



A COMPARATIVE STUDY OF PERCEIVED SOCIAL SUPPORT BETWEEN HIGH SCHOOL AND INTERMEDIATE STUDENTS

PRIYANSHU TIWARI

POST GRADUATE STUDENT, DEPARTMENT OF PSYCHOLOGY, GANDHI MAHAVIDYALAYA, ORAI

ABSTRACT:

Present study was conducted to study the level of social support among high school and intermediate students. There were 120 students (60 high school students and 60 intermediate students) from rural areas of Orai. The sample was drawn through convenient sampling technique. 7-point Likert-type the Multidimensional Scale of Perceived Social Support was used in the study. The scale was developed by Zimet, Dahlem & Farley in 1988. There were two groups i.e. high school and intermediate students therefore t-test applied for the Statistical analysis. Our result was found significant (t-value -2.21, $p < 0.029$), the mean value of high school students and intermediate students are 69.40, 73.10 respectively. It shows that intermediate students have greater level of social support as compared to high school students. The implication of the study could be used to promote perceived social support.

KEYWORDS:

PERCEIVED SOCIAL SUPPORT, HIGH SCHOOL AND INTERMEDIATE STUDENTS.

RATIONALE

The origin of human society is more complex than we thought. It started from several centuries ago, our ancestor's Paleolithic hunter-gathers living in small, nomadic groups. Gradually, they discovered farming and domesticated animals for food and services, and social support is the integral part of the human society. Through social support, we can predict the growth of the Society. If the society is highly supportive in nature it will grow fast, and the happiness level will be high. In society young minds contribute the most in society; they are the future of the society.

Previous researches show that social support helps students in their depression, stress (Shadiya Baqutayan 2011), self-esteem (Ikiz and Cakar., 2010), relationship and psychological well-being (Batool and Ahmad 2014). They are going to be the future of the society. Almost all of the student of high school and intermediate are in the teen age. It is crucial stage for the personality development so it is very important to know their experience towards perceived social support. Young minds contribute the most in society; they are the future of the country. Keeping this in mind, the researcher decided to do study the level of social support among the high school and Intermediate students.

INTRODUCTION

Hobfoll and Stokes (1988) described social support as social interactions or relationships that provide individuals with the actual assistance or with a feeling of attachment to a person or a group that is perceived as loving or caring. Dumont and Provost (1999) refer social support to the support received (e.g. Informative, Emotional, or instrumental) or the sources of support (e.g. family or friends) that enhance recipient's self-esteem or

provide stress-related interpersonal aid. Social support commonly refers to the functions performed for the Individual by significant others (including family members, relatives, and friends) and people from extended relationships (including neighbours', classmates, and Colleagues) (Thoits, 2011).

Social support can be defined as any kind of help that an individual receives from the society. It can come from various part of society such as family, friends, neighbors, co-workers. Social support plays an important role in our daily life. We are human beings and we Need support from our family members, friends, neighbors, particularly when we are in trouble and are facing problems. Social Support is a process of communication which results in enhancing handling strategies, high sense of worth all the way. People who have broad friendship circle are having higher confidence and greater satisfaction with their daily lives and it also plays an important Role in functioning of the body, on the other hand people who have no or very less friend circle tends to be hesitant, lazy, introvert, and they do not care what is going in his outside world.

Perceived social support refers to a person's perception of readily available Support from friends, family, and others. It also shows the complex nature of social Support including both the history of the relationship with the individual who provides the supportive behaviour and the environmental context (Hobfoll & Vaux, 1993). Social support provides the most important and significant environmental resources. It is defined as a mutual network of caring that enables one to cope with stress better. Social support from friends and family Plays an important role in almost every aspect of stress and coping (Tam C and Lim, 2009). Social support is frequently used in much socio-psychological and socio-educational research that

emphasizes the Importance of social relationship among community members (Peters, 2010). Perceived social support refers to subjective judgment of the assistance quality Provided by family members and close friends; perceived social support stresses on A person's action; while enacted support stresses specific supportive actions. Although, there is a close link among all three types of social support, the Supportive orientations are different. On the other hand, social integration is more Likely to focus on social relations and kinship instead of social action and social Interactions. By taking these elements into consideration, the current study uses the Term of supportive social support that refers to assistance provided by society, Community, peers and family members (Awang et al., 2014).

Many studies have demonstrated that social support acts as a moderating factor in the development of psychological and/or physical disease (such as clinical depression. (Kenneth et. Al., 2005) or hypertension) as a result of stressful life events. As such, it is a critical component in the assessment of overall well-being. There is growing evidence to suggest that social support affects humans differently throughout life, suggesting that the need to receive and provide social support shifts across development.

