

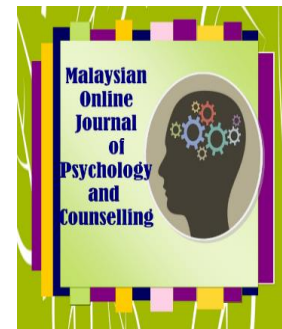
SELF-ESTEEM AS A MEDIATOR OF THE INFLUENCE OF SOCIAL SUPPORT ON ADOLESCENT LIFE SATISFACTION

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ABSTRACT

This study was performed to inspect the relationship between social support, self-esteem, and life satisfaction and to verify the function of self-esteem as a mediating variable. A number of 383 respondents participated in this study through cluster sampling. The data was collected employing a set of questionnaires with 98 Likert-scale items. Statistical Package for Social Science (SPSS) and Analysis of Moment Structures (AMOS) were applied to interpret the data. The Structural Equation Model (SEM) analysis shows no significant relationship between social support with self-esteem and social support with life satisfaction among adolescents. Furthermore, self-esteem is not a mediating variable between social support and life satisfaction among adolescents. This study's findings show no relationship between social support for self-esteem and life satisfaction. It is clearly proved that today's adolescents are no longer concerned with social support in determining life satisfaction.

Keywords: *Life Satisfaction, Self-Esteem, Social Support, Adolescents*



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INTRODUCTION

Life satisfaction represents a vital aspect of an individual. According to Ma & Huebner (2008) life satisfaction is an important aspect to form individuals who have the effort and strength to build a quality life. Life satisfaction greatly influences every individual regardless of children, adolescents, youth, adults, or the elderly. Just like other groups, adolescents also want to feel and enjoy satisfaction in life. Adolescent life satisfaction can be defined as one of the dynamic conditions in terms of physical, mental and social well-being that works positively throughout life (Diener, 2009). Levin, Dallago and Currie (2011) also defined adolescent life satisfaction as a cognitive assessment by adolescents while considering their overall life satisfaction. This is associated with certain aspects such as relationships with family and friends, personal establishment, health and well-being and relationships with the environment.

According to Ching (2010) adolescents are the future leaders of the country. Therefore, adolescents should go through a process of balanced self-development on psychological aspect so that they are able to have a life satisfaction and be future leaders. Adolescents who have a balanced self-development in term of physical, cognitive, emotional and social aspects reported to have high life satisfaction (Maddux, 2017). However, adolescent life, which is an evolution between childhood and adulthood, causes adolescents to evidence physical, emotional, spiritual, cognitive and social imbalances that ultimately lead to the occurrence of self-conflict (Smith, 2016; Chung, 2018).

A study by Pina-Watson, Das, Molleda and Camacho (2017) shows that self-conflict leads to decreased adolescent life satisfaction. Self-conflict also leads to uncertainty and ambiguity in self-esteem and prevents adolescents from knowing who they are and what they want in achieving life satisfaction (Sharafi, 2011). Furthermore, the decline in life satisfaction is seen significantly among adolescents who face self-conflict conditions called at-risk adolescents (Mohd Nazim, Md Sham & Hamjah, 2013). Interestingly, compared to early adolescents and late adolescents, middle adolescents experience self-conflict at their peak when they begin to ask for freedom of life and away from parental control (Keijsers & Poulin, 2013). According to Kapetanovic, Boele and Skoog (2019), adolescents have also begun to protest against the instructions of parents as well as often feel marginalized, not owned and loved when reprimanded and advised by family members.

Studies on social support among adolescents have been extensively studied according to various study contexts by previous researchers. In the 1970s, when discussing aspects of social support, researchers were more focused on emotional support issues (Cobb, 1976). Beginning in the 1980s, researchers began to expand the study of social support more broadly by focusing on the type or content of social support (Tardy, 1985). To date, studies on social support have been improved with a focus on cognitive support (Kelly, Duff, Kelly, Power, Brennan, Lawlor, & Loughrey, 2017). However, researchers rarely focus on resources of social support such as teachers, parents, classmates and close friends and relationship with self-esteem and life satisfaction among adolescents.

