

**A STUDY ON ASSOCIATION BETWEEN PERCIEVED
SOCIALSUPPORT AND PSYCHOLOGICAL WELL-
BEING AMONGCOLLEGE STUDENTS**



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CERTIFICATE

This is to certify that **Ms MEHAK MALHOTRA** student of B.A. Honors Psychology Semester V, Session 2021-2024, bearing Roll No. **2108010** has worked under supervision of **Dr. Taniya Raina** on Project entitled “**A Study on Association between Perceived Social Support and Psychological Well Being among Male and Female College Going Students**”. Her mini project is fit for submission, in partial fulfillment of their requirements for the award of the Degree in B.A. Honors psychology.

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CONTENTS

CERTIFICATE	i
ACKNOWLEDGEMENT	ii
LIST OF FIGURE	iv
LIST OF TABLES	v
CHAPTER-1 : INTRODUCTION	1-7
CHAPTER-2 : REVIEW OF LITERATURE	8-30
CHAPTER-3 : RESEARCH METHODOLOGY	31-32
CHAPTER-4 : RESULTS AND DISCUSSION	33-36
CHAPTER-5 : SUMMARY AND CONCLUSION	37-38
REFERENCES	39-48
APPENDIX	49-54

LIST OF FIGURE

FIGURE NO.	FIGURE	PAGE NO.
FIGURE 1	Bar Graph of Female and Male Population	34
FIGURE 2	Bar Graph of Types of College	34
FIGURE 3	Scatter Plot	36

LIST OF TABLES

TABLE NO.	TABLE	PAGE NO.
Table 1	Demographic Profile of Respondants	33
Table 2	Correlation Analysis	35
Table 3	Mean,S.d ,Result of Independent T-Test	36

CHAPTER-1

INTRODUCTION

PERCIEVED SOCIAL SUPPORT

Social support means care, help a person receives from other people in a close relationship. Members of family, in particular the spouse, is most important for the association between social support and health. Social support is a multidimensional concept (Lourel et al., 2013), referring to the social and psychological support an individual receives or perceives as available to them from family, friends and their community (Awang et al., 2014; Zimet et al., 1988). Perceived social support refers to the perception that support would be available if needed (Day & Livingstone, 2003) and comprises emotional and instrumental support (Trepte & Scharkow, 2016). Crucially, the effectiveness of social support is dependent on the match between the source, type, timing and the needs of the individual (Cohen & McKay, 1984; Cutrona & Russell, 1990; Jacobson, 1986). The range of social supports that students receive from their families, friends and the academic community can directly influence their ability to deal with the challenges associated with university life (Cage et al., 2021; Mishra, 2020) and is associated with more successful experiences during their education (Maymon et al., 2019; McCoy et al., 2014; Scanlon et al., 2020)

BENEFITS OF SOCIAL SUPPORT

Humanity's need to establish relationships, to be with others, and to belong to something exists from the beginning of his life to the end of it. First relationship object of the individual is the family, and the quality of the relationship established with the family determines future life and behaviors. Researches show that social support plays an important role in the individual's life, and affects physical and psychological health in a positive manner. Whereas social support is defined as the perception or experience that one is loved and cared for by others, esteemed and valued, and part of a social network of mutual assistance and obligations. Social support may come from a partner, relatives, friends, coworkers, social and community ties, and even a devoted pet.

Social support has been examined in relation to psychosocial outcomes among adult amputation populations. Greater perceived social support is associated with lower levels of depression in persons with amputation. Less favorable perceptions of social support are associated with greater social isolation, lower quality of life, and higher levels of depressive symptoms. Social support has been hypothesized to have these effects either by acting as a buffer between stressful life events such as amputation and psychological distress or by acting directly to have a positive effect on well-being. While few studies have examined the direct effects of social support on body image, acceptance from others, along with emotional and physical support, can be critical to reshaping an individual's perception of his or her physical capabilities and appearance.

Family support and positive parental adjustment have also been found to be important in predicting adaptation to disfigurement among pediatric limb deficiency populations. In children with congenital or acquired limb deficiencies, better perceived physical appearance is associated with greater classmate, peer, parent, and teacher social support. Parental distress (e.g., symptoms of depression and anxiety) and marital discord have been found to be risk factors for anxiety, depression, low self-esteem, and poorer self-perceptions of physical appearance in the child. Thus, family factors can play a large role in a child's body image and adjustment to the aftermath of amputation.

Parents in particular can facilitate adjustment in several ways. For example, parents can help children learn how to talk about their condition, model positive social responses to inquiries about 'what happened' from others, and demonstrate acceptance of changes to the affected limb by touching the prosthesis and encouraging its use in daily activities. Parental attitudes about the child's altered appearance will likely be modeled by the child. For example, a parent's refusal to talk about the child's changed appearance may convey the message that it is unacceptable to discuss the child's concerns or distress.

High perceived social support has been linked with good health outcomes. This is thought to relate to the practical assistance as well as the emotional support that caring individuals can provide.

PSYCHOLOGICAL WELL-BEING

Psychological well-being is an important aspect in one's life as it refers to positive mental health (Edward, 2005). Psychological well-being is often defined as some combination of positive affective states such as happiness and functioning with optimal effectiveness in individual and social life (Deci & Ryan 2008). According to Huppert (2009) psychological well-being is the state that someone's life is going well and is functioning effectively. Research also suggested that positive psychological well-being were associated with positive life qualities. Psychological well-being means individual construction of concepts to develop in order to be able to feel happy.

The Psychological well-being is a multi-dimensional concept it includes various, aspects such as optimism, self-control, happiness, sense of interests, free of failures, anxiety and loneliness have been considered as the special aspects of wellbeing.

For most people that would be very enjoyable, for a week or two but imagine doing it not just for a week but forever! There are very few people who would find that prospect enjoyable. The old saying may be true, you can have too much of a good thing. What this example brings home is that to really feel good we need to experience purpose and meaning, in addition to positive emotions.

So, the two important ingredients in psychological wellbeing are the subjective happy feelings brought on by something we enjoy and the feeling that what we are doing with our lives has some meaning and purpose.

Types of psychological wellbeing

The term "Hedonic" wellbeing is normally used to refer to the subjective feelings of happiness. It comprises of two components, an affective component (high positive affect and low negative affect) and a cognitive component (satisfaction with life). It is proposed that an individual experiences happiness when positive affect and satisfaction with life are both high (Carruthers & Hood, 2004).

The less well-known term, “Eudaimonic” wellbeing is used to refer to the purposeful aspect of PWB. The psychologist Carol Ryff has developed a very clear model that breaks down Eudaimonic wellbeing into six key types of psychological wellbeing.

Characteristics of good psychological well-being

The following are as the characteristics of a mentally healthy person (Jahoda, 1958)

- An attitude toward oneself in which one accepts one's strengths, identity, and inner stability while acknowledging one's weaknesses.
- The ability to feel, express and manage a range of positive and negative emotions.
- The ability to form and maintain good relationships with others.
- The ability to cope with and manage change and uncertainty.
- Autonomy of action
- Self realization of one's potentialities.
- Mastery of environment with ability and capacity to adapt oneself with one's environment.

Theories of psychological wellbeing

Theories about psychological wellbeing generally focus on understanding the structure of psychological wellbeing or the dynamics (i.e. the causes and consequences of PWB). The breakdown of psychological wellbeing into hedonic and eudaimonic components and Carol Ryff's model are widely accepted theories of the structure of PWB.

As far as the dynamics of PWB are concerned it's important to recognise that, to some extent, PWB is relatively stable and will have been influenced by both previous experience (including, for example, early upbringing) and underlying personality. Stressful experiences can predispose people to subsequent mood and anxiety disorders (Gladstone, Parker and Mitchell, 2004); but, on the other hand exposure to extremely

traumatic events can help to build resilience and actually protect PWB. For example children exposed to moderately stressful events seem better able to cope with subsequent stressors (Khobasa & Maddi, 1999). The same “inoculating” impact of stressful events has also been observed in working adults (Soloman, Berger and Ginsberg, 2007).

Although baseline psychological wellbeing may be fairly stable, day to day events and experiences also exert an impact. For example, even the most resilient person may eventually become very low, or depressed, if his or her daily experiences are constantly troubling. There is strong evidence to show that exposure to work-related stressors over long periods of time will have a negative impact on PWB, so, although as mentioned above, short periods of adversity may be helpful in building resilience, long-term stress is not good for PWB. In turn, this lower level of PWB may well lead to serious illness, including cardiovascular disease, problems with blood sugar control, such as diabetes and immune system malfunctions (Chandola et al, 2008).

