Jurnal Psikologi Islam
Al-Qalb
Jilid 17, Nomor 2, September 2026
ISSN : 2085-8647
https://ejournal.uinib.ac.id/jurnal/index.php/alqalb/index

Social Support and School Well-Being among Santri in Islamic Boarding Schools in South Sulawesi, Indonesia

Received: 04th September 2026; Revised: 28th September 2026; Accepted: 30th September 2026
Permalink/DOI: http://dx.doi.org/10.15548/ alqalb.v17i2.14963

Indra Wijaya *)
Universitas Indonesia Timur, Makassar, Indonesia
E-mail: psy.wijaya@gmail.com

Ulfiani Rahman
Universitas Islam Negeri Alauddin, Makassar, Indonesia

Ahmad Afif
Universitas Islam Negeri Alauddin, Makassar, Indonesia

*) Corresponding Author

Abstract: This study examined the relationship between perceived social support and school well-being among santri in Islamic boarding schools (pesantren) in South Sulawesi, Indonesia. A quantitative correlational design was employed involving 416 senior-high-school students from 12 pesantren-affiliated schools. Participants were selected through random sampling procedures at the classroom and student levels within the participating schools. Social support was measured using a 23-item scale based on the Social Provisions Scale, while school well-being was assessed using a 41-item scale based on Konu and Rimpelä's four-dimensional model. The instruments demonstrated adequate internal consistency, with Cronbach's alpha coefficients of 0.832 and 0.863, respectively. Structural equation modeling using Mplus revealed a positive and statistically significant association between social support and school well-being ($\beta = 0.298$; $p < 0.001$). These findings indicate that santri reporting higher perceived social support also tend to experience greater school well-being. However, the cross-sectional design does not establish causality, and limitations in the measurement model of school well-being warrant cautious interpretation. The findings highlight the importance of supportive social relationships within pesantren and suggest that strengthening social support may be a relevant consideration in future school well-being initiatives.

Keywords: *social support; school well-being; santri; pesantren; SEM*

How to Cite: Wijaya, I, Rahman, U, & Afif, A. (2026). Social Support and School Well-Being among Santri in Islamic Boarding Schools in South Sulawesi, Indonesia. *Al-Qalb: Jurnal Psikologi Islam, 17(2)*. 67-76. doi: http://dx.doi.org/10.15548/alqalb.v17i2.14963

INTRODUCTION

In various studies on student well-being, many factors are considered to affect their social and psychological well-being, one of which is social support. (Ruihua et al., 2025) in a systematic review that included 51 empirical studies confirmed that social support is a major protective factor that can mitigate academic and psychological stress on learners. Social support is often seen as an important factor that can improve individual well-being, including in the context of education (Huang & Zhang, 2022; Valcke et al., 2022). Among students who study at Islamic boarding schools, who have a distinctive social, cultural, and spiritual background, the theory of social support as a predictor of school welfare has strong relevance.

Pesantren as the largest Islamic educational institution in Indonesia does not only function as a place of religious learning, but also as a social environment full of interactions, norms, and communal identities (Bukhori Muslim et al., 2024; Hasan, 2025). In daily life, students engage in intensive social interaction with peers, caregivers, and kyai. These relationships have great potential to influence their social well-being, especially in the management of stress and life challenges. Nawas et al., (2024) in a study on Islamic-based boarding schools found that the quality of social interaction between students significantly affects their well-being and learning outcomes, with a significant difference between male and female students.

More and more students are facing the emotional and psychological challenges that come with their roles as students, individuals with religious lives, and members of the social community. Therefore, it is very important to dig deeper into how social support in Islamic boarding schools can help improve their well-being in the school environment. Hoferichter et al., (2021) showed that support from parents, peers, and teachers correlated differently with different dimensions of student well-being, with peer support making the strongest contribution to self-esteem, while teacher support was more influential on overall psychological well-being.

Previous research has shown that social support has a significant relationship with the psychological and physical well-being of individuals, including among learners. Martinot et al., (2022) in a study of high school students found that peers and teachers were the strongest sources of support for school involvement, with direct and indirect effects through a sense of belonging (school belonging). Meanwhile, Valcke et al., (2022) in a large-scale study involving 12,215 students from majority and ethnic minority groups found that teacher support had the strongest association with school well-being, although peer support was also an important determinant. The majority of the research was conducted outside the context of the pesantren and did not fully cover the typical social dynamics in the pesantren environment.

