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Relationship of Social Support with Stress and Satisfaction with Life among College Students

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ABSTRACT: This review report's goal is to present a thorough investigation of the connection between social support and college students' mental health. New obligations, academic pressures, and social adjustments are frequent features of college life, which is frequently a period of major transformation. As a result, both academic institutions and medical practitioners are increasingly concerned about the mental health of college students.

KEYWORDS: Social support, wellbeing, types of social support, sources of social support

I. INTRODUCTION

This review report's goal is to present a thorough investigation of the connection between social support and college students' mental health. New obligations, academic pressures, and social adjustments are frequent features of college life, which is frequently a period of major transformation. As a result, both academic institutions and medical practitioners are increasingly concerned about the mental health of college students.

Social support is essential to people's general wellbeing and has consistently been related to positive results for mental health. It includes all kinds of help, direction, and emotional support from social networks, including those provided by family, friends, peers, and institutional resources. It is crucial to comprehend how social support affects college students' mental health in order to Create focused interventions and support systems that successfully address.

This review report uses a methodical strategy to find and assess pertinent research that have looked at the connection between social support and college students' mental health. A thorough comprehension of the available literature will be attained by using strict inclusion criteria and search techniques. The report will provide important insights into the state of knowledge in this field by critically analyzing the techniques, results, and limits of the chosen studies.

The assessment also intends to pinpoint the precise forms and resources of social support that have the greatest impact on college students' mental health outcomes. We can better understand the mechanisms by classifying and analyzing several types of social support, including emotional support, practical support, and informational support.

Types of Social support

One of the crucial roles of social interactions is providing social support. Social support can be distinguished from deliberate negative interactions (such irate criticism, bothering, or undermining) since it is always intended to be beneficial. Four distinct behavioral categories are frequently used to classify social support.

Types of Social Support		
Construct	Definition	Application
Emotional	Expressions of empathy, love, trust and caring	Close friends and family members provide hope and a listening ear
Instrumental	Tangible aid and service	Her husband decides to work from home 2 days per week to baby-sit the children while she attends her chemotherapy
Informational	Advice, suggestions, and information	Doctors provide facts about breast cancer and guidance during the treatment process Her mother offers advice about her own chemotherapy treatment 3 years prior
Appraisal	Information that is useful for self-evaluation	A close friend of 15 years reminds her of all of the qualities that equip her to "beat" breast cancer (to encourage an accurate assessment of her current situation)



Emotional support

Expressions of empathy, trust, caring, hope, and love provide emotional support. Close relatives and friends frequently provide one another with emotional support. As well as fostering feelings of emotional safety to reveal one's vulnerabilities, listening to another person can help one feel connected and united.

An intentional verbal and nonverbal technique to express care and compassion for one another is by providing emotional support. When you offer someone emotional support, you reassure, accept, encourage, and care for them, making them feel valuable and significant (Burlison, 2003).

Directly expressing your love and care for them, assuring them of your importance and love, can help them deal with difficult circumstances or unhappy emotions.

We can obtain emotional support from a wide range of potential sources, including:

- I. Family Friends Significant others
- II. Colleagues
- III. Therapists and social workers, for example, are counselors.
- IV. Clergy
- V. Advisory services
- VI. Social networks and online communities
- VII. Receiving emotional support makes us feel happier and more equipped to deal with challenges, stress, disappointments, or pain on a daily basis.

Instrumental Support

Material support, often known as instrumental support, refers to any tangible assistance or service provided to another individual or group. This can include a neighbor being given a cup of sugar, a church collecting funds to help a family who suddenly lost a source of income, a friend helping a friend move across the nation, or a student lending a textbook to a fellow student. Instrumental support tries to effectively address the concrete elements of a person's difficulties by offering assistance that can reduce stress, improve coping mechanisms, and boost general wellbeing. Instrumental support helps people manage and get through challenging situations by offering them with resources and practical assistance.