In summary, PWB theory proposes that early experience and underlying personality create a platform for psychological wellbeing but everyday experiences can help to maintain a good level of PWB (if they are positive) or, if they are negative, reduce levels of PWB, leading, in turn, to poor health outcomes.

Factors influencing psychological well-being

Following are the factors which influence the Psychological well-being which are listed below Generally, biological, psychological, socio economic and cultural factors are influencing psychological well-being.

- ❖ **Genetic factors:** An individual’s genotype also has an influence on the development of psychological well-being. An individual’s physical health condition are highly contribute in the determination of well-being (Mcclern, 1997).

- ❖ **Psychological factors:** Stress full conditions which affect the psychological well-being, such as negative emotional styles bullying and harassment, sibling rivalry etc.
- ❖ **Demographic factors:** Gender course of study, year of study, economic conditions peer pressure are factors influence psychological well-being.
- ❖ **Socioeconomic factors:** Parental education, family income, family type, presents place, domicile.

Theoretical concept of Ryff's Psychological well-being consists of six dimensions (*Ryff's 1989*)namely as:

1. **Autonomy:** a sense of self-determination, independence, and regulation of behavior from within. Self-acceptance (positive valuation of one's self and one's past life), positive relations (quality, interpersonal relationship).
2. **Environmental mastery:** (ability to effectively manage one's life and world around)
3. **Personal growth:** (sense of development as a person) and purpose in life (belief that one's life is useful and has a sense.
4. **Positive relations with others:** the possession of quality relations with others
5. **Five Purpose in life:** the belief that one's life is purposeful and meaningful.
6. **Self-acceptance:** (positive valuation of one's self and one's past life), positive relations (quality, interpersonal relationship)happiness, advantages, interests, utility, and quality of life (Burris, Brechting,Salsman, & Carlson, 2009).

The growth for life's purity is the outcome of positive emotions carry out their proper function mental health. It involves the combination of feeling good and functioning. People with high psychological wellbeing report feeling happy, capable,wellsupported, satisfied with life because positive psychological well-being is crucial for successfully navigating a new environment, engaging in meaningful relationship and realizing one's

fullest potential throughout one's life span. Positive psychology is important in mental health and psychological well-being because it emphasizes psychological dysfunction and protective factors (Shahira et al., 2018)

Relationship between psychological well-being and perceived social support

Psychological well-being and perceived social support are intertwined. Good social support is critical in the development of an individual's well-being. People who have high psychological well-being describe themselves as cheerful, capable, well-supported, and content with their lives. Well-being emerges from a combination of one's thoughts, actions, and experiences, according to study (Waseem and Gramathan, 2020) Social support involves the ways individuals perceive having more psychological and relationship resources provided through their close bonds with others, including family members, close friends, and romantic partners (Lakey & Orehek, 2011) Individual meaningful engagement in life, self satisfaction, optimal psychological functioning and development at one's true highest potential. People with higher levels of well-being suffer less illnesses, have an increased life expectancy and engage in more healthy behavior. (Ryff, 1989)

Perceived social support generally: Refers to the functions performed for the individual by significant others (including family members, relatives, and friends) 28 and people from extended relationships (including neighbors, classmates, and colleagues. (Thoits, 2)

CHAPTER-2

REVIEW OF LITERATURE

The literature review examines scholarly books, journals, and other sources that are pertinent to a particular field of study. This prior research should be listed described, summed up, impartially evaluated, and clarified in the review. My review of literature comprises of three components:

1. Perceived social support and psychological well being among male and female college students
2. Perceived social support among male and female
3. Psychological well being among male and female college students

PERCEIVED SOCIAL SUPPORT AND PSYCHOLOGICAL WELL BEING AMONG MALE AND FEMALE COLLEGE STUDENTS

Kachroo, W. Q., & Ramanathan, G. (2023) Investigates a cross-sectional study. The main aim of present study was to explore the significance well-being among college students of Kashmir valley. The data were collected from students 480 students from various degree colleges of Kashmir. The data was analyzed by computing Pearson's correlation to test the relationship between study variables. The well-being questionnaire and perceived social support questionnaire were administrated. Results demonstrated that there was significant difference was found on the basis of gender, area of residence and family monthly income. Findings also indicated that there is a perceived social support is positively correlated with well-being .

Adyani, L.,et.al (2019) examine a study whose purpose was to investigate the relationship between perceived social support and psychological well-being among interstate students. 105 interstate students were participants in this study. The collected data were analyzed by using correlation Pearson product moment. The result showed that there was a positive correlation between perceived social support and psychological well-being with $r = 0.40$

and $p = 0.000$ ($p < 0.05$). Additional findings from FGD are also included in discussion section.

Mohan, J., & Mustafa, M. examine to study the effect of perceived social support and stress on the psychological well being of college students in Ladakh. Further, to explore the gender difference among the study variables. For this purpose, a total of 160 college students (80 male and 80 female) in the age range of 18-22 years were randomly selected from government colleges of Kargil (Ladakh). Ryff's Psychological Well Being scale (Ryff 1989), Multidimensional Scale of Perceived Social Support (Zimet et al., 1988), and Student Stress Inventory (Arip et al., 2016) This investigation has also shown that there is no significant difference between males and females in psychological well being and perceived social support, indicating that male and female college students have the same level of psychological well being, study found a significant difference in Stress with respect to Gender, indicating that female college students have more stress than male college students.

PERCIEVED SOCIAL SUPPORT AMONG MALE AND FEMALE

Cobo-Rendón, et. al (2020). The objective of this paper is to estimate the effect of perceived social support on the changes of the hedonic and eudaimonic well-being of Chilean university students during the transition from the first to the second academic year. Overall, 205 students participated (63.90% men and 36.09% women) with an average age of 19.14 years ($SD = 1.73$), evaluated during their first academic year (2017) and the succeeding one (2018). For the evaluation of perceived social support, the Spanish version of the Perceived Social Support Questionnaire "MSPSS" was used, and PERMA-profiler was used to measure hedonic and eudaimonic well-being. Results indicated that the perception of students' social support did not change over time. Statistically significant differences were found in hedonic well-being scores in the two measurements, being significantly higher in the first measurement than in the second one. More than 50% of the participants presented a positive balance of affections. Students who had a high balance of affections had a greater perception of general social support than the groups of positive evolution of affections and a low balance of affections

Talwar, P., & AR, M. F. (2013). To examine the precieved social support of an individual. This study uses The Multidimensional Scale of Perceived Social Support. This scale has been widely used and validated in different languages. Objective was To determine the factor structure of The Multidimensional Scale of Perceived Social Support scale and find its reliability.: The study was conducted in one of the Universities in Malaysia. The English version of Multidimensional Scale of Perceived Social Support scale (MSPSS) that was administered. In all 313 undergraduate students were studied. Exploratory factor analysis, with varimax rotation, was applied to the data The three factor solution accounted for 80.51 % of the total variance. The procedure output has an overall alpha of 0.921.

Hefner, J.,et.al(2009) evaluate the relationship between mental health and social support in a large, random sample of college students. A survey was administered at a large, public university, with 1,378 students completing the measures in this analysis (response rate 57%). In addition, the authors found that students with lower quality social support, as measured by the Multidimensional Scale of Perceived Social Support, were more likely to experience mental health problems. The results may help administrators and health providers to identify more effectively the population of students at high risk for mental illness and develop effective interventions to address this significant and growing public health issue.

PSYCHOLOGICAL WELL BEING AMONG MALE AND FEMALE COLLEGE STUDENTS

Nair, A. A., Bhatia, A. K., Kumar AV, D., Pothakani, M. Y., & Benedict, S. M. (2024). This research explores the nuanced concept of perceived social support, defined as individuals' subjective evaluations of the assistance and companionship they receive from their social networks, including friends, family, and the broader university This study is conducted mainly on college-going students. We chose this topic because as young college-going students, we all face different problems in our life and it is necessary to know how much we can support each other. The study was conducted using the Perceived Social Support Scale in which 12 questions belonged to 3 dimensions and the

results were obtained. The overall data was collected and we used the comparison method ANOVA in SPSS Software

Abbas, S. ., Dar, T. ., Mir, N. ., Shaque, K. ., & Zainab, T.. (2023).examined correlation among emotional lability, perceived social support and psychological well-being of university students.Cross sectional study with quantitative method was used in the current study. Sample comprised of 300 university students from various backgrounds was recruited through random probability sampling technique. For assessment self-developed demographic sheet with standardized scales Affective Lability Scale, Multi-Dimensional Scale of Perceived Social Support, and Ryff's Psychological Well-Being Scale 42-Items Version were administered. For analysis both descriptive and inferential statistics were used.

