear regression analysis to determine the influence of perceptions of higher education service quality, social support, and self-regulation on student performance. Students' subjective well-being. This analysis also identifies the strongest factors in predicting campus students' subjective well-being.

3. FINDINGS AND DISCUSSIONS

The classical assumption test was carried out to ensure the data met the multiple linear regression hypothesis test requirements. The normal distribution assumption test results show that the data is normally distributed ($p = 0.200$). Furthermore, the multicollinearity test obtained a tolerance value above 0.1 and a VIF (Variance Inflation Factor) value of less than 10, which indicates the absence of multicollinearity. The heteroscedasticity assumption test shows that the variables self-regulation ($p=0.267$), service quality ($p=0.221$), and social support ($p=0.083$) do not have symptoms of heteroscedasticity. Based on all the results of the classical assumption test, the data is considered suitable for analysis using multiple linear regression.

The results of the frequency distribution analysis of the research variables show that most university students had moderate levels of subjective well-being, self-regulation, perceived quality of college services, and social support.

Table 1. Frequency Distribution of Student Subjective Well-Being, Self-Regulation, Perception of Higher Education Service Quality, and Social Support

	Subjective Well-Being		Self-regulation		Service quality		Social support	
	F	%	F	%	F	%	F	%
Tall	39	12	39	14.8	37	11.4	47	14.5
Currently	245	75.4	238	73.2	238	73.2	216	66/5
Low	41	12.6	48	14.8	50	15.4	62	19.1

Regarding subjective well-being, the results in the moderate category show that university students are moderately satisfied with their academic lives, have reasonable confidence in their ability to complete academic assignments, feel they have relatively positive and supportive relationships at college, and value the learning experiences gained at college. (Renshaw & Bolognino, 2016). This finding is somewhat inconsistent with previous research that found that university students experienced a decline in psychological well-being during the pandemic, characterized by the emergence of depression, anxiety, loneliness, frustration, and other emotional problems (Marella & Sameve, 2022; Rahiem et al., 2021). This discrepancy in findings may be related to the measurement approach used in this study, which only focuses on subjective well-being without considering the psychological disorders experienced by the university student. In this regard, other studies with a similar focus on subjective well-being found supportive results, indicating that university students had a moderate level of subjective well-being (Kamaliya et al., 2021; Untari, 2021). Apart from that, returning to the face-to-face learning process after the COVID-19 pandemic may positively impact university students' evaluation of their campus life.

The aspect of subjective well-being that students most strongly feel is gratitude for college ($M=6.06$, $SD=0.97$), while the lowest aspect is school connectedness ($M=5.08$, $SD=1.14$). This shows that students express significant gratitude for the opportunities they have had to study at college and value their learning experiences and those who have contributed to their academic journey. (Renshaw, 2018). On the other hand, students' perceptions of positive and supportive relationships in higher education appear to be the most unfulfilled aspect.

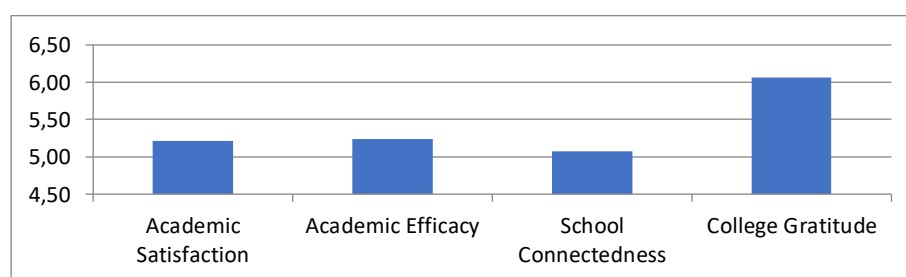


Figure 1. Descriptive of Student Subjective Welfare

Most students' self-regulation is in the medium category, indicating that most students are quite capable of setting learning goals, planning and implementing steps to achieve them, monitoring and managing their tasks to achieve goals, learning from past mistakes, and making decisions necessary to advance their learning goals. Furthermore, based on the analysis of various aspects of self-regulation, it was found that the highest aspect possessed by students was "learning from mistakes" ($M = 3.77$, $SD = 0.66$). At the same time, the lowest was "perseverance" ($M = 3.77$, $SD = 0.66$). = 2.78, $SD = 0.62$). This shows that students can learn from their past mistakes to bring about changes and improvements in the present and future to achieve their goals. In addition, persistence was found to be lower than other aspects, indicating that students' persistence in carrying out plans to achieve goals tends to be lacking,

especially when faced with distractions and obstacles. There are indications that students are easily distracted and have difficulty refocusing on the targets they want to achieve. The findings of this study are consistent with previous research, which also found that students tend to show better self-regulation in goal setting and learning from mistakes but are less adept at decision making and persistence. (Valenzuela et al., 2020). The results regarding self-regulation abilities have implications for the importance of developing students' skills in making effective decisions to achieve their goals and, most importantly, to increase determination and focus in achieving their goals even when facing many obstacles and distractions