Although previous studies have shown a positive link between social support and learner well-being, most of the available empirical evidence is obtained from studies in public school settings (Hoferichter et al., 2021; Martinot et al., 2022; Valcke et al., 2022). Research on pesantren-based educational institutions has also revealed the importance of peer relationships to the welfare and learning outcomes of students (Nawas et al., 2024). However, further empirical evidence is still needed to explain the relationship between the perception of social support and school well-being in the social environment of pesantren in Indonesia. In contrast to public schools that do not implement a boarding system, pesantren integrate academic activities, religious practices, and communal life in one educational environment. These conditions create interpersonal interactions that take place intensively and continuously between students, teachers, and caregivers. This characteristic makes pesantren a relevant context to examine the relationship between social support and the experience of student welfare in the educational environment.

The novelty of this research lies in the empirical and contextual contribution in explaining the relationship between the perception of social support and school welfare in high school students in 12 pesantren based schools in South Sulawesi, Indonesia. Using the Social Provisions Scale and the conceptual framework of school welfare developed by Konu and Rimpelä, which includes four dimensions, namely having (school environment conditions), loving (social relationships), being (self-actualization), and health (health), this study examines the overall relationship between the two constructs

through Structural Equation Modeling (SEM) analysis. This study does not specifically examine the influence of each source of social support nor the relationship of each dimension of school welfare separately, but focuses on the relationship between the two constructs as a whole in the context of pesantren education.

LITERATURE REVIEW

Social Support

Social support is a multidimensional construct that includes the emotional, informational, and instrumental help that individuals receive from their social environment. Cutrona and Russell developed the Social Provision Scale (SPS) to measure six components of social support: attachment, social integration, reassurance of worth, guidance, reliable alliance, and opportunity for nurturance. This instrument has been widely used in cross-cultural research, including in Indonesia.

The emotional, informational, and instrumental forms of social support represent broad categories of assistance, whereas the six components of the Social Provisions Scale describe more specific relational provisions. Emotional support is conceptually related to attachment, social integration, and reassurance of worth; informational support is primarily reflected in guidance; and instrumental support is closely associated with reliable alliance. Meanwhile, opportunity for nurturance represents the individual's perceived opportunity to provide care and support to others. These conceptual relationships do not imply that the six components constitute three empirically established factors. In the present study, social support is conceptualized based on the six provisions proposed by Cutrona and Russell and is analyzed as an overall construct in relation to school well-being.

Ruihua et al., (2025) in a comprehensive systematic review noted that the effects of social support include direct dimensions such as improved emotional well-being and stress reduction as well as indirect dimensions through strengthening resilience, self-esteem, and life satisfaction. Huang & Zhang, (2022) also prove that high perceptions of social support contribute significantly to students' subjective well-being, especially in the context of stressful learning.

School Well-Being

The school well-being model developed by Konu & Rimpela (2002) divides school well-being into four main dimensions: (1) having, which includes the physical and material conditions of the school; (2) loving, which refers to the quality of social relationships; (3) being, which is related to the opportunity for self-actualization; and (4) health, which includes the physical and psychological health conditions of students. This model is recognized as the most comprehensive theoretical framework and is widely used in school well-being research in Indonesia.

Martinot et al., (2022) emphasized that school well-being is not only influenced by academic factors, but is substantially shaped by the quality of social relationships and interpersonal support in the school environment. A sense of school belonging has proven to be an important mediator between social support and student involvement, with a variance contribution of up to 42.7%.

Social Support and School Well-Being

The relationship between social support and school well-being can be explained through a number of theoretical frameworks. First, Self-Determination Theory by Deci and Ryan states that the psychological well-being of individuals is highly dependent on the fulfillment of three basic needs: relatability, competence, and autonomy. Pedditzi & Scalas (2024) applied the SDT framework in the school context and found that these three basic needs serve as strong predictors of

adolescent psychological well-being. The social support that students receive at Islamic boarding schools helps to meet the needs of emotional and social attachment, which ultimately improves their school well-being.

Second, Bronfenbrenner's approach to social ecology emphasizes that schools are one of the most influential microsystems in the development of individuals. El Zaatari & Maalouf (2022) applied Bronfenbrenner's Bio-ecological Systems Theory to explain the development of school belonging, and found that proximal interactions between students, teachers, and families in school microsystems are the main predictors of a sense of security and connection in schools. In the context of pesantren, social support from peers, ustadz/ustadzah, and pesantren caregivers is an important part of the interaction that shapes students' perception of their welfare.