Cahuas, A., Marenus, M. W., Kumaravel, V., Murray, A., Friedman, K., Ottensoser, H., & Chen, W. (2023). The purposes of this study were to assess the current status of perceived social support and COVID-19 impact on quality of life, to investigate the association of perceived social support with the COVID-19 impact on quality of life, and to examine differences in perceived social support between better and worse COVID-19 impact on quality of life for the total sample and by gender.

Aziz, N. A. A., Baharudin, N. S., & Alias, N. A. (2023). This study aimed to investigate the relationship between stress and perceived social support among undergraduate Health Sciences students. A convenience sampling method was used in a cross-sectional study of 290 undergraduate Health Sciences students in public universities. The Perceived Stress Scale (PSS-10) was used to measure the perception of stress, and the Multidimensional Scale of Perceived Social Support (MSPSS) was used to measure perceived social support from three sources, including family, friends and significant others. The highest social support perceived was from a family (mean = 5.21, SD = 1.48). The study suggested that social support from family is the strongest for students to go through the stress of tough times. It also highlighted the need for attention to stress management among undergraduate students for healthy well-being. Future studies that involve other academic fields of study and qualitative research would give useful information on perceived social support among students.

Weiß, M., Gründahl, M., Deckert, J., Eichner, F. A., Kohls, M., Störk, (2023)..This study investigated whether psychosocial factors such as social support and personal and work-related concerns impact mental health and HRQL differentially in women and men during the first year of the COVID-19 pandemic. Using psychometric networks, we first established the complex relations between personal social support, personal and work-related concerns, and their interactions with anxiety, depression, and HRQL. Second, we tested for gender differences by comparing expected influence, edge weight differences, and stability of the networks. The network comparison revealed a significant difference in the overall network structure. The male (N=1370) but not the female network (N=1520) showed a positive link between work-related concern and anxiety. In both networks, anxiety was the most central variable. These findings provide further evidence that the complex interplay of psychosocial factors with mental health and HRQL decisively depends on gender. Our results are relevant for the development of gender-specific interventions to increase resilience in times of pandemic crisis.

Zhang, Z., Chen, S., Wang, X., Liu, J., Zhang, Y., Mei, Y., & Zhang, Z. (2023). This study investigates mental health literacy among young and middle-aged urban and rural residents and the differences in mental health literacy, perceived social support and subjective well-being. A general data questionnaire, mental health literacy scale, perceived social support scale and subjective well-being scale were administered. The mental health literacy scores of urban residents were 3.34 ± 0.57 and those of rural residents were 2.73 ± 0.79 . The results of multiple regression analysis showed that the mental health literacy scores of rural residents were more significant than those of urban residents in terms of sex and age, while urban residents' mental health literacy scores were more significant than those of rural residents in terms of monthly income. the level of mental health literacy is better among urban residents than rural residents, perceived social support plays a partial mediating role between mental health literacy and subjective well-being of both urban and rural residents, and should be the focus of researchers seeking to improve the level of well-being of residents.

Napitupulu, L., & Kurniawan, Y. (2023). A quantitative research design was used to collect data from 154 caregivers of children with ASD in Indonesia using PWB and OSS

questionnaires adapted into Bahasa Indonesia. Data were analyzed using SMART PLS 3.0. Online social support influences the psychological well-being of caregivers of children with ASD. At the dimension level, several OSS dimensions also affect PWB. The effect of online social support on psychological well-being is the same in both the male and female groups. This means that male and female groups benefit equally from online social support. Future research should combine the study with a qualitative method to gather data from caregivers on how OSS affects their PWB in order to gain a holistic perspective. It could be a suggestion to policymakers to provide beneficial online social media for caregivers of children with ASD.

Reddy, N. Y. (2023). present study aimed to examine the conceptualisation and determinants of happiness among Indian college students and identify areas in which they require help. The sample consisted of 362 students in the age group of 18 to 30 years ($M_{age} = 20.9$, $SD_{age} = 2.25$) from two locations in North and South India. Online forms, including the Satisfaction with Life Scale (Diener et al., 1985), Positive and Negative Affect Schedule (Watson et al. in *JPers Soc Psychol* 54:1063–1070, 1998) and a qualitative survey, were used to collect the data. Results indicated that participants from institutions that offered mental health initiatives reported higher well-being than those who did not. Findings from the qualitative survey suggest that most participants conceptualised happiness in terms of need for satisfaction and well-being.. Factors beyond immediate self and interpersonal networks had a limited role in participants' perceived happiness and unhappiness. Study findings could guide the development of customised mental health and well-being promotion initiatives to meet the needs of Indian college students.

Berhe H, et.al (2022) examine the role of perceived social support as the predictor of psychological well-being in PLWHA. significant difference between perceived social support from individual groups like significant others, family, friends with respect to gender . Analysing perceived social support in participants with different duration of illness, statistically significant relation was found in the dimension of significant others ($p = 0.009$) and no significance was found with friends and family sub-group and duration of illness The mean score of overall psychological well-being in this study was found to

be 66.03 ± 13.74 (45 - 97), for males it was 67.57 ± 14.28 and for females it was 64.50 ± 13.25 . ($p=0.047 < 0.05$) was made out . In this study, One-Way ANOVA shows significant difference between persons with different duration of illness and anxiety dimension of PWBI ($p= 0.009 < 0.05$). In this study, it was found that all persons with severe psychological distress ($n= 25$) were from low perceived social support group. In persons with medium social support, 75% experienced positive well-being in PGWBI and in comparison 27% of persons with low support expressed positive wellbeing in PGWBI. While correlating dimensions of perceived social support and psychological well-being, the result showed there was highly significant relationship in Karl Pearson's correlation test (The correlation Value (r)= 0.792) The study findings indicate the importance of social support in maintaining the Psychological well-being.

Kamble, R. G. (2022). Resilience and perception of social support play an important role in students' psychological well-being.. 90 participants consisting from the three different faculties, from arts, commerce, and science age ranging from 17 to 21 has been selected for the study. The scale developed by Gregory et.al. Multidimensional Scale of Perceived Social Support (MSPSS- 1988), Bharathiar University Resilience Scale (BURS – 2014) developed by Dr. Annalaxmi Narayanan, and Psychological Well-being Scale (PWBS – 2005) developed by D. S. Sisodia and Pooja Choudhary was used as a tool for data collection. The data were analyzed by using the Pearson's Product Moment Correlation Coefficient. Results revealed that there is a significant positive correlation of resilience with psychological well-being. And perceived social support and its sub-factors are also positively related to psychological well-being among college students.

Abbas, I. H. (2022)..The current research is summarized in a basic concept which is social support. Social support represents the material and moral support that the individual receives from others around him. to know Social support among university students Identifying the statistically significant differences in social support according to the two variables (gender, specialization) The two researchers followed the descriptive correlative approach to extract research results and achieve goals. The statistical analysis sample consisted of (400) male and female students from the University of Karbala from the scientific and humanitarian specializations for the academic year (2021-2022) who

were chosen by a stratified random method with an equal distribution in order to verify the validity of the tools used in the research. The basic sample of the research consisted of (377). A male and female student is from the University of Karbala, morning study. To achieve the objectives of the research, the two researchers adopted the social support scale in this research. The current research reached several results, including: University students enjoy a medium degree of social support; there are no statistically significant differences in social support according to Variable gender and specialization.

Rathakrishnan, B., Bikar Singh, S. S., & Yahaya, A. (2022). This study examines the relationship between perceived social support and coping strategies and the psychological distress of depression, anxiety, and stress among the students of the Public University in Sabah during the COVID-19 pandemic, and to determine the level of depression, anxiety, and stress among the students. The total respondents were 385 students from this university who ranged from 20 to 23 years of age and were collected from all the faculties available at the main campus of Public University in Kota Kinabalu, Sabah, Malaysia. The research method applied was a survey method, collecting the data through an online questionnaire platform. Three instruments were used: (1) Depression, Anxiety and Stress Scale (DASS-21); (2) Brief COPE Scale (Brief COPE); and (3) Multidimensional Scale of Perceived Social Support (MSPSS). The result of the descriptive analysis indicated that the levels of both depression and anxiety in students of the Public University in Sabah were mild. In contrast, the stress level was moderate during the pandemic. The results of the inferential analysis indicated the relationship between perceived social support and psychological distress, which focused on depression, anxiety and stress among the university students, to overall having a significantly negative correlation between its subscales ($r =$ between -0.148 and -0.359 ; $p < 0.05$). These findings also contribute to social sustainability and the wellbeing of students at the Public University in Sabah, Malaysia.