Past studies have also yielded that self-esteem has a crucial role as a mediator to life satisfaction and some other psychological aspects for example, the study of self-stigma and life satisfaction (Huang, Chen, Pakpour, & Lin, 2018); depression and life satisfaction (Cikrikci, Erzen, & Yeniceri, 2018); grit and satisfaction of life (Li, Fang, Wang, Sun, & Cheng, 2018), and concern and satisfaction of life (Zamir, 2012). However, there is very little research to see the extent of self-esteem as a mediator that connects social support and life satisfaction among adolescents. Thus, this research will fill the gap by investigating the relationship between social support and self-esteem that may affect

adolescent life satisfaction. It also focuses on self-esteem as a mediator between social support and adolescent life satisfaction. Here are the research questions for this study:

1. Does social support directly affect self-esteem?
2. Does social support directly affect life satisfaction?
3. Does self-esteem plays a part as a mediator between social support and life satisfaction?

LITERATURE REVIEW

Life Satisfaction

Life satisfaction is a form of the cognitive assessment process, where an individual measure his or her life quality based on unique criteria determined by oneself (Pavot & Diener, 2009). According to Friman, Westman and Olsson (2018), the aspects of family, friends, school, and neighborhood are important elements that support the formation of adolescents' life satisfaction.

Brueck, Mazza and Tousignant (2012) stated that family structure plays an important role and contributes to increased life satisfaction among adolescents. Adolescents who live with parents show high educational achievement, less involved in social problems and have a healthy lifestyle. In contrast, adolescents who come from broken families have a high tendency to show negative attitudes and behaviors and subsequently do not get satisfaction in life.

Furthermore, the school atmosphere is also one aspect that contributes to life satisfaction among adolescents. Past studies yield a relationship between school atmosphere and adolescent life satisfaction (Antaramian, 2017). A study performed by Yuen, Lee and Leung (2016) also indicates that the satisfaction obtained while in school is also a contributing factor to adolescent life satisfaction.

Besides, neighborhood is also considered important as one aspect that contributes to the satisfaction of adolescent life. A study by Chong and Hung (2017) also agreed that neighborhood aspects such as life experience with neighbors and involvement in community activities with the surrounding community are significant contributors to adolescents' increased life satisfaction. However, previous studies have found that the strongest contributor to life satisfaction among adolescents is direct involvement from parents and peers (Marion, Laursen, Zettergren, & Bergman, 2013).

Social Support

Social support is expressed as individuals' perception that they are cared for, respected and valued in social networks. At the same time, they can enhance personal function and cope with stress from adverse outcomes or effects (Malecki & Demaray, 2006). Social support may be obtained from various sources, for example, parents, school teachers, companions, classmates, and school staff. In addition, social support also consists of various types of support such as emotional, information, assessment and instrumental that can help improve the adaptation and success of adolescents in life.

Song, Bong, Lee and Kim (2015) classify parents as social agents at home because social relationships between parents and adolescents can significantly impact adolescent self-formation, especially in terms of personality and knowledge. Meanwhile, teachers and peers are social agents in schools that

provide social support and help adolescents cope with psychological stress, form self-concept, and improve academic performance.

However, Maiuolo, Deane and Ciarrochi (2019) stated that parents are the most important social support source compared to social support by teachers and peers. Furthermore, social support from parents to adolescents includes emotional, informational and instrumental support (Hombrados-Mendieta, Gomez-Jacinto, Dominguez-Fuentes, Garcia-Leiva, & Castro-Trave, 2012). Stronger social support from parents greatly influences positive behavior among adolescents.

A study by Talebi, Matheson and Anisman (2016) reported that adolescents who have a positive perception of social support networks in the family tend to have good coping strategies compared to adolescents who do not receive social support from families. A study by Lindsey, Joe and Nebbitt (2010) also showed a change in positive behavior among adolescents who have symptoms of depression when receiving social support from parents and family members. The social support gained greatly helps adolescents improve their mental health condition in facing life challenges.