This kind of support can take many different forms, including financial aid, housing and transportation, task-specific assistance, resource access, educational support, and useful counsel or advice. For instance, providing financial assistance to cover costs, offering a place to stay during a time of transition, helping with daily chores or childcare duties, connecting people with pertinent services or information, providing tutoring or mentoring for academic tasks, or giving helpful guidance to navigate complex situations are all examples of instrumental support. By addressing the concrete elements of someone's situation, instrumental support is essential in improving people's capacity to deal with difficulties. Instrumental support can considerably improve the general wellbeing and resiliency of people facing challenges by providing practical aid.

Informational support

Information can occasionally be the kind of support someone needs. Any information that can assist a person in overcoming a challenge is referred to as informational support. An individual who has recently been diagnosed with cancer, for instance, can benefit from the informative support of a Facebook group that offers advice on what to anticipate from chemotherapy treatments.

Informational support gives people suggestions, direction, or helpful knowledge that aids in problem-solving, the generation of fresh ideas, or the making of wise judgments. People are more likely to demonstrate goodness, integrity, and capability to the other party if they continue to receive helpful assistance from network friends or online groups, such as helpful recommendations or prompt assistance. This will further increase their trust in the members who provided the relevant information.

As previously indicated, the emergence of cooperative connections requires interest in a relationship. Members of a focus group are therefore more likely to concur with its principles and keep a sustained relationship with it if they can gain from the perspectives of others.

Appraisal support

Helping someone think and analyze — not by giving them new information, but by asking them questions and taking into account their beliefs — is another form of social assistance.

Consider a person who must choose between staying home to care for their elderly parents and accepting a well-paying position in a foreign location far from their family. They might also ask a buddy for advice in addition to wanting emotional support (by listening and demonstrating empathy).

When a buddy asks our advice, we are being asked to assist them in assessing (or evaluating) the situation at hand. Appraisal support can come in many different forms, such as giving someone constructive criticism, validating their feelings, encouraging them, and assisting them in reframing difficult circumstances. As an illustration, a friend offering evaluation support might pay close attention to someone's worries, validate their emotions, and reassure them by pointing up their strengths and abilities. This kind of assistance can be quite beneficial for improving a person's self-awareness, self-acceptance, and resilience. By providing unbiased and uplifting viewpoints, assessment assistance enhances people's general wellbeing and enables them to deal with difficult situations with more assurance and optimism.

II. LIMITATIONS AND FUTURE DIRECTIONS

Methodological Limitation

1. The comparability and generalizability of findings may be constrained by differences in study designs, methodology, and measuring instruments across different studies .
2. According to Barrera (1986), many research use self-report measures, which might lead to biases in response and subjective interpretations of social support and mental health outcomes.
3. The lack of longitudinal studies restricts our understanding of how social support affects mental health outcomes over time and makes it difficult to demonstrate causality .

Sample Characteristics

1. The generalizability of findings to various student groups is constrained by the concentration of most studies on particular college populations.
2. Due to the fact that the majority of research is done in Western nations, cultural variations in social support and mental health may not have been sufficiently investigated.

Mediating and Moderating factors

1. Future studies should examine the ways in which social support affects college students' mental health outcomes. This entails looking at both moderating and mediating factors, such as gender, ethnicity, and social context, as well as potential mediating elements, such as coping mechanisms, self-esteem, and perceived control.
2. Further research is needed to determine the impact that digital and online social support platforms play in boosting mental health among college students.

Longitudinal and Intervention Studies

1. To further understand how changes in support networks affect mental well-being across time, longitudinal studies are required to determine the temporal link between social support and mental health outcomes
2. The effectiveness of tailored treatments aiming at boosting social support and strengthening mental health outcomes among college students must be evaluated through intervention studies

II. METHODOLOGY

Purpose

The purpose of this study is to investigate whether there is any relationship between Social Support with Stress and Satisfaction with Life among College Students.

Hypothesis

H1: Stress levels and perceived social support among college students are significantly correlated negatively.