Third, the buffering hypothesis by Cohen and Wills explains that social support functions as a buffer against the negative impact of stressors. Zhou & Xie (2025) confirmed this hypothesis in a mixed-methods study in Chinese college students, finding that the perception of strong social support correlates with higher social engagement and better psychological well-being. In the context of pesantren, this buffering function becomes very relevant considering the academic and spiritual pressures faced by students.

Overall, the theoretical perspective provides a complementary explanation of the relationship between social support and school well-being in the pesantren environment. Bronfenbrenner's ecological system theory is used as the main framework by placing pesantren as a microsystem where students interact continuously with peers, teachers, and caregivers. In this social environment, Self-Determination Theory explains how supportive relationships can support the fulfillment of three basic psychological needs, namely relatability, competence, and autonomy. The process is conceptually related to the four dimensions of school well-being proposed by Konu and Rimpelä. Social support is most directly related to the loving dimension through positive interpersonal relationships, and potentially related to the being dimension through opportunities to participate and develop themselves, the having dimension through perception of a supportive educational environment, and the health dimension through emotional security and stress experiences. Furthermore, the buffering hypothesis explains that perceptions of social support can play a protective role in coping with stressful experiences, especially related to the health dimension. The relationship between these concepts is a theoretically possible explanation, not a mechanism that was directly tested in this study, as the research analysis focuses on the overall relationship between social support and school well-being.

METHOD

The target population comprised 2,598 male and female santri enrolled at the senior-high-school level in 12 pesantren-affiliated private schools across Makassar, Gowa, Maros, Pangkep, Enrekang, and Palopo, South Sulawesi, Indonesia. These 12 schools constituted the entire school-level sampling frame defined for this study; the schools themselves were therefore not randomly selected. The sampling process involved allocation of participant targets by school, followed by random selection of classes and random selection of students within those classes by lottery. The final sample consisted of 416 santri.

Using Slovin’s formula with N = 2,598 and a 5% margin of error, the calculated minimum sample was 346.63, rounded up to 347. The preliminary school-level allocation totaled 349 students, slightly above this minimum. The sample target was subsequently expanded to 416 students, an increase of 67 (approximately 19.2%) relative to the preliminary allocation, to

provide an allowance for potential nonresponse or unusable questionnaires. The final allocations across the 12 schools totaled 416.

Eligibility criteria included current enrollment at the senior-high-school level in one of the participating pesantren-affiliated schools, willingness to participate through informed consent, and ability to understand the questionnaire. Students who declined participation, had joined the pesantren less than one semester earlier, were absent because of prolonged illness or academic leave, or submitted incomplete or invalid questionnaires were specified as ineligible or excludable.

Research Ethics

The study received approval from an ethics committee and permission from the participating schools or pesantren. Informed consent was obtained from participating santri, and parental or guardian consent was obtained for participants who were minors. Respondents' identities and research information were handled confidentially.

RESULT AND DISCUSSION

Descriptive Statistics

Table 1 presents descriptive statistics for the scale of social support and school welfare, namely averages, standard deviations, observed score ranges, and theoretical score ranges..

Table 1. Descriptive statistics of research variables (N = 416)

Variabel	M	SD	Observed range	Theoretical range
Social support	69,00	8,20	32–88	23–92
School well-being	113,02	13,47	62–146	41–164

Note. M = average; SD = standard deviation.

The average social support score was 69.00 (SD = 8.20; observed range 32–88) and the average school welfare score was 113.02 (SD = 13.47; observed range 62–146). All scores were within the theoretical range of each scale. These scores illustrate the distribution of the sample. Since there is no cut-off point or normative value set, the score is not used to categorize the level of social support or school welfare of students.

Construct Validity and Reliability Test

Table 2 presents the CFA fit index for the initial model and the model after modification, as well as the reliability coefficient for the final scale.

Table 2. CFA fit index before and after model modification and reliability

Table of Contents	Social support (initial)	Social support (modification)	School well-being (early)	School welfare (modification)
x^2	1087,734	379,291	2506,165	1480,867
df	230	190	779	748
p	< 0.001	< 0.001	< 0.001	< 0.001
RMSEA	0,095	0,049	0,073	0,049
RMSEA 90% CI	0,089–0,100	0,042–0,056	0,070–0,076	0,045–0,052
CFI	0,625	0,917	0,517	0,795
TLI	0,587	0,890	0,492	0,775
SRMR	0,090	0,062	0,082	0,067
α Cronbach	–	0,832	–	0,863
ω McDonald	–	0,790	–	0,774

Note. Modifications are made by freeing up the residual covariance between items. The reliability coefficient is calculated for the final scale.