Self-esteem

According to Rosenberg (1979), self-esteem is an individual's self-assessment, either positively or negatively. Individuals having high self-esteem tend to have more self-respect and consider themselves useful, while individuals with minimum self-esteem usually find themselves useless and in a state of deprivation. Zeng (2013) was of the view that self-esteem is a person's perception of oneself. This self-perception shows the self-confidence that an individual has that will play a role in determining success or failure in his life.

Self-esteem is a vital concept in the lives of adolescents. Adolescents' self-esteem can determine how they behave in the environment with the community. The role of self-esteem in determining this behavior may be seen through the process of thinking, emotions, values, ambitions, and direction to be achieved by adolescents. When adolescents have high self-esteem, the behavior shown is also good, whereas adolescents with low self-esteem will tend towards negative behavior (Descartes, Ramesar & Mills, 2018).

A study by Orth, Erol and Luciano (2018) stated that self-esteem tends to decline during adolescence. The transition between childhood and adulthood causes adolescents to experience self-conflict and think more of their ideal self-will. This condition causes them to feel dissatisfied and often compare themselves to something or someone they want to be, causing problems in adolescents. This also makes it difficult for adolescents to maintain positive self-esteem and continue to carry negative self-esteem throughout life. This situation will worsen if adolescents are not given guidance to change and form positive self-esteem.

This is different from the study by Savi Cakar and Karatas (2017), which details several factors that can increase adolescent self-esteem: setting goals, ready to take risks, being open, making wise decisions, good time management, and being thankful to God. By applying these factors in life, adolescents who have positive self-esteem can certainly plan the goals and objectives to be achieved and further increase life satisfaction.

Relationships Social Support, Self-Esteem and Life Satisfaction

Past studies have proven that several variables identified possesses a relationship with life satisfaction, namely, environmental variables. This includes culture and events, demographic variables, for instance, socioeconomic status and gender, intrapersonal variables like self-esteem and personality, and interpersonal variables like supporting social and relationship with parents. Among all these variables, intrapersonal and interpersonal are the two strongest predictor variables predicting life satisfaction (Kim & Bae, 2016; Nee, Yaacob, Baharudin, & Jo-Pei, 2016).

A study by Siddall, Huebner and Jiang (2013) and Pan, Zhang, Liu, Ran and Teng (2016) on the relationship between interpersonal variables and life satisfaction found that parents' social support has a significant relationship to adolescent life satisfaction. The higher social support level from parents indicates a higher life satisfaction level. Deng, Ma and Fang (2016) and Deng, Ma and Wu (2015) studied the relationship between intrapersonal variables and life satisfaction found that intrapersonal variables represented by self-esteem possess a substantial relationship with adolescent life satisfaction. Studies by Chui and Wong (2015) and Proctor, Linley, and Maltby (2017) also looked at the relationship between intrapersonal variables, for example, self-esteem, self-confidence and emotions. Here, life satisfaction also found a significant relationship between all these variables with satisfaction in adolescent life.

Moreover, Proctor (2014) and Shek and Li (2015) concluded that adolescents with greater life satisfaction report minimal social stress, have positive relationships with people around them and receive more social support from friends and family members. Past researches conducted clearly shows that both intrapersonal variables, namely self-esteem and interpersonal such as social support, possess a substantial relationship with life satisfaction.

Furthermore, studies have also proven that self-esteem is a mediator that connects social support with life satisfaction (Yarcheski, Mahon, & Yarcheski, 2001). Kong and You (2011) also revealed that self-esteem is a full mediator for the relationship between social support and life satisfaction. Self-esteem is a crucial mediator since it plays a part in determining adolescent life satisfaction. For example, adolescents with high social support often feel dissatisfied with themselves and cause high self-esteem to eventually increase life satisfaction.

METHODOLOGY

Research design

This study is a quantitative study employing survey methods. It is defined as collecting information from the sample through survey questions and answers obtained as a result of the survey (Check & Schutt, 2012). According to Singleton and Straits (2009), survey methods allow researchers to diversify ways to select samples, collect data and use several types of appropriate instruments in the study conducted. A priori model combining the relationship between social support, self-esteem, and life satisfaction is portrayed in Figure 1. Social support was used as an independent variable in this research, while self-esteem and life satisfaction were used as dependent variables. Self-esteem is also tested as a mediating variable (mediator) between social support and life satisfaction in this research. Self-esteem is assumed to be a mediator in the relationship between social support and life satisfaction in this research.