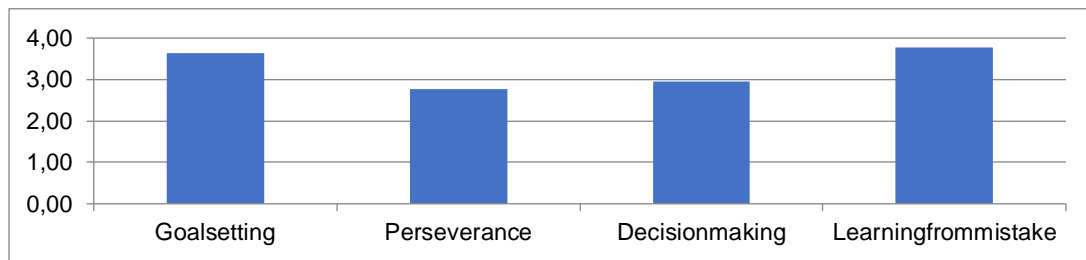


Figure 2. Descriptive Self-Regulation

Most students' perceptions of the quality of services provided by the university are in the medium category. This shows that students have quite positive perceptions regarding the services offered by the university, including academic and non-academic aspects, accessibility, reputation, program issues, and understanding of student needs. (F. Abdullah, 2006). The results of this research are to previous findings that students tend to have a moderate level of satisfaction with the services provided by the campus in general. (Fuchs et al., 2022).

Furthermore, based on an analysis of various aspects of services provided by the university, it is known that students have the greatest positive perception of academic aspects ($M = 5.47$, $SD = 1.13$) and the least positive perception of non-academic aspects ($M = 4.91$, $SD = 1.28$) and accessibility ($M = 4.91$, $SD = 1.07$). This shows that students feel that the university, or the teaching staff, has provided good service in assisting their studies, overcoming learning-related problems, maintaining communication, and allocating sufficient time to support their learning process. On the other hand, students are less satisfied with non-academic services and accessibility, such as administrative complaints that are not immediately handled, the behavior of administrative staff, which is felt to be inadequate in terms of politeness, timeliness, and speed of problem resolution, as well as concerns regarding openness and equitable access for students every student. The results of this research are based on the findings of previous research, which also found that students tend to be satisfied with academic services but less satisfied with handling complaints and problems in higher education. (Fuchs et al., 2022). Findings regarding students' perceptions of the quality of higher education services show that universities need to pay more attention to non-academic aspects, openness, and equal access for students to increase their satisfaction, which will impact their subjective well-being and academic performance.

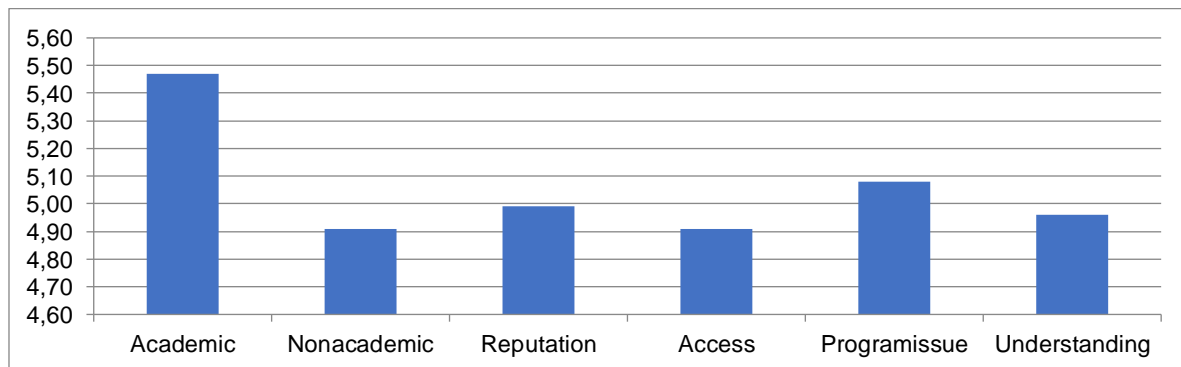


Figure 3. Descriptive of Perceived Service Quality

The social support felt by students is mostly in the medium category, which indicates that students feel they have received fairly good support from family, friends, and other important individuals. This study's results support previous research findings, which also found that most students' perceptions of social support were in the medium category (Y. Abdullah, 2022). Furthermore, analysis of the types of social support showed that the highest level of support was obtained from family ($M = 5.43$, $SD = 1.38$), while the lowest was obtained from friends ($M = 5.17$, $SD = 1.38$). This shows that students feel they receive the most support from family compared to friends or other close people, which includes emotional support, help when facing problems, and guidance in decision-making. The findings of this study are also consistent with previous research conducted on students in South Korea, Japan, and China, which found that family support was considered the most significant form of support by students. (Lee & Padilla, 2016; Matsuda et al., 2014)