On the social support scale, model modifications improved the RMSEA from 0.095 to 0.049, the CFI from 0.625 to 0.917, the TLI from 0.587 to 0.890, and the SRMR from 0.090 to 0.062. After the modifications, the RMSEA, CFI, and SRMR were within the acceptable range, while the TLI was still slightly below 0.90. On the school welfare scale, the RMSEA improved from 0.073 to 0.049 and the SRMR from 0.082 to 0.067, but the CFI (0.795) and TLI (0.775) remained low. Thus, the fit of the school welfare scale model was only partially met, and these results were not enough to conclude a good global fit or definitive unidimensionality.

The Cronbach alpha and McDonald omega coefficients were 0.832 and 0.790 for the social support scale, and 0.863 and 0.774 for the school welfare scale, respectively. These values indicate adequate internal consistency. On the school welfare scale, omega is lower than alpha, so reliability is read alongside the fit index and loading factor. Reliability describes internal consistency and does not by itself prove the validity of the construct.

Path Analysis

Table 3. Results of path analysis

Jalur	B	SE	z	p	β (STDYX)
Social support → School well-being	0,346	0,054	6,452	< 0.001	0,298

Note. B = non-standardized coefficient; SE and z apply to B. β (STDYX) = full standardized coefficient (SE = 0.047; z = 6.351).

Based on Table 3, the results of the path analysis show that social support has a positive and significant effect on school well-being. This is shown by the value of the non-standardized path coefficient (B) of 0.346 with a standard error (SE) of 0.054, a z value of 6.452, and the significance level of $p < 0.001$. These results show that the higher the social support that students receive, the higher their level of welfare in the school environment.

The value of the standardized coefficient ($\beta = 0.298$) showed that the increase in social support by one standard deviation was related to the increase in school well-being by 0.298 standard deviation. This positive relationship indicates that social support has a meaningful contribution to the well-being of students at school. This support can come from teachers, peers, family, and other social environments that help students feel accepted, appreciated, and supported in undergoing educational activities.

In the context of Islamic boarding schools, these findings show that the perception of social support has a meaningful relationship with the experience of school well-being in students. The standardized coefficient ($\beta = 0.298$) shows that every difference of one standard deviation in the perception of social support is related to a difference of about 0.30 standard deviation in school welfare. This relationship is relevant because students spend most of their daily lives in the same educational and residential environment, so interpersonal relationships are closely related to academic activities, religious practices, and communal interactions. However, the coefficient shows a statistical relationship, not evidence that an increase in social support will directly result in an increase in school welfare.

The results showed that social support had a positive and significant effect on school well-being of students ($\beta = 0.298$; $p < 0.001$).. These findings are in line with research showing that the support of teachers, parents, and peers is related to psychological well-being, self-esteem, and belonging to the school (Adinata et al., 2025; Hoferichter et al., 2021; Zhang & Wang, 2024). Teacher and peer support can also increase student engagement through strengthening school belonging (Martinot et al., 2022; Valcke et al., 2022; Vargas-Madriz & Konishi, 2021). The stronger the social support that students receive from family, teachers, and peers, the higher the school well-being of students.

The findings of this study are in line with previous research that emphasized the importance of supportive interpersonal relationships in students' educational experiences. Hoferichter et al., (2021) shows that the support of parents, peers, and teachers has a different relationship with the well-being of students, whereas Martinot et al., (2022) emphasizing the role of peers and teachers in student engagement in school. Similarly, Valcke et al., (2022) Identify the importance of social support for the welfare of students, both in the school environment and in general.

Although the study supports the importance of interpersonal relationships, the results also show that social support relationships can vary based on the source of support and the welfare aspect studied. In contrast to studies that distinguish between different sources of social support, this study examines the perception of social support as an overall construct. Therefore, the findings of this study show a relationship at the construct level, but it has not been able to determine the source of support that has the strongest relationship with the well-being of the school in students.

In the context of Islamic boarding schools, social support has a more complex dimension because students live, learn, and interact in one community. Attachment to peers has been proven to affect the well-being and learning outcomes of students, while support from kyai, ustadz/ustadzah, family, and friends helps to form happiness and a sense of security while living in pesantren (Khusumadewi et al., 2024; Nawas et al., 2024). These findings support Bronfenbrenner's ecological theory that student well-being is shaped by interactions in nearby microsystems, especially relationships with friends, caregivers, teachers, family, and the educational community (El Zaatari & Maalouf, 2022; Poole, 2025).