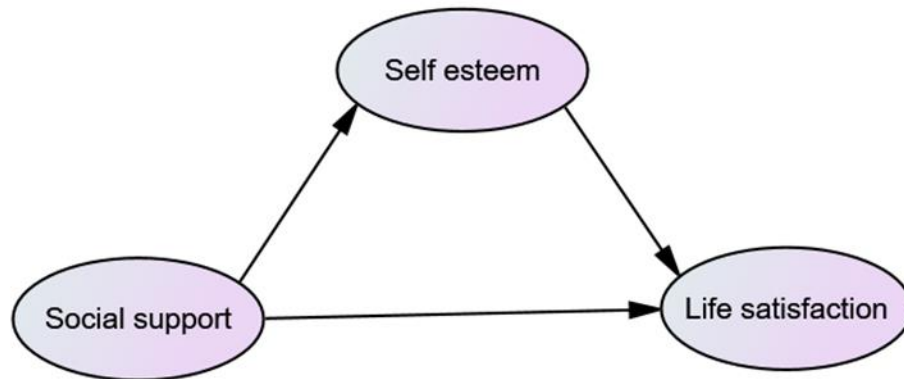


Figure 1. A Priori Model

Study Participants

In this study, the population consists of adolescents who are form four students in secondary schools in the state of Selangor. The number of students from secondary school in Selangor is 367,962, with the number of students in form four is 68,569 (Selangor State Education Department, 2019). The selection of Selangor state as the study's location is because the state of Selangor is the state with the highest number of secondary schools and the largest number of teenage students than other Malaysia states. In Selangor, there are 278 secondary schools administered by 10 District Education Offices (PPD). All samples of this study were selected from the PPD. According to Ponto (2015), to obtain accuracy in making conclusions about the population, the sample should be selected from individuals with similar characteristics. The researcher used the cluster sampling method. It was selected as the areas involved in this study were very large and involved a relatively large and scattered population and the required high cost. Thus, depending on the sample size determination table of Krejcie and Morgan (1970), the researcher selected 382 samples among form four secondary school students in Selangor. However, 383 adolescents joined this study. Female respondents were 202 (52.7%), while male respondents were 181 (47.3%). In short, more female adolescents were involved in this study than male adolescents.

INSTRUMENT

Life Satisfaction

Adolescent life satisfaction is examined employing the "Multidimensional Students' Life Satisfaction Scale" (MSLSS) version 40 items established by Huebner (2001). Respondents were informed to rate each item depending on a 6-point Likert scale, with response options in the range of "strongly disagree" (1) to "strongly agree" (6). Five sub-constructs measure the construct of life satisfaction, namely family, friends, school, neighborhood and self. A greater score indicates a raised level of life satisfaction, and a low score corresponds to a low life satisfaction level. The Cronbach's alpha (α) value for MSLSS was 0.75. A study by Mariani (2014) also reported the value of Cronbach's alpha (α), which ranged from 0.78 to 0.94. According to Pallant (2010), Cronbach's alpha (α) 's value exceeding 0.70 is good. This instrument has been used in over 300 researches, including research in Malaysia and has been translated into various languages.

Social support

Social support was examined using the 48-item Child and Adolescent Social Support Scale (CASSS) scale established by Malecki, Demaray and Elliot (2000). Through this instrument, respondents were informed to evaluate each item based on a 6-point Likert scale with response choices from "never" (1) to "always" (6). Four sub-constructs were used to measure social support constructs, namely parents, school teachers, classmates and companions. Each sub construct comprises 12 items, measuring four categories of social support described in Tardy's Model: emotions, information, evaluation, and instrumental. A greater score reflects a raised social support level, while a low score reflects a minimal social support level. A recent study by Affrunti, Suarez and Simpson (2018) showed a high-reliability value of this instrument with Cronbach's alpha (α) of 0.96. The study of Arnold, Lucier-Greer, Mancini, Ford and Wickrama (2016) also showed an acceptable Cronbach's alpha (α) of 0.73. Currently, this instrument has been translated into various languages, namely Mandarin, French, Japanese, Lithuanian, Spanish, Italian, Norwegian, Romanian and Turkish.