Leite, S. V., & Freitas, L. (2022). This study was carried out with 326 university students (126 older adults and 200 younger adults) from 13 universities. It aimed to investigate the importance these older and younger students attributed to the social support, identifying the differences and similarities between them. The students completed a questionnaire

that included the Social Support Scale (MOS-SSS), using the Exploratory Graph Analysis – EGA method to demonstrate the dimensionality of this scale in these groups. The results showed that promoting social support in the older adults' network could help improve their functional and educational practice and general development. This knowledge emphasizes and consolidates the role of the university in gerontological education.

Zhou, L., Cai, E., Thitinan, C., Khunanan, S., Wu, Y., & Liu, G. (2022). Addressing numerous calls for understanding the theoretical mechanisms that explain the relationship between perceived social support and psychological well-being to enhance nursing students' mental health. This study focused on how integrative self-knowledge and self-integrity mediate the relationship between perceived social support and psychological well-being. The Structural Equation Model (SEM) was used to estimate the mediation effects on the relationship between perceived social support and psychological well-being among 487 undergraduate nursing students. To examine the directionality of effects, the present study also tested the reverse serial mediation model. Multi-group SEM (MGSEM) was used to test gender differences in the mediation model. Integrative self-knowledge and self-integrity, in sequence, mediated the association between perceived social support and psychological well-being among nursing students. In addition, there was no gender difference in these associations.

Tantirattanakulchai, P., & Hounnaklang, N. (2022). A cross-sectional study was conducted among 280 transgender women between March 2019 and May 2019 using the snowball sampling method. Data were collected through a self-administered questionnaire. The questionnaire included demographic questions and measures of social support (MSPSS) and depression (CES-D). Multivariable logistic regression analysis was employed to explore the association between social support and depression. The prevalence of depression among transgender women was 58.2%. Multivariable logistic regression analysis indicated that depression was significantly associated with perceived low social support (OR: 9.55, 95%CI: 2.10–43.39) and moderate social support (OR: 2.03, 95%CI: 1.19–3.46) after being adjusted for religion, sufficient income and alcohol drinking.

Yusof, F., Arifain, S. M. K., Aziz, S., Suhaini, N., Malek, M. A. A., & Abidin, N. H. Z. (2022). The cross-sectional method was used in this study and was carried out in two HEIs, namely Universiti Melaka. The data of this study was collected through three instruments, namely demographic information, Inventory of Socially Supportive Behaviors (ISSB) and Scales of Psychological Well-being (SPWB) to measure the social support and psychological well-being of students at HEIs. This study involved a total of 524 students through a purposive sampling technique. The results of the analysis found that social support has a significant relationship with psychological well-being while psychological well-being does not have a significant difference based on gender.

Cipolletta, S., Mercurio, A., & Pezzetta, R. (2022). The present study aimed to explore international students' well-being in relation to their perception of social support and dispersion of dependency on various resources. Participants were 139 international students at an university who completed the WHO-5 Well-being Index, Symptom Checklist 90-R, Multidimensional Scale of Perceived Social Support, and Dependency Grids. Results showed that higher well-being correlated with higher support and lower distress and that higher dispersion of dependency was associated with higher perceived support. Furthermore, coming from collectivist cultures (rather than individualist ones) as well as being a long-term (rather than short-term) student was mostly associated with higher distress and less perceived support. These results suggest that counselling services for international students should help them find new sources of social support.

Jiang, J., & Luo, D. (2021) This study aims to explore the relationship between the basic characteristics of college students' social anxiety and the perceived social support and sense of coherence, and further explore the mediating role of the sense of coherence between perceived social support and social anxiety. A questionnaire survey of 420 college students was conducted using the Interaction Anxiousness Scale (IAS), the Perceived Social Support Scale (PSSS) and the Sense of Coherence-13(SOC-13). The results showed that: (1) The social anxiety in contemporary college students was very high, and the phenomenon of social anxiety of female is significantly higher than male. (2) College students' social anxiety were significantly negatively correlated with both perceived social support and sense of coherence, and perceived social support was

significantly related to sense of coherence. (3) Sense of coherence plays a partial mediation between perceived social support and social anxiety. This study provides theoretical support for revealing the mechanism between perceived social support and social anxiety

Pumpuang, W., Vongsirimas, N., & Klainin-Yobas, P. (2021). This cross-sectional descriptive study aimed to examine factors affecting the psychological well-being of female and male students, and to compare gender differences in a psychological well-being promotion model. Participants were 624 students from three secondary schools in Bangkok. Data were collected in 2018 through self-administered questionnaires, and analyzed using descriptive statistics and structural equation modeling. Findings indicated that all factors from the psychological well-being promotion model influenced psychological well-being among female and male students. Furthermore, there were not any gender differences concerning predictors and statistical parameters of psychological well-being among Thai secondary school students. Nurse educators or healthcare providers may offer interventions to enhance students' well-being by strengthening resilience, mindfulness, self-efficacy, and social support. The same interventions, considering their preferences, may be provided to both male and female students.

Baiju, M., & Rajalakshmi, V. R. (2021). The study attempts to examine the academic stress and psychological well-being among college students, and the purpose of the study is to find out how academic stress and psychological well-being differ with gender. A total of 80 college students (40 females and 40 males) from various parts of Kerala participated in the study. The participants completed the Perception of Academic Stress Scale questionnaire and the PGI General Well-being Scale that measures academic stress and psychological well-being. Descriptive statistics included mean and standard deviation, and inferential statistics included Mann-Whitney U Test and Spearman's Correlation. The result of the study concluded that there is a significant difference between females and males on academic stress, and there is no significant difference between females and males on psychological well-being. Also, there is a significant relationship between academic stress and psychological well-being among college students.

McDonald, A. K. (2020). This qualitative study explored the narratives of Black women and Latina college students, and how their utilization of social support resources influenced their mental health and well-being. Participants (N=14) were undergraduate students currently enrolled in a college or university, age 18-25 years, and self identified as female and Black/African American (10) or Latina (4). this study found that our Black women and Latina student's sense of belonging and ethnic or identity similarity to their academic and social environments play key roles in their experiences of positive psychological well-being.

Morales-Rodríguez, F. M., Espigares-López, I., Brown, T., & Pérez-Mármol, J. M. (2020). The objective of this study was to investigate the correlation between psychological well-being in university students and their self-reported learning styles and methodologies, social skills, emotional intelligence, anxiety, empathy and self-concept. The final sample consisted of 149 Spanish university students, with an average age of 21.59 years ($SD = 4.64$). Psychological well-being dimensions, along with learning style and methodology preferences, social skills, level of social responsibility, emotional intelligence, state and trait anxiety, empathy and levels of self-concept were measured using a series of validated self-report scales. The results indicate that the total variance explained by the university students' psychological well-being factors The study findings may be used to inform new educational policies and interventions aimed at improving the psychological well-being of university students in the international context.

Lee, C. Y. S., Goldstein, S. E., Dik, B. J., & Rodas, J. M. (2020). Studying the role of particular sources of social support (friends, romantic partners, family) as moderators and mediators in the associations between perceived stress and individual well-being (loneliness, depressive symptoms, and self-rated physical health). Holding perceived stress constant, friend support was negatively associated with loneliness, romantic partner support was negatively related to depressive symptoms, and family support was positively associated with self-rated physical health. Friend or romantic partner support moderated the relationships between perceived stress and loneliness, and self-rated physical health, but not depressive symptoms. Perceived stress and loneliness were indirectly and positively associated through lower friends and romantic partner supports,

perceived stress and depressive symptoms were indirectly and positively related through lower romantic partner support, and perceived stress and self-rated physical health were related indirectly and negatively through lower family support. Gender moderated the relationships between family and friend support and self-rated physical health, and between friend support and depressive symptoms. Results highlight how social support helps Latina/o youth cope with stress and mitigate challenges associated with their college transition. Social support implications for physical and psychological health differ for male and female Latina/o college-attending emerging adults.

Montaser, A., Abed, G., Diab, S., & Al-Halawany, R. M. (2020)..Purpose of the study was to assess the relationship between perceived social support and psychological well-being among adolescents. Design: - was descriptive co-relational research design. Multi-stage random sample of 361 students was randomly selected This study was conducted at one mixed secondary and other mixed preparatory school. Two tools were used for data gathering. Structured interview questionnaire, Multidimensional Perceived Social Support Scale and Psychological wellbeing scale. Results: revealed that, more than half of the studied sample had moderate social support and the majority of the studied sample (80.9%) had mild psychological well-being. There was a highly statistically significant positive correlation between social support and psychological well-being of students., this study concluded that positive correlation existed between social support and psychological well-being. Therefore, it is recommended that:- plan and implement an educational programmers for educating parents and the other caregiver about different pictures of social support.