This study examines social support as an overall construct and does not analyze the contribution of each source of support separately. Therefore, the roles of peers, kyai, ustadz/ustadzah, caregivers, and families discussed earlier need to be understood as contextual and theoretical explanations supported by previous research, not as separate empirical findings from this study. The positive relationship found through structural models ($\beta = 0.298$; $p < 0.001$) illustrates the relationship between the perception of overall social support and school well-being. Further research is needed to test whether various sources of social support have different relationships with each dimension of school welfare in students.

The Positive School Climate Framework is also relevant in explaining these findings, as the warmth of social relationships, interpersonal connectedness, and active participation in the pesantren community contribute to the formation of school well-being students. Research shows that a positive school climate, characterized by a supportive relationship between teachers and peers, improves psychological well-being, school belonging, and student adjustment (Allen et al., 2023; Hoferichter et al., 2021; Martinot et al., 2022).

From the perspective of Self-Determination Theory, social support in pesantren can improve school well-being through meeting the needs for attachment, competence, and autonomy. Attachment is fulfilled through relationships with fellow students and caregivers, competence is strengthened through guidance and feedback from ustadz, while autonomy is supported through opportunities to participate and take a role in pesantren activities. The fulfillment of these three needs is related to more autonomous motivation, learning engagement, and higher psychological well-being, so that it has the potential to increase school well-being of students (Guay, 2022; Pedditzi & Scalas, 2024).

Previous research has shown that social support can relate to learners' well-being through processes related to stress, resilience, and life satisfaction (Kalaitzaki et al., 2021;Yıldırım & Green, 2024). However, these potential mechanisms were not directly tested in this study. Therefore, the research findings need to be interpreted as evidence of an overall positive relationship between perceptions of social support and school well-being, not as evidence of direct or indirect influence through specific psychological mechanisms

This study provides empirical evidence that strengthening the social support ecosystem in Islamic boarding schools both from the dimensions of peers, caregivers, and kyai is an effective strategy to improve school well-being of students. These findings can be a basis for pesantren managers and policy makers in designing psychological support programs that are more contextual and based on the needs of students.

CONCLUSION AND RECOMMENDATION

This study found a positive and statistically significant association between perceived social support and school well-being among santri in Islamic boarding

schools in South Sulawesi, Indonesia ($\beta = 0.298$; $p < 0.001$). The findings indicate that santri who perceive greater social support tend to report higher levels of school well-being. This result is consistent with theoretical perspectives emphasizing the importance of supportive interpersonal relationships in educational environments.

The findings suggest that pesantren administrators may consider strengthening supportive relationships among students, teachers, and caregivers through structured peer-support activities and inclusive school practices. However, the cross-sectional research design does not allow causal conclusions, and the measurement model of school well-being showed limitations in global model fit. Future studies should employ longitudinal or intervention-based designs, examine different sources of social support, and investigate potential mediating mechanisms such as resilience, emotional regulation, and spirituality. The proposed program is a practical recommendation, not an intervention that has been proven effective. Further research is needed to test its effectiveness in improving school welfare in students.

REFERENCES

Adinata, R. S., Srisayekti, W., & Jatnika, R. (2025). The role of perceived teacher, peer, and parental support in school belonging among vocational high school students. *International Journal of Adolescence and Youth*, *30*(1), 2526459. https://doi.org/10.1080/02673843.2025.2526459

Allen, K.-A., Gallo Cordoba, B., Ryan, T., Arslan, G., Slaten, C. D., Ferguson, J. K., Bozoglan, B., Abdollahi, A., & Vella-Brodrick, D. (2023). Examining predictors of school belonging using a socio-ecological perspective. *Journal of Child and Family Studies*, *32*(9), 2804–2819. https://doi.org/10.1007/s10826-022-02305-1

Bukhori Muslim, A., Arroisi, J., Jan, J. M., & Ramazani, R. (2024). Indonesian pesantren - affiliated higher education: universal Islamic values to develop locally engaged but globally oriented multilingual graduates. *Research in Post-Compulsory Education*, *29*(1), 138–157. https://doi.org/10.1080/13596748.2023.2285633

El Zaatari, W., & Maalouf, I. (2022). How the Bronfenbrenner bio-ecological system theory explains the development of students' sense of belonging to school? *Sage Open*, *12*(4), 21582440221134090.