Self-esteem

The Rosenberg Self-Esteem Scale (1965) is a legitimate instrument for measuring self-esteem (Harris, Donnellan, & Trzesniewski, 2017). This instrument contains ten items that are categorized into two sub-constructs, namely positive and negative self-esteem. A 4-point Likert scale response was used, ranging from "strongly disagree" (1) to "strongly agree" (4). Among the item statements in this instrument are "I feel I do not have much to be proud of.", "I am positive about myself." and "I can do something as good as what others do". The Cronbach's alpha (α) of this instrument is 0.83. Ahmat, Muda and Neoh (2018) also reported the instrument's reliability with a Cronbach's alpha (α) of 0.71. Note that a Cronbach's alpha (α) exceeding 0.70 is a good value (Pallant, 2010).

DATA ANALYSIS

Some preliminary analysis referring to SEM assumptions was conducted before testing specific research questions. The SEM assumptions discussed in this study are sample size, missing data, normality, extreme data (outliers) and multicollinearity. Past researchers have discussed that data is normally distributed if skewness and kurtosis are less than ± 2 (Tabachnick & Fidell, 2013). Kline (2016) also claimed that skewness should be less than 3.0 and kurtosis should be less than 8.0 to prove normal data. Next, the SPSS program is used to determine extreme data (outliers) through box plots. Researchers also focus on the multicollinearity issue. It occurs when relationships between variables are very high (Kline, 2016). Kline (2016) stated that the multicollinearity problem occurs when the relationship between variables exceeds 0.90 ($r = 0.90$). In conclusion, no issue of multicollinearity was detected in this study.

The goodness-of-fit index used in this study is suggested by Kline (2016) and Zainudin (2012). This study reports the findings of the model fit by stating the value of Chi-square/df, CFI, TLI and RMSEA. The chi-square value is not significant if the model fits well. Significant Chi-square implies an unsatisfactory model match. Note that the model is refused if the Chi-square value is less than 0.05.

On the other hand, to accept the model, the CFI value must be equal to or greater than 0.90, signifying that the model may generate 90% covariation in the data. The TLI value must also be equal to or greater than 0.90. Next, it is well fitted if the RMSEA value is 0.08 or less. The RMSEA value that exceeds or equals 0.10 indicates a weak model match (Browne & Cudeck, 1992). Moreover, according

to Hair (2010) testing the mediating variable found in the study can be done using SEM analysis. This SEM application allows researchers to build, estimate and test models with complex variable relationships as well as test what effects occur on the variables found in a study.

FINDINGS

Preliminary Analysis

No missing value was found in this study for 383 respondents. Table 1 reveals the values of skewness, kurtosis, mean, standard deviation and correlation matrix for all variables in this study.

Table 1
Skewness Values, Kurtosis, Mean, Standard Deviation and Correlation Matrix

Variables	Life Satisfaction	Social Support	Self-esteem
Life Satisfaction	1	.194**	.207**
Social Support		1	.124*
Self-esteem			1
Skewness	-0.815	-1.223	-0.503
Kurtosis	2.277	1.670	-0.211
Mean	4.21	4.98	2.76
Standard deviation	0.52	0.97	0.70

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1 reveals the findings from the preliminary analysis for life satisfaction, social support and self-esteem. The skewness value for life satisfaction was -0.815, while the kurtosis value was 2.277. The skewness value for social support was -1.223, while the kurtosis value was 1.670. The skewness value for self-esteem was -0.503, while the kurtosis value was -0.211. Since the data showed both skewness and kurtosis values below the acceptable range, the opinions of Tabachnick and Fidell (2013) and Kline (2016) are fulfilled. The data are normally distributed in this study. In the context of multicollinearity, there exists a statistically significant correlation between life satisfaction with social support ($r = 0.194$), life satisfaction with self-esteem ($r = 0.207$) and social support with self-esteem ($r = 0.124$). Relationships from life satisfaction, social support and self-esteem were substantial but did not exceed 0.90. Therefore, discriminatory validity was met in this study.