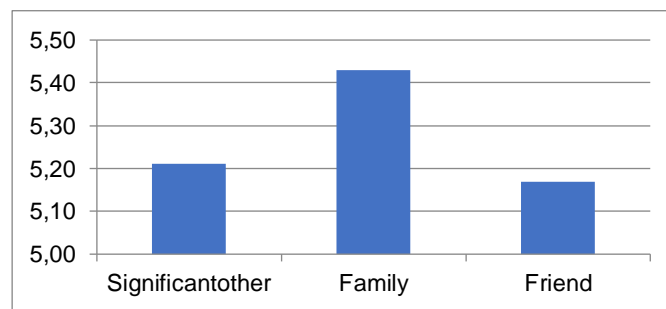


Figure 4. Descriptive Social Support

Multiple linear regression analysis shows a significant influence of perceived university service quality, self-regulation, and social support on students' subjective well-being, both simultaneously and partially. The variance in subjective well-being explained by perceived service quality, self-regulation, and social support simultaneously was 57.2% ($F(3,324) = 142.845$, $p = 0.000$, $R^2 = 0.572$). Furthermore, the analysis revealed that self-regulation ($Beta=0.212$, $t(324)=5.692$, $p = 0.000$), perceived quality of university services ($Beta=0.484$, $t(324) = 12.391$, $p = 0.000$), and social support ($Beta = 0.357$, $t(324) = 8.984$, $p = 0.000$) significantly predicts subjective well-being. In Table 2, Beta values show a positive relationship, indicating that increases in self-regulation, perceived quality of college services, and social support predict increases in students' subjective well-being. Furthermore, based on the effect size calculation, it is known that perceptions of the quality of higher education services have the largest effect size at 30.2%, followed by social support at 20.37% and self-regulation at 3.61%. Therefore, it can be concluded that students' perceptions of the quality of higher education services are the strongest predictor of students' subjective well-being compared to self-regulation and social support.

Table 2. Multiple Linear Regression Analysis

Z	F	R2	Beta	Q	Effect size
Self-regulation			0.212	5,692*	3.61%
Perception of Higher Education Service Quality	142.85*	0.572	0.484	12,391*	30.2%
Social support			0.357	8,984*	20.37

* $p < 0.0$

As an additional analysis, correlation tests were also carried out to test the relationship between each aspect of the independent variables and students' subjective well-being. This aims to obtain more detailed and nuanced insights. Table 4 shows that all aspects of higher education service quality are significantly correlated with students' subjective well-being, with academic factors showing the highest correlation ($r(325) = 0.653$, $p = 0.000$). Continuing to the self-regulation variable, all aspects also show a significant correlation except perseverance. The "learning from mistakes" aspect has the highest correlation coefficient compared to other aspects of self-regulation ($r(325) = 0.377$, $p = 0.000$). Regarding

the social support variable, all dimensions of social support were significantly correlated with students' subjective well-being, with family support having the largest correlation coefficient ($r(325) = 0.516, p = 0.000$).

Table 3. The Relationship Between Self-Regulation Aspects, Perceived Quality of Higher Education Services, and Social Support with Student Subjective Well-Being

Variable	m	Elementary School	R
Perception of Higher Education Service Quality			
Academic	5.47	1.03	0.653**
Non-Academic	4.91	1.38	0.531**
Reputation	4.99	1.20	0.568**
Access	4.91	1.07	0.553**
Program Problems	5.07	1.34	0.525**
Understand	4.96	1.39	0.477**
Self-regulation			
Goal setting	3.63	0.56	0.374**
Perseverance	2.78	0.62	0.063
Decision-making	2.96	0.78	0.12*
Learn from mistakes	3.77	0.66	0.377**
Social support			
Family	5.43	1.46	0.516**
Friends	5.17	1.37	0.495**
People who matter	5.21	1.38	0.462**