Another model explaining the function of social support is grounded in evolutionary theory, which posits that social support is more likely to be provided to individuals who are more genetically similar to the provider (known as kin selection), thereby the prosocial behaviors may be explained by the evolutionary necessity to promote the survival of provider's genes and the survival of the provider themselves. (Brown et. Al., 2003). This model is referred to as the provided-support model.

Zimet, Dahlem, and Farley (1988) described perceived social support as an individual's perception of how resources can work as a buffer in between the demanding incidents and symptoms. As stated by Zimet, Dahlem, Zimet, and Farley (1988) perceived social support is comprised of three dimensions, namely, friends, family and significant others. Friends and family are self-explanatory, whereas significant others might be a leader, co-worker, peer or some other individual, not Normally described, but with whom the person has to get in touch with on daily basis.

VARIOUS TYPES OF POSSIBLE SOCIAL SUPPORT

Types and sources of social support may vary. House (House, 1981) described four main categories of social support: emotional, appraisal, informational and instrumental.

1. EMOTIONAL SUPPORT

Emotional support is that type of social support by Which a person is supported by another person through showing his Empathy, affection, love, encouragement, through his words (like "don't Worry I am with you", "I feel bad for you" or "I am here for you"), soft Touch, or giving some gifts. Through emotional support the person is Realized

that he is not alone. Emotional support enhances individual's self-Esteem. Emotional support generally come from family member and Close friends and is the most commonly recognized form of social support. It includes empathy, concern, caring, love, and trust.

2. APPRAISAL SUPPORT

Appraisal support involves transmission of information in the form of affirmation, feedback and social comparison. This information is often evaluative and can come from family. Members, friends, co-workers, or community sources.

3. INFORMATIONAL SUPPORT

Information support is when a person is given Some useful and needed information regarding his education, health, illness Etc., for example many times the college students are informed about the Policies given to them by the government or any organization is known as Informational support. Informational support includes advice, suggestions, or directives that assist the person to respond to personal or situational demands.

4. INSTRUMENTAL SUPPORT

Instrumental support is also known as tangible support. Instrumental support is the most concrete and direct form of social support, encompassing help in the form of money, loan, time, in-kind assistance, and other explicit interventions on the parson's behalf.

REVIEW OF LITERATURE

Tam and Lim., (2009) carried out a study on perceived social support, Coping capability, and gender differences among young adults. A total sample of 300 participants was selected, were selected randomly. The data was collected from the participants' age ranges, which was from 16 to 26 years old. Moreover, three sets of questionnaires were distributed to several secondary schools, colleges, and university students within the Klang Valley, Malaysia. The Perceived Social Support Scale consists of three items: the friend scale (PSS-Fr), the family scale (PSS-Fa), and the Adolescent Coping Orientation for Problem Experiences (A-COPE). The result showed that there was a significant positive relationship Between perceived social support and coping capability. In addition, perceived social support from family played a more important role in determining coping Capability. Furthermore, it was found that perceived social support from females Differed significantly from males in the analysis of the t test. In addition, results Also disclosed that there were significant gender differences in young adults' Coping capabilities, whereby females generally had better coping capabilities as Compared with males.

Ikiz and Cakar., (2010) investigated the relation between perceived social Support levels and self-esteem levels of adolescents. It was a descriptive study. Participants were 257 adolescents from different high schools from Burdur, in Turkey. The data were collected by Social Support Appraisals Scale for Children and Adolescents with Cooper smith Self-Esteem Inventory Short Form. The Findings of

result showed that according to gender, there is a statistically Significant difference on the perceived peer and teacher support levels however there is no difference on self-esteem levels. Further more significant positive Relation between perceived social support levels and self-esteem levels of Adolescents was found.

Shadiya Baqutayan (2011) performed a Study on Stress and Social Support. This is an investigational study and it discusses the efficiency of social support in Managing Academic Stress among students. The principle of this study was to Understand the importance of Social Support in managing stress. Simple random Sampling was assigned to a number of 120 students, equally divided into an Experimental and a control group. Classes on Social Support as coping mechanisms Were known to the experimental group only. The findings of this study indicated that There were significant differences between the experimental group and the control Group in relation to stress and social support.

Hsiao, His-Chi; Tu, Ya-Ling; Chung, Hsin-Nan (2012) This study investigated the function of social supports and computer self-efficacy in predicting high school students' perceived effect of computer use. The study was survey method to collect data. The questionnaires were distributed to the high school students in Taiwan. 620 questionnaires were distributed and 525 questionnaires were gathered back with 84.67% return rate. The results of structural equation modeling (SEM) and model invariance analysis indicate that perceived peer support played an important role in predicting the effects of advanced computer self-efficacy. However, general computer self-efficacy was the factor more strongly associated with student computer use. The results were analyzed to provide useful insight into the development of student computer competency. The modified scale was a valid and reliable instrument for large scale population. This study provided representative results for further related studies. Educational implications and suggestions for future research are proposed.