Measurement Model

The finding of the measurement model analysis for life satisfaction initially is not relevant for this study sample, which refers to $\chi^2 = 3659.553$, $\chi^2 / df = 5.013$, $p = 0.000$, CFI = 0.573, TLI = 0.543, and RMSEA = 0.102. The second-order measurement model analysis for life satisfaction is suitable for adolescents in the state of Selangor in this study, $\chi^2 = 553.365$, $\chi^2 / df = 4.257$, $p = 0.000$, CFI = 0.900, TLI = 0.900, and RMSEA = 0.092. Furthermore, the analysis of the measurement model for social support is not suitable for this study sample, which refers to $\chi^2 = 10323.199$, $\chi^2 / df = 9.576$, $p = 0.000$, CFI = 0.434, TLI = 0.470, and RMSEA = 0.150. Moreover, the second-order measurement model analysis for social support shows the fit model, which is $\chi^2 = 1150.068$, $\chi^2 / df = 4.600$, $p = 0.000$, CFI = 0.900, TLI = 0.900, and RMSEA = 0.097. Then, the analysis of the measurement model for self-

esteem is not suitable for this study sample, which refers to $\chi^2 = 224.129$, $\chi^2 / df = 6.592$, $p = 0.000$, CFI = 0.814, TLI = 0.754 and RMSEA = 0.121. The second-order measurement model analysis for self-esteem is suitable for adolescents in the state of Selangor in this study, which refers to $\chi^2 = 61.749$, $\chi^2 / df = 4.750$, $p = 0.000$, CFI = 0.971, TLI = 0.952, and RMSEA = 0.099.

Structural Model

The findings of SEM analysis showed that the structural model for this study is not suitable for adolescents in the state of Selangor, namely $\chi^2 = 4088.814$, $\chi^2 / df = 2.327$, $p = 0.000$, RMSEA = 0.059, TLI = 0.863, and CFI = 0.868. Nonetheless, the compatibility of structural model indices can be further enhanced by checking the findings of modification indices (MI). Thus, the researcher reviewed and re-analyzed the structural model in this study to improve the model fit index. Therefore, the second model was tested by involving covariance errors between items C26 and C27; C28 and C30; and C10 and C12 having MI more than 15.00 (Zainudin, 2012). By connecting e112 and e111; e109 and e110; and e1 and e3 can improve the index of the structural model of this study $\chi^2 = 2705.882$, $\chi^2 / df = 2.429$, $p = 0.000$, RMSEA = 0.061, TLI = 0.900, and CFI = 0.900. The model fit index of this model meets the goodness-of-fit index as suggested by previous researchers $\chi^2 / df < 5.0$, $p > 0.05$, RMSEA < 0.08 , CFI > 0.90 , and TLI > 0.90 (Kline, 2016; Zainudin 2012). The loading factor and regression coefficient of the structural model after MI are stated in Figure 2.