H2: Among college students, there is a strong positive correlation between life happiness and perceived social support.

H3: Life satisfaction and stress levels among college students are inversely correlated.

Sample

The sample population which I chose for this study was College students, preferably between the ages of 18 and 30 years of age.

Inclusion Criteria

College students between the ages of 18 to 30 years. Students who are fluent in English.

Students who are enrolled in a full-time undergraduate program. Who are willing to participate in the study voluntarily.

Who can comprehend and complete the questionnaire accurately.

Exclusion Criteria

Individuals who are unwilling to provide informed consent. Non-English speakers.

Tools

1. The MSPSS, or Multidimensional Scale of Perceived Social Support,

The total social support score is the result of adding up all of the answers to the MSPSS items. It shows how much a person feels they have support from friends, family, and significant others overall. Family Subscale Score: The answers to items primarily pertaining to the perception of social support from family members are added up to determine this score. It expresses how much the person feels their family is supporting them. Friends Subscale Score: This score is derived from adding together the answers to questions about friends' perceived social support. It expresses how much the person feels their friends are supporting them.

12 items make up the MSPSS, four of which evaluate how much people believe their friends, family, and significant others to be providing social support. A 7-point Likert scale, with 1 denoting very strongly disagree and 7 denoting very strongly agree, is used to score each item. Compute the overall social support score by adding the answers to each of the 12 items. This is a general indicator of the perceived level of social support across the board.

Additionally, by adding up the answers to the corresponding items inside each subscale, you may determine the subscale scores for friends, family, and significant others. The perception or experience of help and consolation from others—friends, family, peers, or significant others—during difficult times or in times of need is referred to as social support. It includes a range of support types, such as instrumental support (like tangible aid or understanding), informational support (like advice or guidance), emotional support (like empathy or understanding), and evaluative support (like affirmation or feedback). Social support is essential for preventing the harmful consequences of stress, boosting wellbeing, and improving coping strategies. It can be perceived (a subjective evaluation of the help that is provided) or received (real aid received).

1. Rosenberg Scale of Self-Esteem:

The 10 items that make up the Rosenberg Self-Esteem Scale are individually assessed on a 4-point Total Self-Esteem Score: The result of adding the answers to each item on the Rosenberg Self-Esteem Scale is the overall score. It represents the person's general degree of self-worth.

Scores for Individual Items: These are the results for every item on the scale. Every item on the list is a self-esteem-related statement, and the score denotes how much the respondent agrees or disagrees with the statement on a Likert scale from 1 (strongly disagree) to 4 (strongly agree). Add up the answers to each of the ten items to determine the overall self-esteem score. This offers a general indicator of self-worth. The Rosenberg Self-Esteem Scale only calculates a total score; there are no specific subscales. The term "self-esteem" describes a person's subjective assessment of their own value, competency, and worth. It is a reflection of people's general feelings of respect and



value for themselves. Positive sentiments of self-acceptance, self-assurance, and self-respect are indicative of high self-esteem, whereas negative self-perceptions, self-doubt, and emotions of inadequacy or unworthiness are indicative of low self-esteem. Numerous elements, such as individual experiences, societal interactions, cultural standards, and internal beliefs, have an impact on self-esteem. It has a major impact on how people think, feel, behave, and maintain their psychological health. This has an impact on relationships, success in school or the workplace, and mental health, among other areas of life.

Procedure

1. Participants were recruited from college campuses through the announcements on all the social mediaplatforms of the researcher.
2. The data for this study was collected via simple random sampling.
3. All the participants were required to electronically provide their consent before proceeding to mark their responses. It was a mandatory section and unless the participants provided their informed consent, submission for the survey was forbidden.
4. The survey also included some basic demographic details such as gender and age the course they are enrolled in.
5. Responding to each and every question was mandatory and if the participants were unwilling to answer any specific questions, they were given the choice to refrain from participating in the research study.
6. All the participants were ensured that the data collected would be kept confidential and would be used for research purposes only.