Ming-Te Wang, Jacquelynne S. Eccles (2012) This study examined the relative influence of adolescents' supportive relationships with teachers, peers, and parents on trajectories of different dimensions of school engagement from middle to high school and how these associations differed by gender and race or ethnicity. The sample consisted of 1,479 students (52% females, 56% African American). The average growth trajectories of school compliance, participation in extracurricular activities, school identification, and subjective valuing of learning decreased from 7th to 11th grades (mean ages = 12.9 years to 17.2 years). Different sources of social support were not equally important in their impact on school engagement, and the effect of these sources differed by the aspect of engagement studied. For instance, peer social support predicted adolescents' school compliance more strongly and school identification less strongly than teacher social support.

Adler-Constantinescu, Beșu, and Negovan (2013)

investigated a study to explore the relationship between perceived self-efficacy and perceived social Support during adolescence. A total sample of 240 teenagers, were selected out of Which 40 were boys and 200 girls, aged 15-20 in the first year of high school (9thGrade) and 120 students in the first university year. The data was collected through Two self-evaluating scales, Multidimensional Scale of Perceived Social Support (Zimet et al., 1988), composed of 12 items and Generalized Self-Efficacy Scale (Schwarzer and Jerusalem, 1995), and composed of 10 items. Findings disclosed Mean of the scores regarding perceived social support from family is the highest, While the mean of the scores regarding perceived social support from friends is the Lowest. For the statistical of data Mean and standard deviations) were calculated for all variables. The correlational analysis of the collected data shows that there Are statistically significant positive relations between the perceived self-efficacy Scores and the perceived social support scores (with all its three dimensions). Furthermore, Correlational and regression analyses were used in order to test the Research hypotheses.

Batool and Ahmad (2014) carried out a study to investigate the impact of Perceived social support on psychological well-being among teenagers. It was also Aimed to compare levels of perceived social support and psychological well-being Among teenagers with one parent alive and with both parents alive. A total sample of 212 teenagers of age range of 13 to 19 years with equal number of teenagers with both parents alive (106) and teenagers with one parent alive (106). The Overall sample was collected from different cities of Pakistan. The measures Employed for the study includes Urdu translated versions of Multidimensional Scale of Perceived Social Support (MSPSS) and Warwick-Edinburgh Mental Well-being Scale (WEMWBS) were used in the study. The findings revealed that Perceived social support is a significant predictor of psychological well-being Among teenagers. Results had also revealed that teenagers with one parent alive Have lower levels of perceived social support and psychological well-being than Teenagers with both parents alive.

Vanessa et al. (2015) conducted a Study on Social Skills, Social Support and Well-Being in Adolescents of Different Family Configurations. The participants were 454 adolescents aged between 13 and 17 years from nuclear, broken up and remarried Families. The data were together obtained in the classroom using the Social Skills Inventory for Adolescents, the Social Support Appraisal Scale and the Psychological Well-being Scale. The results of the multiple linear regression analysis recommended That higher levels of the social skills empathy, self-control, civility, social Resourcefulness and affective approach and higher levels of social support appraisals from friends and family, So the study concluded that there was a better level of psychological well-being of adolescents from nuclear, broken up and remarried Families.

Sultan Siddiqui, Ara Jahangir, and Hassan, (2019)

conducted a study on Gender differences on Perceived Social Support and Psychological Distress among University. A total sample of Sample comprised of 562 students (male 273 and Female 289) between age ranged from 15 to 30 years. The convenient sampling Method was employed to select the male and female students across the five Faculties. For data collection two scales were used (DASS-21 and MPSS scales Were employed to measure the variables... Descriptive statistics t-test and Pearson Product Moment Correlation were computed with the help of SPSS version 22. findings disclosed that no significance difference of perceived social support (-3.095 ; $p=.002$) found among male (Mean=4.831) and female (Mean=5.74) Counterparts. Moreover, no significant gender difference found on the variable of psychological distress ($560=-1.308$; $P=.191$) among male (Mean=24.824) and Female (Mean=23.633) university students. The results further indicate significant Negative correlation ($r=-.149$) between measures of psychological distress and Perceived social support. However, male depression score (Mean=8.227) found Higher than female (Mean=7.491) counterparts with $t(560)=1.980$; $p=.048$). In Addition to this that female receive higher social support from significant others, Friends and family thus having lesser stress, anxiety and depression as compare to Male students respectively.

OBJECTIVES OF THE STUDY

- i. To study mean difference of social support between high school and intermediate students of Rural area.
- ii. To study mean difference of social support among Highschool Male and Female students of Rural area.
- iii. To study mean difference of social support among Intermediate Male and Female students of Rural area.