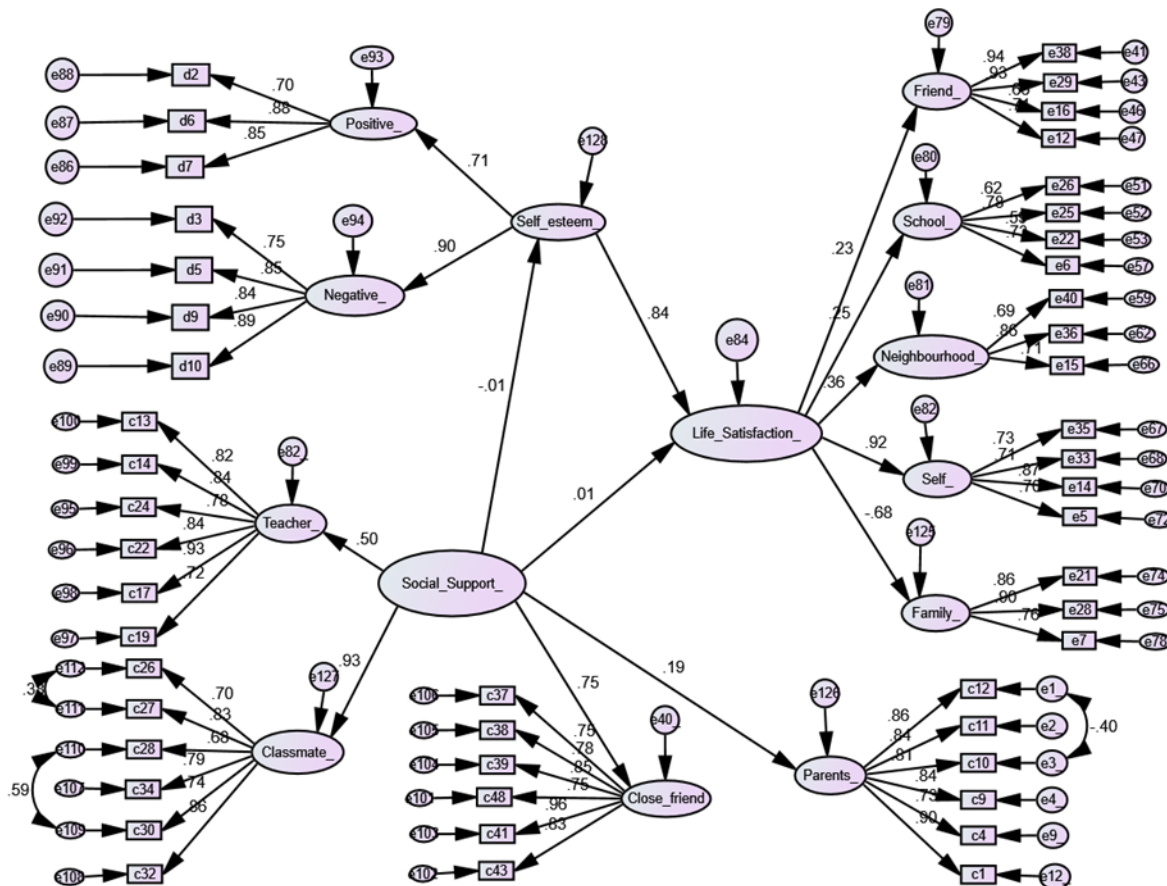


Figure 2. Structural Model After Modification

The relationship between social support and life satisfaction among adolescents.

In this research, the first hypothesis (H01) states that there does not exist a substantial connection between social support and life satisfaction among adolescents. H01 was fully confirmed because this study found no significant relationship between social support and life satisfaction among adolescents ($\beta = 0.016$, $t = 0.226$, $p > 0.05$). This finding implies that social support does not affect life satisfaction among adolescents.

The relationship between social support and self-esteem among adolescents.

The study's second hypothesis (H02) states that no substantial connection occurs between adolescents' social support and self-esteem. H02 was fully confirmed because this study found no significant relationship between social support and self-esteem ($\beta = .00021$, $t = .0105$, $p > 0.05$). This finding implies that social support does not affect self-esteem among adolescents.

The effect of self-esteem mediation between social support and life satisfaction among adolescents.

In this study, the third hypothesis (H03) is that self-esteem is not a mediator between social support and life satisfaction among adolescents. Self-esteem mediation is expected to influence the relationship between adolescents' social support and life satisfaction. Table 2 lists the results of the mediation effect analysis using a bootstrapping procedure.

Table 2
Mediation Paths by AMOS

Path	Direct effect		Indirect effect		Result
	β	P-Value	β	P-Value	
SS→SE→LS	0.006	0.915	-0.008	0.844	No mediation

Note: SS: social support; SE: self-esteem; LS: life satisfaction

Table 2 reveals the results of the mediator effects between social support and life satisfaction. The study's result signified that no mediation effect of self-esteem ($\beta = 0.006$, $p > 0.05$) between social support and life satisfaction ($\beta = .000008$, $p > 0.05$) was found in this study. Furthermore, there was no direct effect of social support on life satisfaction ($\beta = .000008$, $p > 0.05$). This implies that self-esteem is not a crucial component in the relationship between social support and life satisfaction among adolescents.