Nashich, T. M., & Palupi, L. S. (2020). The world is becoming individualized due to modernization. International migration is one of the factors that lead to family dissociation and a lack of social support. Social support is viewed as a crucial factor that contributes to psychological well-being and satisfaction with life among migrants. However, very little is known about the impacts of social support on psychological distress and satisfaction with life among migrants. Therefore, we conducted this study to assess the association of perceived social support with psychological distress and

satisfaction with life among Nepalese migrants, and we evaluated the factors associated with receiving social support.

Hailu, G. N. (2020). A cross-sectional study was conducted on 633 study participants from October 2018 to June 2019. Data were collected using a pre-tested, standardized questionnaire. Multivariable analysis was conducted to identify factors that affect the perceived social support of the students. Statistical significance was declared using a $p\text{-value} \leq 0.05$ and 95% of Confidence Interval (CI) for an Adjusted Odds Ratio (AOR). Results: The status of perceived social support among undergraduate students of Mickelle University was found as 340 (53.7%) poor and 293(46.3%) good. The study also showed that sex AOR: 0.505, 95% CI: [0.331-0.772] and support from significant others AOR: 0.136, 95% CI: [0.088-0.211] were significant predictors of perceived social support..

Nashich, T. M., & Palupi, L. S. (2020). study aimed to determine the relationship between social support and psychological well-being of students who work part-time. This research is a quantitative survey research. The scale used was social support and psychological well-being scale. The study shows that social support has a significant relationship with psychological well-being. Hypothesis test result show positive value that means if social support increase, psychological well-being will also increase. The correlation coefficient of 0.433 shows the relationship between variable classified as moderate.

Lavin, K., Goeke-Morey, M. C., & Degnan, K. A. (2020). This study investigated social information processing theory (SIP) as a possible explanation for relations between students' self-compassion and perceived social support from friends. Results from an online survey with 119 undergraduate students revealed that individuals with greater selfcompassion tended to make fewer hostile and instrumental attributions and reported greater social support from friends. Individuals who endorsed more instrumental attributions and fewer hostile attributions were less likely to respond aggressively and more likely to respond in socially appropriate ways, which, in turn, was related to greater perceived support from friends.

Khan, M. J., & Arif, A. (2019). The present study aimed to examine the role of social support as a predictor of mental health among university students. The sample comprised 150 students; age ranges from 18 to 30 years were taken from different universities Translated Mental Health Inventory (having two subscales: psychological wellbeing and psychological distress) and Translated Provisions of Social Relations Scale (Having two subscales: family support and peer support) were used for assessment. Findings indicated that family support and peer support were positively correlated with psychological wellbeing and negatively correlated with psychological distress. It also showed that social support positively predicts mental health among university students. Female university students are high on psychological wellbeing, have high family support and high peer support than male university students. There were non-significant differences between the university students of below and above 20 years of age and graduate and undergraduate on all the research variables

García, P. J. J., Gallegos, L. I. F., Lira, C. J., & Vásquez, S. I. A. (2019)..The aim of the present study was to compare the profiles of well-being between men and women Mexican university students. A total sample of 708 participants, 374 women and 334 men, aged 18-26 years participated in this study. A quantitative approach with a descriptive and transversal survey design was used. All the participants completed the Spanish version of the Psychological Well-Being Scales. The results of the one-way multivariate analysis of variance, the men obtained higher scores on the subscales self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life and personal growth.

Khairani, A. Z., Shamsuddin, H. A. S. N. I., & Idris, I. Z. A. Z. O. L. (2019). This cross-sectional survey study. Responses from the Flourishing Scale was used to assess the levels of PWB as well as comparing the mean score of the undergraduates' PWB in terms of gender and years of study. Results showed that 256 undergraduates fall under the low and moderate low levels, with the majority of them are from the first year cohort. The undergraduates demonstrated the highest mean score with regards to leading purposeful and meaningful life at university but scored low in terms of engagement in their daily activities. also reported that gender and age have significant effects on the PWB of the

undergraduates. discussed three methods, namely, open-ended projects, brainstorming sessions, and visualisation that can be incorporated into teaching and learning that can enhance creativity

Suri, S., Garg, S., & Tholia, G. (2019). The present study was designed to make a comparison between males and females on attachment styles (dimensions), Perceived Social Support (dimension) and Loneliness. The authors also examined the relationship between loneliness, attachment style, and perceived social support and Attachment Style and Perceived Social Support as Predictors of Loneliness among College Students. 256 Students studying in Jamia Millia Islamia, and Delhi University were selected through purposive sampling. Measure of Attachment Style Questionnaire, Multidimensional Scale of Perceived Social Support and UCLA Loneliness Scale were administered. Results of the study indicated that both Ambivalent and Avoidant attachment style emerged as a predictor of loneliness. Males experienced greater loneliness as compared to female counterparts. Our study is specific and relevant to parents, mental health professionals and educators working with college students. find out the significant relationship.

Udhayakumar, P., & Illango, P. (2018) assess the psychological well-being among college going students. The study was carried out on 150 college going students (75 male, 75 female) from different colleges. 'Psychological Well-Being Scale' developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary was used to elicit the required data. The data was analyzed by using number, mean, standard deviation, and student's 't' test. The findings revealed that the college students had a high level of psychological well-being. The significant gender differences were found only in the mental health dimension of psychological well-being.

Bilgin, O., & Taş, İ. (2018). This research investigated the effects of perceived social support and psychological resilience on social media addiction among university students. The research group was composed of 503 university students. The ages of participant students varied between 17 and 31 years old. 340 (67.6%) of the participants are female and 163 (32.4%) of them are male. The Personal Information Form, Perceived Social Support Scale, Psychological Resilience Scale, and Social Media Addiction Scale were used as data collection instruments. The data obtained were analyzed with the

Pearson's correlation and hierarchic regression. Negative relationship was observed between perceived social support and social media addiction and between psychological resilience and social media addiction. Furthermore, it was found that perceived social support significantly predicted the subscale of perceived social support from friends and psychological resilience was a significantly predictor of social media addiction. The findings were discussed in the light of the related literature.

Tuna, S. K., & Aslan, H. (2018). It is measure the perceived social support, especially in higher education institutions, which has been given relatively less importance by the researchers. This study was conducted to investigate the perceived social support of university teachers. The present study was conducted on a sample of 120 university teachers. Social support was assessed by interpersonal support evaluation list given by cohen et al. Out of total sample more than half of the university teachers reported moderate level of social support followed by high and low level. More than one third of total respondents perceived higher social support. The results of the study concluded that male university teacher have better perceived social support as compared with their significant others.

Lai, C. C., & Ma, C. M. (2016). The current study investigated the effect of the perceived social support on procrastination, and further explored the mediating role of self-compassion and negative emotions in this relation in a sample of 874 Chinese college students. Results showed: (a) perceived social support negatively predicted procrastination; (b) both self-compassion and negative emotions partially mediated the association between perceived social support and procrastination separately; (c) self-compassion and negative emotions sequentially mediated the relation between perceived social support and procrastination. This study provides new insights for the mechanisms between perceived social support and procrastination, which has important practical implications for the interventions of college students' procrastination.

Ates, B. (2016). This study analyses the relation between assertiveness and perceived social support. The data was collected from 60 college students, particularly 30 males and 30 females of age group 18-25 through convenience sampling method. Assertiveness Self Statement Test and Multidimensional Scale of Perceived Social Support were used as the

data collection tools in the study. It was analysed using correlational research design. Findings from the present study states that assertiveness had a high influence on their perceived social support which in turn predicted their psychological well being.

Lai, C. C., & Ma, C. M. (2016). This study examines the mediation effects of social support (from family, friends, and significant others) that accounted for the link. Participants were 2023 university students (47.7% male). Structural equation modeling showed partial mediation effect of social support between psychological well-being and health-risk behaviors. In particular, social support from family and friends jointly mediated about 80 percent of the effect of life satisfaction and hopelessness on drinking. These results offered novel evidence that helps improve theorizing the mechanisms of the relationship between psychological well-being and health-risk behaviors. They also highlighted the potential benefits of social support for university students to help them stay healthy.