Administration

All the participants were informed, via the form generated by Google forms, about the purpose of the study and the confidentiality.

1. The informed Consent was obtained from all the participants.
2. Participants were given a link of the survey which was hosted by Google Forms.
3. The link was shared on all social media platforms by the researcher.
4. The Multidimensional Scale of Perceived Social Support (MSPSS) and the Rosenberg Self-Esteem Scale
5. All the participants were instructed to carefully read each and every question which is being asked and honestly mark the most appropriate response which is valid in their case.
6. The time which was required to complete this survey was estimated to be around 10-15 minutes.
7. The collection of data would take place within a specified time period which will consist of a deadline for the completion of the survey.

III. RESULTS

Descriptive Statistics

	Mean	Std. Deviation	N
significantother	17.3556	7.61922	45
family	18.7778	6.08982	45
friend	19.2222	4.65583	45
selfesteem	28.7111	5.44653	45



Correlations

		significantother	family	friend	selfesteem
significantother	Pearson Correlation	1	.513**	-.029	.037
	Sig. (2-tailed)		.000	.852	.809
	N	45	45	45	45
family	Pearson Correlation	.513**	1	.391**	-.134
	Sig. (2-tailed)	.000		.008	.379
	N	45	45	45	45
friend	Pearson Correlation	-.029	.391**	1	-.126
	Sig. (2-tailed)	.852	.008		.408
	N	45	45	45	45
selfesteem	Pearson Correlation	.037	-.134	-.126	1
	Sig. (2-tailed)	.809	.379	.408	
	N	45	45	45	45

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

The correlations between self-esteem and social support from friends, family, and significant others as well as stress and life satisfaction are depicted in the correlation table for the participants. To investigate these relationships, Pearson's correlation coefficient was used.

There was a positive relation between social support from significant others family support ($r = 0.513, p < 0.01$), indicating that individuals who reported higher levels of support from their significant others also tended to report higher levels of support from their family members. However, no significant correlation was found between social support from significant others and friend support ($r = -0.029, p = 0.852$), suggesting that support from significant others did not align with support from friends.

Similarly, a significant positive correlation was observed between family support and friend support ($r = 0.391, p < 0.01$), indicating that individuals who perceived higher levels of support from their families also tended to perceive higher levels of support from their friends. However, family support did not significantly correlate with self-esteem ($r = -0.134, p = 0.379$), indicating that family support did not significantly impact self-esteem levels.

Furthermore, there was no significant correlation between friend support and self-esteem ($r = -0.126, p = 0.408$), suggesting that support from friends did not significantly relate to self-esteem levels. Additionally, no significant correlation emerged between self-esteem and social support from significant others ($r = 0.037, p = 0.809$), indicating that self-esteem levels were not significantly associated with support from significant others.

Overall, while significant positive correlations were observed between social support from significant others and family, as well as between family and friend support, no significant relationships were found between social support and self-esteem variables.

Interpretations

The findings provide light on the interactions among the participants between social support, stress, and life happiness. The strong positive association between family support and social support from significant others points to a propensity for people who experience high levels of support from their significant others to also experience comparable levels of support from their family. The way in which support networks are aligned highlights the value of intimate connections as a stress reliever and source of life happiness. But the lack of a substantial relationship between social support from friends and significant others suggests that people's friendships may not always benefit from the assistance they receive from their significant others. This highlights the diversity of social ties and their influence on wellbeing by implying that people may rely on different networks for different kinds of support. According to the substantial positive association found between family and friend support, those who feel that their families provide them with a lot of support are also likely to feel that their friends provide the same. This research emphasizes how important peer and family interactions are to a person's social support networks.



Discussion

The discussion section will go into the implications of the findings, contrast them with previous research, go over the study's limitations, offer ideas for future research directions, and end with the overall significance of the findings in furthering our understanding of the relationship between social support, stress, and life satisfaction.

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Mediating factors

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Limitations and Future Directions

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