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Assessment of social support among college students in Punjab: A cross-sectional study

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Abstract

The purpose of the present study was aimed to ascertain the role of Social Support among College Students in Punjab. For this purpose, One Thousand Only (N=1000) girls Students of 18 to 23 years of age group were be selected to act as subjects. A prior consent was sought from all the subjects after being informed about the objective and protocol of a study. The subjects were segregated into Four Streams which includes (n1=250 Science Students); (n2=250 Commerce & Business Administration Students); (n3=250 Humanities Students) (n4=250 Computer Science & Applications Students). One Way Analysis of Variance (ANOVA) were employed to compare the four groups of college students. For testing the hypotheses, the level of significance was set at 0.05. Results: In a nutshell it can be said that from the findings that insignificant differences were found in Family, Friends, Other Significant Persons and Social Support Total. Based on the findings, this study not only provides new knowledge with reference to Social Support among four groups of college students but also serves, as a foundation upon which future studies in this area is possible. Hopefully, this research contributed to an understanding of Social Support in a Sports setting and its findings and recommendations can serve as a basis for future research projects.

Keywords: Family, friends, other significant persons and social support

Introduction

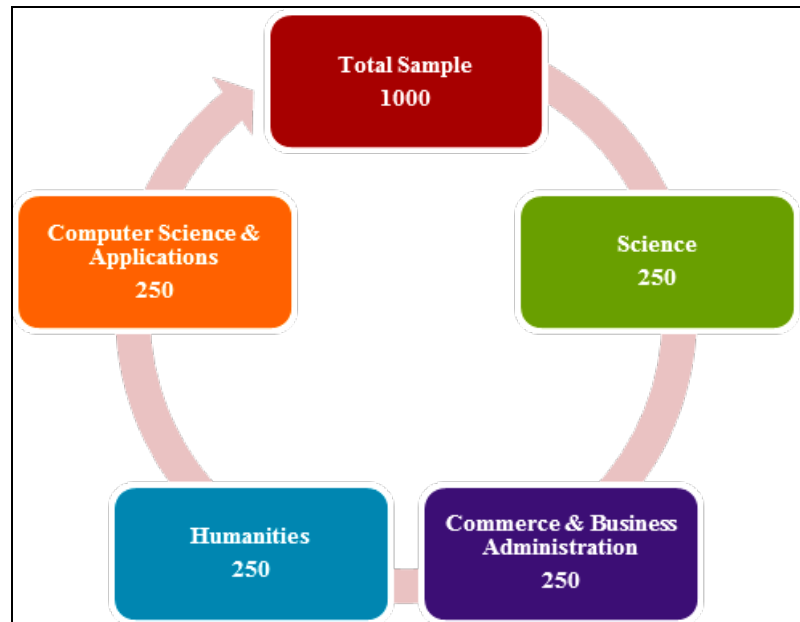
College-bound students must traverse a wide range of obstacles in the ever-changing world of higher education, from demands to perform academically to opportunities for personal development and identity exploration Walen & Lachman (2000) ^[6]. Social support has a vital role in influencing students' overall well-being, academic success, and psychological health during this transformative journey. Albrecht and Adelman (1987) ^[1] define social support as the "verbal and nonverbal communication between recipients and providers that diminishes uncertainty regarding the situation, the self, the other, or the relationship, and serves to augment the perception of personal control in one's life experience." Social support refers to individuals' subjective evaluations of the assistance and companionship they receive from their social networks, encompassing friends, family, and the broader university community. Creating a conducive environment that enhances academic achievement and fosters the comprehensive development of college students necessitates an understanding of the nuances of perceived social support. Rueger *et al.* (2008) ^[3]. Family serves as a significant source of support for several college students, influencing their psychological, financial, and intellectual well-being. The robustness of familial connections significantly influences a student's self-esteem and ability to navigate the challenges of college. Schwarzer and Leppin (1991) ^[5]. The understanding of the unique challenges faced by first-generation college students navigating the academic landscape underscores the importance of targeted support networks to ensure their successful integration into the university community. Kumar *et al.* (2016) ^[2]. College friendships, including familial bonds, are essential in establishing the social support system. As stated by Sarafino in Oktavia (2010) ^[4], family, educators, and peers constitute the sources of social support. One prevalent issue we frequently observe is the absence of social support from peers surrounding students. Rejection from one's immediate surroundings, particularly from friends, can adversely affect students' motivation during the learning process. A decline in motivation might affect pupils' academic performance. A person experiences comfort, a sense of concern, and assistance from others when social support is present in their surroundings (Sarafino & Smit, 2010) ^[4]. Social support is essential for an individual to mitigate stress. But with the phenomenal and