Salleh, N. A. B., & MUSTAFFA, C. S. (2016). This study is based on a quantitative approach using cross-sectional survey. The research sample consisted of 300 flood victims who were moved to shelters in the state of Kelantan. Research tools was Ryff's psychological well-being scale developed by Ryff (1989). The results showed that there was no significant difference between male and female in psychological well-being ($t = 1.194$, $P > 0.05$). Besides that, no gender differences were found in term of all the dimensions in psychological well-being (autonomy, environmental mastery, positive relations with others, self-acceptance, and personal growth) among flood victims. It implies that there was no dissimilarity in term of perception toward psychological well-being for those male and female respondents

Ludban, M. (2015). The purpose of the study was to examine psychological well-being of college students and the factors that impact it. The Ryff scale of psychological well-being was used to measure psychological well-being. Participants of the study were 131 college students. Results of the study indicate that gender, age (traditional vs. nontraditional students), support, and financial well-being were the factors that impacted psychological well-being of college students.

Awang, M. M., et.al (2014)explored first-year student experience in receiving social support and its relation to their ability to adapt with university ethos. This qualitative research utilized individual semi-structured interview protocols to gather narrative data from 16 university students. All students were interviewed twice . It has been found in this study that academic adjustments, social adjustment and emotional among new students are dependent on their abilities in receiving socio-educational support from (supportive friendship) and families. Results also revealed the powerful influence of parents and the importance of socio-relationship for student wellbeing. This study suggests that the concept of social support should go further than simply identifying it within the context of a university. Findings of this study also indicate the importance of student community, senior students and family-networks in adapting to a new learning environment.

Matsuda, T., Tsuda, A., Kim, E., & Deng, K. (2014). This study examines the associations between perceived social support and SWB among Japanese, Chinese, and Korean college students. A total of 1332 (466 Japanese, 449 Chinese, 417 Korean) college students completed surveys measuring life satisfaction, PA, NA, and perceived social support from family, friends, and a significant other. Results of the path analysis showed that family support reduced NA and significant others support improved PA, and that both of types of support were associated with life satisfaction among the three groups. It was suggested that perceived social support contributes to improve SWB among Japanese, Chinese, and Korean college students.

de la Iglesia, G., Stover, J. B., & Fernández Liporace, M. (2014). This research aimed at describing perceived social support and its relation to academic achievement in a sample of 760 Argentinean college students. Perception of social support was assessed in terms of four possible sources: parents, teachers, classmates, and boyfriend/girlfriend or best friend. Academic achievement was measured using three different indicators: the rate of passed, failed and dropped classes in the time since the academic career was initiated. The main hypothesis posed was that a higher perception of social support would be related to a better academic achievement (a bigger rate of passed classes, and a smaller rate of failed and dropped classes). Findings showed that women perceived significantly

more support than men from all sources, except from teachers. Both males and females perceived more support from best friends or boyfriends/girlfriends, and identified teachers as the less supportive source. A higher perception of social support was associated with better academic achievement but only for females. Limitations of the study and implications for the set in motion of different interventions in the academic field, which could be specific to certain type of students, are discussed.

Mahanta, D., & Aggarwal, M. (2013). The purpose of the present study was to study the effects of perceived social support on the life satisfaction of university students. Gender differences of perceived social support and life satisfaction, among the participants were also investigated. The sample for the present study consisted of total of 100 male and female postgraduate students from four different departments of University of Delhi. The Perceived Social Support scales by Procidano & Heller and the Satisfaction with Life Scale (SWLS) by Diener, Emmons, Larsen, & Griffin (1985) were administered to the participants. Results indicated no gender differences in perceived social support from family but a significant difference was found out for the perceived social support from friends. Also, it was found that female university students have a higher satisfaction with life as compared to male university students.

Nauffal, D. A. D., & Sbeity, R. (2013)..The purpose of this study was to determine the role of perceived social support (PSS) on subjective well-being (SWB) in Lebanese college students. All students were undergraduate students and followed the American educational system. Life satisfaction was assessed using the Satisfaction with Life Scale (SWLS), and the affective dimension of well-being was measured using the Positive Affect Negative Affect Schedule (PANAS). The degree of PSS was measured using the Multidimensional Scale of Perceived Social Support (MSPSS). Findings suggested that Lebanese college students were generally satisfied with their lives general and experienced more positive than negative affect. Female participants experienced more negative affect (NA) than male participants. The high income level group scored greater on the SWLS scale and perceived higher PSS In conclusion, these findings reconfirm the importance of perceived social support as predictor of subjective-well-being among youth.

Shamim, H., Parveen, N., & kamal Butt, A. (2013). The present study was designed to investigate a relationship between perceived social support and psychological well-being of college students belonging to nuclear and extended families. The objectives of this study were to investigate the relationship between perceived social support and overall psychosocial well-being of college student's life and compare male and female students on the measure of psychological Well-being and Social Support scale. Results showed that there was a positive relationship between perceived social support and psychological well-being. Moreover, it was found that girls had more social support and well-being than boys of nuclear and extended families.

Bordbar, F. T., Nikkar, M., Yazdani, F., & Alipoor, A. (2011). The purpose of this study was investigated the relationship between psychological wellbeing, academic performance and demographic variable, For do in this study, 500 students from Payam-e-Noor University of Shiraz were asked to complete the psychological wellbeing questionnaire. The result of study revealed: psychological related positively to academic performance. ANOVA analyzed that it differs in sex, course study and marital status. There are significant differences in self esteem, positive relation and mastery environmental with psychology wellbeing.

Ho, S. K., & Chik, P. Y. (2010). This study examines the gender differences in an extent to which humor and social support are associated with psychological well-being among 160 young adults in Hong Kong. Relationships between measures of social support and psychological well-being were not significantly different between men and women. The moderating effect of coping humor between perceived social support from friends/significant other and environmental mastery (one measure of psychological well-being) was significant for women only. In general, the findings manifested that coping humor might moderate the adaptive effects of social support on psychological well-being. Implications for the results are discussed, highlighting the possibly complex relationships among gender, social support, and humor to mental health.

Hefner, J., & Eisenberg, D. (2009). this was administered at a large, public university, with 1,378 students completing the measures in this analysis (response rate = 57%). The results support our hypothesis that students with characteristics differing from most other

students, such as minority race or ethnicity, international status, and low socioeconomic status, are at greater risk of social isolation. In addition, the authors found that students with lower quality social support, as measured by the Multidimensional Scale of Perceived Social Support, were more likely to experience mental health problems, including a sixfold risk of depressive symptoms relative to students with high quality social support. These results may help administrators and health providers to identify more effectively the population of students at high risk for mental illness and develop effective interventions to address this significant and growing public health issue.

Matud, M. P., Ibañez, I., Bethencourt, J. M., Marrero, R., & Carballeira, M. (2003). This study examines gender differences in the dimensionality of social support. A large sample ($N=3210$) from the general population of women (60%) and men aged between 18 and 65 years old (Mean age=34.1) responded to a brief scale with items assessing the distinct functions of the perceived availability of social support. The first factor in the men's sample measures emotional support (providing empathy, caring, validation of self-worth), and the second measures instrumental support (e.g. practical assistance or financial aid). We concluded that there are gender differences in the structure of perceived social support and that these differences can be explained by socialization experiences and social roles associated with gender..

SIGNIFICANCE OF THE STUDY

The study on the association between perceived social support and psychological well-being among college students holds significant importance in understanding how interpersonal relationships impact mental health outcomes within the academic environment.

OBJECTIVE OF THE STUDY

The objective of research project summarizes what is to be achieved by the study. In view of the available literature & importance of the topic, the following objectives were set:

1. To examine the association between perceived social support and psychological well-being among college students.

2. To examine the difference between perceived social support among male & female college students.
3. To examine the difference between psychological well-being among male & female college students.

HYPOTHESIS OF THE STUDY:

1. There will be no significant association between perceived social support and psychological well being among college students
2. There will be a no significant difference between perceived social support among college students
3. There will be no significant association between psychological well being among collegestudents.

CHAPTER-3

RESEARCH METHODOLOGY

Research Methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting phenomenon is called research methodology. Its aim is to give the work plan of research a logical direction. It is necessary for the research undertaken but also methodology.

SAMPLE:

Sampling is the soul of scientific study. A good sample minimizes the error of estimations is less time consuming, and economical in terms of time and money. The size of sample varies from study to study, methods and nature of population. In the present study, keeping in view the limitation of time the researcher has to be contented within the limited samples. The investigator randomly selected 120 students including both male and female from colleges of Jammu District.