* $p < .05$, ** $p < .01$

The findings of this study support the results of previous research, which shows that the quality of higher education services, social support, and self-regulation play an important role in predicting students' subjective well-being. (Asghar et al., 2022; Coninck et al., 2019). In addition, the quality of higher education services has also been proven to be the most prominent predictor in determining students' subjective well-being. This aligns with previous research findings that university support is the most dominant factor in improving students' subjective well-being (Asghar et al., 2022). Competent universities that provide quality course materials, encourage open discussion inside and outside the classroom and offer practical skills, experience, and research opportunities contribute to student satisfaction with campus life (Asghar et al., 2022). This finding is also supported by correlation analysis between aspects of university performance and campus students' subjective well-being, which shows that the academic aspect has the highest correlation coefficient with subjective well-being compared to other aspects. A positive correlation coefficient implies that the higher the academic performance of a university, the higher the university students' subjective well-being. The findings of this study are consistent with previous research which found a positive and significant relationship between university performance, student satisfaction, and academic achievement (Banahene et al., 2018). Apart from academic aspects, other factors such as administrative services, easy access to information and handling student complaints, university reputation, and attention to campus. The physical and mental health of students was also found to have a significant influence on students' subjective well-being. These findings are consistent with previous research, which highlights the importance of cooperation and friendliness of administrative staff, as well as responsiveness to student complaints, in determining student satisfaction. (Usman, 2010). The results of this research have implications for the importance of improving the overall quality of higher education performance, not only in academic aspects but also in non-academic aspects, to provide satisfaction at work. campus students' learning experiences, which ultimately contribute to their subjective well-being.

Social support was the second largest influencing factor in students' subjective well-being. Higher levels of social support were associated with increased subjective well-being among the campus

students. Family support emerged as the most significant factor influencing subjective well-being, compared with support from friends or significant others. These findings are consistent with previous research showing the large impact of social support on students' subjective well-being (Lee & Padilla, 2016; Matsuda et al., 2014; Yıldırım & Tanrıverdi, 2021). As a student, family support remains the main source of help. This is supported by research conducted on Japanese and Korean university students, who found a positive and significant correlation between family support and university students' subjective well-being. Family support increases life satisfaction and reduces negative emotions (Matsuda et al., 2014). Apart from family support, support from friends and those closest to you also shows a significant relationship between students' subjective well-being. Friends have an important role in these matters in university students' lives, contributing to their subjective well-being (Lee & Padilla, 2016). Engaging in group activities, such as religious and social gatherings, to build friendships has been shown to reduce depression and suicidal tendencies (Park et al., 2010). In this study, all types of support, starting from family, friends, and those closest to them, had a significant relationship with students' subjective well-being. Therefore, it is hoped that it will be so university students will be able to develop positive relationships with family, friends, and those closest to them to improve their subjective well-being.

Apart from external factors, self-regulation is also an internal factor. University students were also found to have a significant influence on subjective well-being. However, the impact was weakest compared to perceptions of the quality of college services and social support. This study's findings align with previous research that self-regulation plays a role in determining students' subjective well-being (Morosanova et al., 2021; Salleh et al., 2021). Students with good self-regulation can manage their academic activities effectively to achieve their goals. This supports them in achieving satisfaction and success at university (Asghar et al., 2022). The self-regulatory abilities that have the greatest impact are goal setting and learning from mistakes. Having strong skills in setting future goals and planning to achieve them will benefit students with a sense of mental balance because they feel more in control of their lives (Rodríguez et al., 2022), which positively influences their subjective well-being.

Furthermore, based on correlation analysis, the perseverance aspect was found to have no significant relationship with subjective well-being. These results are not by previous research showing that self-control and persistence in achieving goals significantly affect student satisfaction with life (Rodríguez et al., 2022). Therefore, future research could specifically investigate the role of aspects of self-regulation, particularly persistence, in students' subjective well-being in campus life. However, university students are generally encouraged to develop their self-regulation skills to support their well-being and academic performance at university.

4. CONCLUSION

This research provides a new perspective on student mental health, particularly with a focus on improving the quality of higher education performance to achieve better results for students' subjective well-being. Students' perceptions of the quality of higher education services were the main predictor that influenced students' subjective well-being. Improving the quality of higher education performance includes academic aspects, administrative services, and equal access for all campus students. These aspects are considered less than optimal by university students, although they significantly affect subjective well-being.

This research has several limitations. One of them is a sample of participants who mostly come from the islands of Java and Sumatra, thus providing a limited representation of the overall subjective well-being of society students throughout Indonesia. Additionally, sampling techniques could be more systematic and diverse to ensure stronger relationship analysis. Furthermore, this research only tested three variables to predict students' subjective well-being. Future research should include a wider range of variables with more diverse relationship dynamics to increase the generalizability of research

findings. In addition, using more sophisticated analysis techniques, such as Structural Equation Modeling (SEM), can provide a more accurate and comprehensive understanding of research results.

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