Guay, F. (2022). Applying Self-Determination Theory to Education: Regulations Types, Psychological Needs, and Autonomy Supporting Behaviors. *Canadian Journal of School Psychology*, *37*(1), 75–92. https://doi.org/10.1177/08295735211055355

Hasan, M. F. (2025). Educational authority and regulatory legitimacy: comparing normative systems in pesantren and public schools in Indonesia. *Legal Pluralism and Critical Social Analysis*, *57*(2–3), 182–206. https://doi.org/10.1080/27706869.2025.2556586

Hoferichter, F., Kulakow, S., & Hufenbach, M. C. (2021). Support From Parents, Peers, and Teachers Is Differently Associated With Middle School Students' Well-Being. *Frontiers in Psychology*, *12*, 758226. https://doi.org/10.3389/fpsyg.2021.758226

Huang, L., & Zhang, T. (2022). Perceived Social Support, Psychological Capital, and

Subjective Well-Being among College Students in the Context of Online Learning during the COVID-19 Pandemic. *The Asia-Pacific Education Researcher*, *31*(5), 563–574. https://doi.org/10.1007/s40299-021-00608-3

Kalaitzaki, A., Tsouvelas, G., & Koukouli, S. (2021). Social capital, social support and perceived stress in college students: The role of resilience and life satisfaction. *Stress and Health*, *37*(3), 454–465. https://doi.org/10.1002/smi.3008

Khusumadewi, A., Naqiyah, N., Setiawati, D., Pramesti, M., Ariyanti, V., & Dewanti, S. R. (2024). Value-Based Peer Helpers in Indonesia's Islamic Boarding Schools: Addressing Student Needs. *KONSELOR*, *13*(2), 121–132.

Konu, A., & Rimpelä, M. (2002). Well-being in schools: A conceptual model. *Health Promotion International*, *17*(1), 79–87. https://doi.org/10.1093/heapro/17.1.79

Martinot, D., Sicard, A., Gul, B., Yakimova, S., Taillandier-Schmitt, A., & Maintenant, C. (2022). Peers and teachers as the best source of social support for school engagement for both advantaged and priority education area students. *Frontiers in Psychology*, *13*, 958286. https://doi.org/10.3389/fpsyg.2022.958286

Nawas, A., Darmawan, I. G. N., & Maadad, N. (2024). Single-sex "Pesantren" schools: Unravelling girls' and boys' peer connections and their impacts on wellbeing and learning outcomes. *International Journal of Educational Research*, *125*, 102339. https://doi.org/10.1016/j.ijer.2024.102339

Pedditzi, M. L., & Scalas, L. F. (2024). Psychological well-being and self-efficacy for self-regulated learning. *International Journal of Environmental Research and Public Health*, *21*(8), 1037.

Poole, T. (2025). Investigating School Belonging Using Socio-Ecological Systems Theory. *In Education*, *30*(2), 20–45. https://doi.org/10.37119/ojs2025.v30i2.862

Ruihua, L., Hassan, N. C., Qiuxia, Z., Sha, O., & Jingyi, D. (2025). A systematic review on the impact of social support on college students' wellbeing and mental health. *Plos One*, *20*(7 July), e0325212. https://doi.org/10.1371/journal.pone.0325212

Valcke, B., Dierckx, K., Desouter, L., Van Dongen, S., Van Hal, G., & Van Hiel, A. (2022). The contribution of teacher, parental and peer support in self-reported school and general well-being among ethnic-cultural minority and majority youth. *Frontiers in Psychology*, *13*, 1051143. https://doi.org/10.3389/fpsyg.2022.1051143

Vargas-Madriz, L. F., & Konishi, C. (2021). The relationship between social support and student academic involvement: The mediating role of school belonging. *Canadian Journal of School Psychology*, *36*(4), 290–303.

Yıldırım, M., & Green, Z. A. (2024). Social support and resilience mediate the relationship of stress with satisfaction with life and flourishing of youth. *British Journal of Guidance and Counselling*, *52*(4), 685–696. https://doi.org/10.1080/03069885.2023.2172551

Zhang, Y., & Wang, Y. (2024). Daily social support and school belonging among rural Chinese adolescents: Variations by parental migration. *Journal of Research on Adolescence*, *34*(3), 645–657.

Zhou, L., & Xie, L. (2025). Exploring the Relationships Between Perceived Social Support, Social Engagement, Mindfulness, and Psychological Well-Being Among Chinese University Students: A Mixed-Methods Study. *Sage Open*, *15*(4), 21582440251370440.