SAMPLING TECHNIQUE:

In the present study the investigator used 'Random Sampling Technique' for data Collection.

RESEARCH TOOLS AND IT'S DESCRIPTION:

The selection of suitable tools is of vital importance for successful research. Different tools are suitable for collecting different kinds of information for various purposes. Selection of tools for data collection depends upon the nature of problem undertaken. For the present investigation the investigator has used the following tools of research: -

- **Multidimensional Scale of Perceives Social Support(PSS):**12 itemby Zimet Gd,This questionnaire can be used in various contexts, including clinical settings, research studies, and personal assessments to understand the levels of support individuals feel they have from their social networks Items are usually rated on a

Likert scale (e.g., 1 = very strongly disagree to 7 = very strongly agree), reflecting the degree of agreement with statements about social support. Individuals can use the PSSQ for self-assessment to gain insights into their perceived social support levels.

- **Psychological well-being scale:** It is developed by Sisodia & Choudhary. It measures the psychological wellbeing of the individual in five dimensions like satisfaction, efficiency, sociability, mental health, and interpersonal relations. It measures psychological wellbeing of the individual through 50 items divided into five subscales: satisfaction, efficiency, sociability, mental health, and interpersonal relations. The response format is type five point Likert scales ranging from strongly agree to strongly disagree. The reliability of the test was found 0.80

CHAPTER-4

DATA ANALYSIS AND INTERPRETATION

Table 1: Demographic profile of the respondents

S.No.	Demographic Characteristics		Percentage (%)
1.	Gender	Female	60.88%
		Male	39.17%
2.	College	Govt.	59.2%
		Central	10.0
		Private	30.8%

Note: N=120. Participants were on average 20 years old (SD=2.54)

The study was conducted on 120 students from schools of Jammu District. As per table 1 the demographic characteristics of the sample indicate that females contributed more than males with 60.88% female (n = 60.88) and 39.17% male (n = 39.17) participants. Additionally, 59.2% of the participants were from govt. college (n = 59.2%), 10.0% were from central college (n = 10).and 30.8% were from private college.

Following figures depict the same:

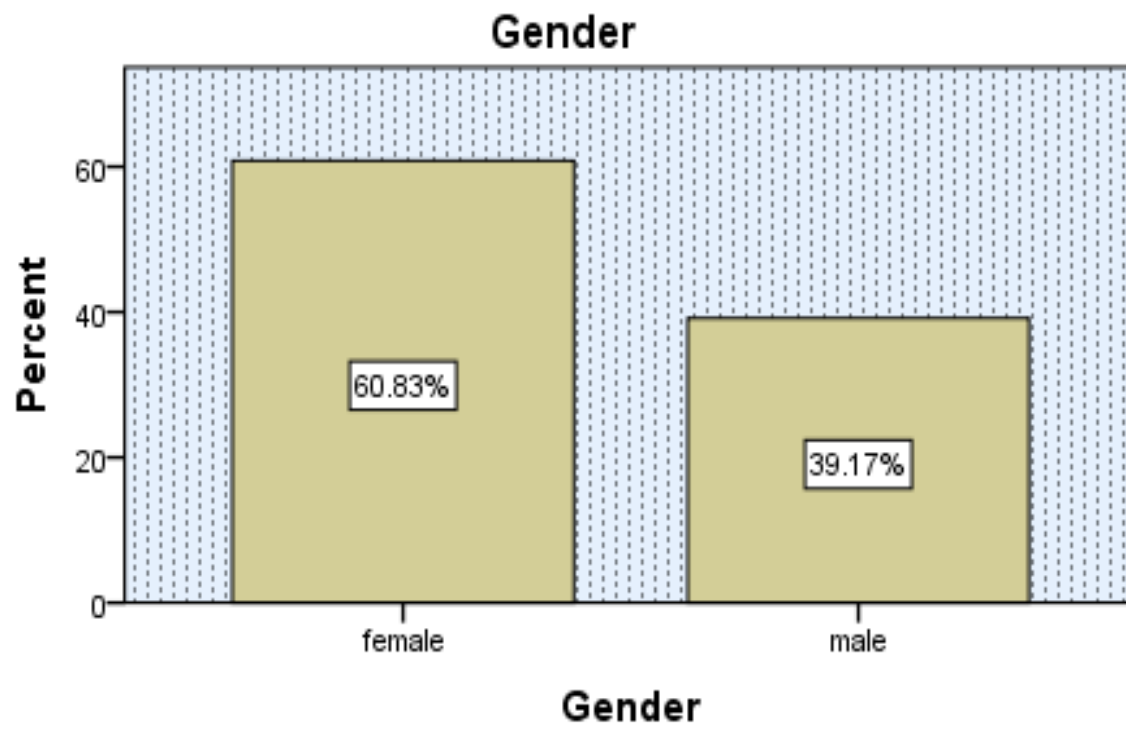


Figure 1

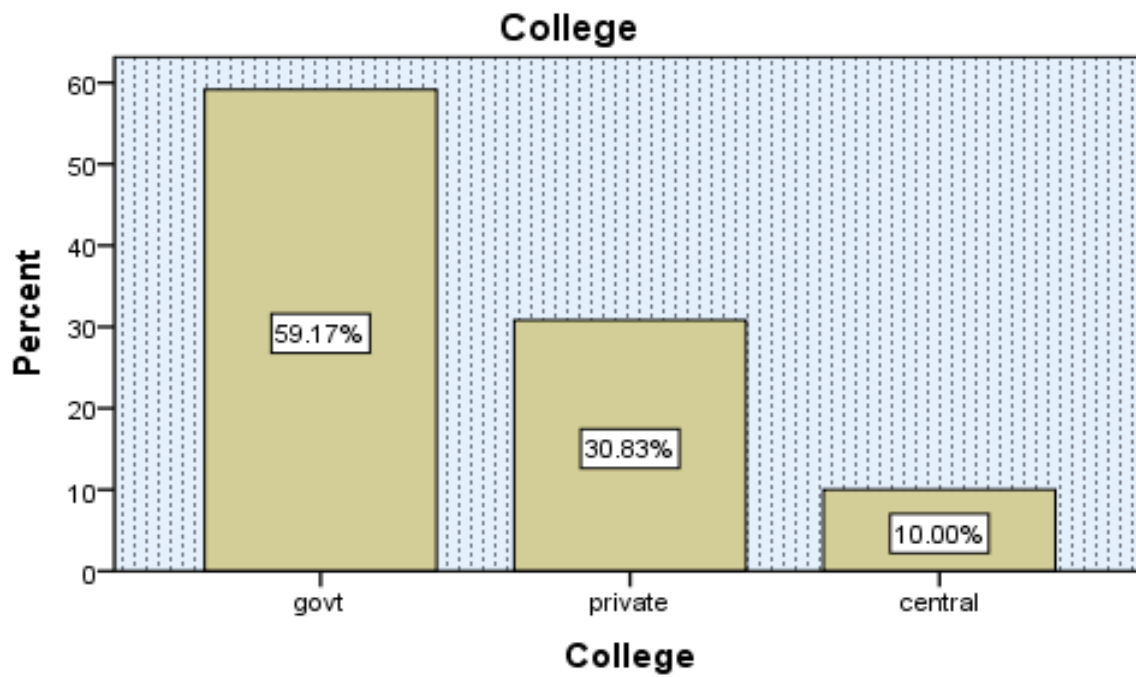


Figure 2

Table 2 Correlation Analysis

		Perceived Social Support	Psychological well-being
Perceived Social Support	Pearson Correlation	1	-.427**
	Sig. (2-tailed)		.000
Psychological well-being	Pearson Correlation	-.427**	1
	Sig. (2-tailed)	.000	
	N=120		

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

From Table 2 it is observed that, perceived social support has moderate negative correlation between perceived social support and psychological well-being (r = -0.427.) The p-value (Sig. 2-tailed) for both correlations is 0.000, which is less than the conventional significance level of 0.05. This indicates that the observed correlations are statistically significant. we can reject the null hypothesis that there is no relationship between perceived social support and psychological well-being among college students.