ever-increasing popularity of psychological variables in the past few years, there is a lack of study on this particular discipline, for this purpose that the present study of Social Support is proposed and undertaken using the sample from female college students.

Selection of Subjects

For this purpose, One Thousand Only (N=1000) girls

Students of 18 to 23 years of age group will be selected to act as subjects. They were further divided into Four Streams which includes (n1=250 Science Students); (n2=250 Commerce & Business Administration Students); (n3=250 Humanities Students) (n4=250 Computer Science & Applications Students). The technique applied for selecting the subject's random sampling.



Procedures

To measure the level of Social Support Status of the subjects, the Social Support Test Questionnaire constructed by Zimet *et al.* (2011)^[8] was administered.

Statistical Technique Employed

One-way Analysis of Variance (ANOVA) was employed to compare different Stream Students. For testing the hypothesis, the level of significance was set at 0.05.

Results

Table 1: One Way Analysis of Variance (ANOVA) results among different Stream Students with Regard to Social Support on the Sub-Variable Family

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Value	P-Value (Sig.)
Between Groups	131.20	3	43.73	1.52	.20
Within Groups	17146.46	596	28.76		
Total	17277.67	599			

*Significant at 0.05 $F_{0.05}(3, 596)$

Table 1 shows the outcomes of the Analysis of Variance (ANOVA) among the four groups with regard Social

Support on the Sub-Variable Family were found statistically insignificant ($P > .05$).

Table 2: One Way Analysis of Variance (ANOVA) results among different Stream Students with Regard to Social Support on the Sub-Variable Friends

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Value	P-Value (Sig.)
Between Groups	49.32	3	16.44	0.60	.61
Within Groups	16158.84	596	27.11		
Total	16208.16	599			

*Significant at 0.05 $F_{0.05}(3, 596)$

Table 2 shows the outcomes of the Analysis of Variance (ANOVA) among the four groups with regard Social

Support on the Sub-Variable Friends were found statistically insignificant ($P > .05$).

Table 3: One Way Analysis of Variance (ANOVA) results among different Stream Students with Regard to Social Support on the Sub-Variable Other Significant Persons

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Value	P-Value (Sig.)
Between Groups	19.88	3	6.62	0.21	.88
Within Groups	18732.43	596	31.43		
Total	18752.31	599			

*Significant at 0.05 $F_{0.05}(3, 596)$

Table 3 shows the outcomes of the Analysis of Variance (ANOVA) among the four groups with regard Social

Support on the Sub-Variable Other Significant Persons were found statistically insignificant ($P>.05$).

Table 4: One Way Analysis of Variance (ANOVA) results among different Stream Students with Regard to Social Support (Total)

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Value	P-Value (Sig.)
Between Groups	290.69	3	96.89	0.57	.63
Within Groups	100279.92	596	168.25		
Total	100570.62	599			

*Significant at 0.05 $F_{0.05}$ (3, 596)

Table 4 shows the outcomes of the Analysis of Variance (ANOVA) among the four groups with regard Social Support were found statistically insignificant ($P>.05$).

Conclusion

It is concluded that no significant differences between the four groups of college students for the sub-variables i.e. Family ($p=.20$), Friends ($p=.61$), Other Significant Persons ($p=.88$), and Social Support (Total) ($p=.63$).

Practical Application

Based on the findings, this study not only provides new knowledge with reference to social support among four groups of college students but also serves, as a foundation upon which future studies in this area is possible. Hopefully, this research contributed to an understanding of social support in a Sports setting and its findings and recommendations can serve as a basis for future research projects.

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