DISCUSSION

There was no substantial relationship between social support and life satisfaction among adolescents, according to this study. The findings differed from most previous studies, which found a substantial relationship between social support and adolescent life satisfaction (Guo, 2018; Matlala, 2018; Yang, Xia, Han and Liang, 2018). Therefore, this study's findings have added value to the field of research in explaining the true picture of adolescents' life satisfaction today. The findings obtained in this study do not support previous studies due to the process of globalization that is taking place in the world today. The ongoing process of globalization has changed adolescents' life patterns from relying entirely on social support to no longer rely on social support to determine their life satisfaction. Most adolescents now seem to no longer care about the surrounding community's issues

and choose to live life alone according to their own determined lifestyle without being influenced by teachers, parents, classmates, and close friends. This difference in situation is a transition in today's society, showing that adolescent life satisfaction is no longer influenced by social support. It is different from the life of adolescents in the past.

SEM analysis also showed no substantial relationship between social support and self-esteem. In contrast to this research's findings, most of the previous studies' findings indicated a substantial relationship between social support and self-esteem (Li, Han, Wang, Sun & Cheng, 2018; Warda, Attya & Tahira, 2015). According to previous studies, individuals' role in providing social support to adolescents helps increase self-esteem. The existence of social support is also a signal to adolescents that they are supported, valued, loved and given attention by the surrounding community. Adolescents who fail to gain social support cause the emergence of feelings of inferiority and feeling unappreciated, leading to decreased self-esteem (Md Nawi, Ahmat, Sied Isahak, Awang Hamat, & Iesnordin, 2017).

Meanwhile, Chen and Sultan (2013) found that high school adolescents obtained mixed findings when a significant relationship occurred between social support and self-esteem through parents' sub-construct. Still, there was no substantial relationship between social support with self-esteem when measured from the sub-constructs of teachers, classmates and close friends. In summary, this study's findings clearly showed that the formation of adolescent self-esteem is not solely based on aspects of social support only but may involve several other components that influence adolescent self-esteem formation. Several previous studies have also supported this in discussing aspects of social support that are no longer an important factor in influencing today's adolescents' self-esteem. In fact, adolescents' self-esteem may be mold by various other aspects that may change over time. Adolescent self-esteem today is more subjective and is the choice of adolescents to shape their self-esteem either in the positive direction that leads to a rise in self-esteem or negative, leading to a drop in self-esteem.

Furthermore, SEM analysis also showed that self-esteem does not affect a mediating variable on the relationship between social support and life satisfaction among adolescents. This finding differs from previous studies' findings, which showed that self-esteem played as mediating variable when life satisfaction is a dependent variable (Chen, Zhang, Pan, Hu, Liu, & Luo, 2017; Li, Fang, Wang, Sun & Cheng, 2018). Through this study, social support cannot influence self-esteem, which ultimately does not contribute to increased life satisfaction among adolescents. However, each construct involved in this study has a role in adolescent life.

IMPLICATION OF THE STUDY

The resources of social support in this study do not provide an influence on the life satisfaction of middle adolescents in Selangor. This means that today's adolescents no longer need the direct attention of parents, teachers, classmates and close friends in gaining life satisfaction. Therefore, teachers and school counsellors must take a serious attention on social support aspect that are seen as something that is no longer important in the life satisfaction of today's adolescents. School counsellors must play a role in re-enhancing the relationship between social support and adolescent life satisfaction because a gap in this relationship will result in adolescents who no longer value communication, friendly relationships, tolerance and a cooperative attitude as a collective society.

CONCLUSION AND SUGGESTION

This study's findings confirm that social support has no significant relationship with adolescents' self-esteem and life satisfaction. In addition, self-esteem is not a mediating variable between social support and life satisfaction among adolescents. This research provides new input that social support is no longer a vital factor in influencing the self-esteem and life satisfaction of today's adolescents. Therefore, this study suggests that the research methodology uses a qualitative design involving observation and interview methods used in future studies. Findings from the aspects of social support, self-esteem and life satisfaction among adolescents can contribute to other new findings. The study also proposes to include the socioeconomic, gender and school type components as moderators. Future studies may provide more interesting findings by involving these moderators to focus on specific target groups.

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