The Correlation is also displayed with the help of a scatter plot as shown in Figure 3

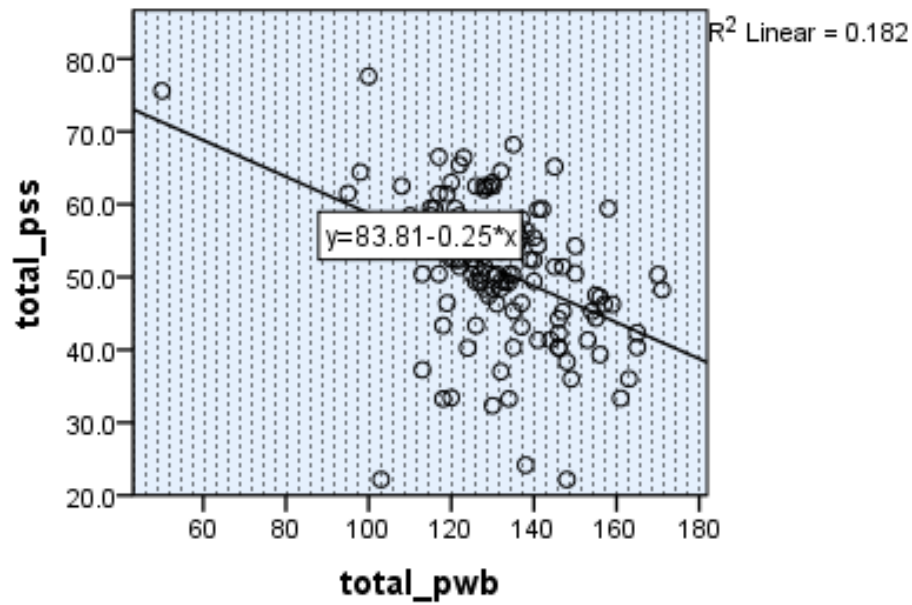


Figure 3 Scatterplot

Table 3 Mean, S.D & Results of Independent t-test

VARIABLE	MEAN		SD		t-test	P-Value
	Male	Female	Male	Female		
Perceived Social Support	51.053	50.377	8.9847	50.377	-.354	.724
Psychological well-being	133.06	131.06	17.311	17.108	-.623	.534

P> .05

To test the hypothesis that male and female differ significantly perceived social support and psychological well being an independent t-test was performed. As can be seen in table 3, there is statistical significant difference between both the genders on perceived social support with t-value being $-.354$ ($p > .05$) and there is statistical significant difference psychological well being with t-value being $-.623$ ($p > .05$).

CHAPTER-5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter the conclusions derived from the findings of this study on the Association between Perceived Social Support and Psychological Well Being among Male and Female College Going Students. The conclusions are based on the purpose, research questions and results of the study. The future recommendations of these findings will also be explained. Recommendations were based on the conclusions and purpose of the study.

SUMMARY

This dissertation investigated the relationship between Association between Perceived Social Support and Psychological Well Being among Male and Female College Going It aimed to explore whether perceived social support differed between genders and whether it influenced psychological well-being differently for male and female students.

The study found a significant association between perceived social support and psychological well-being among college students. Higher levels of perceived social support were correlated with better psychological well-being.

Results indicated a significant difference in perceived social support between male and female college students. Female students reported higher levels of perceived social support compared to their male counterparts.

There was also a significant difference in psychological well-being between male and female college students. Female students generally reported higher psychological well-being scores than male students.

CONCLUSIONS

The findings suggest that perceived social support plays a crucial role in determining the psychological well-being of college students. While both male and female students benefit from social support, females tend to perceive higher levels of support and exhibit

better psychological well-being. This underscores the importance of targeted support systems within educational institutions to enhance students' overall well-being.

RECOMMENDATIONS

Based on the study's findings, several recommendations can be made:

1. **Enhancing Social Support Programs:** Colleges should consider implementing or strengthening programs that promote social support among students. This could include peer mentoring, counseling services, and student support groups.
2. **Gender-Specific Interventions:** Recognizing the differences in perceived social support and psychological well-being between male and female students, interventions should be tailored to address gender-specific needs. For instance, promoting assertiveness training or communication skills workshops may benefit male students who may perceive less social support.
3. **Longitudinal Studies:** Conducting longitudinal studies could provide deeper insights into how perceived social support evolves over time and its long-term impact on psychological well-being. This would help in designing more effective interventions.
4. **Policy Development:** Institutions should consider incorporating policies that foster a supportive environment conducive to students' mental health. This may include reducing stigma around seeking mental health services and ensuring accessibility to resources.

By implementing these recommendations, colleges can potentially create a more supportive environment that enhances the psychological well-being of all students, contributing to their overall academic success and personal development.

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APPENDIX

DEMOGRAPHIC INFORMATION

NAME

GENDER

AGE

COLLEGE

QUALIFICATION

CONSENT FORM

Consent Form for Voluntary Participation in Research Study

Title of Study: A Study On Association Between Perceived Social Support & Psychological Well-Being Among College Students

Principle: Mehak Malhotra

You are invited to participate in a research study conducted by Mehak Malhotra exploring the association between perceived social support and psychological well being among college students. Your participation will involve completing a questionnaire about your perceived social support and psychological well being and related topics, which will take approximately 20-30 minutes. Participation is entirely voluntary, and you may withdraw at any time without penalty.

Your participation in this study will be kept confidential. Your responses will be anonymized and stored securely. Only the researchers involved in the study will have access to the data.

Your decision will not affect your relationship with organization.

If you have any questions about the study, please contact Mehak Malhotra. I have read the above information and understand the nature of the study, including its purpose, procedures, potential risks, and benefits. I voluntarily agree to participate in this study.

Participants Name : _____

Participants Signature: _____

Date: _____

Parent/Guardians Name (if participant is under 18):

Date: _____

PERCEIVED SOCIAL SUPPORT QUESTIONNAIRE

Indicate how often each of the statements below is descriptive of you.

Very strongly disagree 1

Strongly disagree 2

Mildly disagree 3

Neutral 4

Mildly agree 5

Strongly agree 6

Very strongly agree 7

There is a special person who is around when I am need.

1234567

There is a special person with whom i can share my sorrows and joys . 1234567

My family tries to help me. 1234567

I get emotional help and support I need from my family 1234567

I have a special who is real source of comfort to me.1234567

My friends really try to help me. 1234567

I can count on my friends when things go wrong 1234567

I can talk about my problems with my family 1234567

I have friends with whom I can share my sorrows and joys. 1234567

There is a special person in my life who cares about my feelings. 1234567

My family is willing to help me make decisions 1234567

I can talk about my problems with my friends 1234567

PSYCHOLOGICAL WELL BEING QUESTIONNAIRE

SCALE INSTRUCTIONS:

Indicate how often each of the statements below is descriptive of you.

STRONGLY AGREE 5

AGREE 4

UNDECIDED 3

DISAGREE 2

STRONGLY DISAGREE 1

I think I have a particular meaning and purpose in my life	54321
I have happy memories of the past	54321
I am very much satisfied about everything in my life.	54321
In general, I feel I am incharge of the situation in which I live.	54321
In most ways my life is close to my ideal.	54321
The conditions of my life are excellent.	54321
So far, I have the important things I want in life.	54321
If I could live my life over, I would change almost nothing.	54321
In many ways, I feel contended about my achievements in life.	54321
I am living the kind of life I wanted to.	54321
I find easy to make decisions.	54321
In my daily life I get chance to show how capable I am.	54321
I feel positive and creative.	54321

I find I can think quite clearly.	54321
I am quite good at managing responsibilities of my daily life.	54321
For me, life has been a continuous process of learning, changing and growth.	54321
I feel that I am capable of working hard.	54321
I feel eager to tackle my daily task or make new decisions.	54321
I feel I can easily handle or cope with any serious problem.	54321
I think it is important to have new experiences that challenge how you think about yourself and the world.	54321
I take immense interest in other people.	54321
I always keep committed and involved.	54321
I have adjusting nature and sense of belongingness.	54321
I feel must do what others expect me to do.	54321
People would describe me as a giving person, willing to share my time with others.	54321
I have good influence on life..	54321
It is always necessary that others approve of what i do.	54321
Maintaining close relationships gives pleasure to me.	54321
I experience warm and trusting relationships with others.	54321
I believe that people are essentially good and can be trusted.	54321
I remain energetic, active and vigorous whole day.	54321
Thought of accident doesn't affect me.	54321
Tension in life doesn't affect my health.	54321

I have no difficulty in sleeping.	54321
I keep myself busy whole day.	54321
Illness doesn't affect my mental health.	54321
I feel rested when I wake up in the morning.	54321
Talking or thinking about my illness. doesn't make any difference to me.	54321
Usually I don't feel tired, worn out, used up or exhausted.	54321
Age related problems are part of life.	54321
Personal relationship gives me pleasure.	54321
I enjoy company of other people.	54321
I perform useful activities like reading, gardening, etc. in my leisure time.	54321
I have no hesitation in talking to anyone.	54321
I like to do any task at right place and right time.	54321