

Abstract

Social Class has been shown to be related to well-being, with evidence pointing to the perceived aspect of social status as the stronger predictor of subjective well-being. Mattering, on the other hand, is the perceived significance of oneself to others, and was reported to be promote mental health. However, few studies examined both factors in the same analysis. The present paper compared the relationships between both objective and subjective social status, sense of mattering and well-being in adolescents using hierarchical multiple regression. Results from a cross-sectional dataset of 396 participants (70.2% females, mean age = 17.2 years³) confirmed previous findings and revealed that mattering in school has a much stronger correlation to well-being over both objective and subjective social status, as well as academic self-concept. Suggestions on promoting mattering in schools are discussed. Mattering was also found to be associated with psychological well-being the most, and social well-being the least, which may shed light to the underlying mechanism on the interaction of mattering and well-being.

Keywords: Well-being, Mattering, Socio-economic Status (SES), Subjective Social Status, Academic Self-concept, Adolescents