HYPOTHESES OF THE STUDY

- i. There is no mean difference of social support among high school and intermediate students of Rural area.
- ii. There is no mean difference of social support among High school Male and Female students of Rural area.
- iii. There is no mean difference of social support among Intermediate Male and Female students of Rural area.

METHOD

Methodology (methods, approach and technique) are employed in every research which helps the study to move from the beginning to the end (Minichiello, Sullivan, Greenwood, & Axford, 2003). Three basic components in every research enterprise: the subject of the research, the object of the research and the context of the research are considered mandatory for completion of the research in an authentic way. The conceptualization process defines the actual research topic and reveals the sub concepts which

underpin the main study (Taylor, Kermode, & Roberts, 2006). The aim of the present study is to examine relationship of perceived social support and meaning in life with mental adjustment as well as to find out the differences in perceived social support, meaning in life and mental adjustment with regard to the gender, residence, family type and stage of the disease among cancer patients. This chapter covers research design; participants with inclusion criteria and exclusion criteria; tools; procedure of data collection; ethical consideration and above all, the use of statistical techniques to analyse data.

INCLUSION CRITERIA

- Only the students of high school and intermediate students were taken as sample.
- Both male and female participants were included.
- No gender difference was made while selecting the sample.
- No discrimination was done on the basis of caste.
- Only the desired students were included in the sample.
- Participants were taken from Rural area.

EXCLUSION CRITERIA

- No under graduate, post graduate or research scholars were taken as sample.
- The students unwilling to take part in the study were not considered for this study.
- Even during the filling up of the questionnaires, if any participant wanted to leave, they were excluded.

SAMPLE

Participants of the study consisted of 120 (High School (60) and Intermediate (60)) students of rural area. The sample was drawn through *convenient sampling* technique, from different rural areas of Orai.

MULTIDIMENSIONAL SCALE OF PERCEIVED SOCIAL SUPPORT (MSPSS)

The Multidimensional Scale of Perceived Social Support (Zimet, Dahlem & Farley, 1988) was developed as a brief self-report measure of subjectively assessed social support. Item ratings were made on a 7-point Likert-type scale ranging from: Very Strongly Disagree (1) to Very Strongly Agree (7). The 12-item MSPSS was designed to measure the perceived adequacy of support from the following three sources:

- i. Family (Item 3, 4, 8, and 11),
- ii. Friends (Item 6, 7, 9, and 12), and
- iii. Significant others (Item 1, 2, 5, and 10)

Higher scores on each of the dimensions indicate higher levels of perceived support, and a sum of three dimensions yields a Global satisfaction with perceived support. Reliability of the scale is 0.88. The MSPSS subscales show adequate discriminative validity by the Family Caring Scale

than the Friends and Significant Others subscales (Canty-Mitchell & Zimet, 2000)

STATISTICAL ANALYSIS

As per objective of the study there are two groups i.e. high school and intermediate students. Therefore t-test applied to compare both the groups in the context of social support.

RESULT

TABLE-1: SHOWS MEAN DIFFERENCE OF SOCIAL SUPPORT AMONG HIGH SCHOOL AND INTERMEDIATE STUDENTS OF RURAL AREAS.

Social Support					
Groups	N	Mean	SD	t-value	Sign. (2-tailed)
High School	60	69.40	9.81	-2.21	0.029
Intermediate	60	73.10	8.42		

Table-1 shows mean difference of social support among high school and intermediate students which was found significant (t -value -2.21, $p < 0.029$), it means that high school and intermediate students are significantly differ on social support. Therefore, hypothesis-1 'There is no mean difference of social support among high school and intermediate students of Rural are' is rejected. If we see the mean value then it is very clear that intermediate students are scored high on social support as compared to high school students. It means that intermediate students have greater level of social support.

TABLE-2: SHOWS MEAN DIFFERENCE OF SOCIAL SUPPORT AMONG HIGH SCHOOL MALE AND FEMALE STUDENTS OF RURAL AREAS.

Social Support					
Groups	N	Mean	SD	t-value	Sign. (2-tailed)
Male	30	69.40	9.90	-0.897	0.373
Female	30	71.60	9.07		

Table-1 shows mean difference of social support among high school male and female students which was found insignificant (t -value -0.897, $p < 0.373$), it means that high school male and female students are insignificantly differ on social support. Therefore, hypothesis-2 'There is no mean difference of social support among High school Male and Female students of Rural area' is not rejected. If we see the mean value then it is very clear that high school male and female students are scored almost equal on social support. It means that high school male and female students have almost equal level of social support.

TABLE-3: SHOWS MEAN DIFFERENCE OF SOCIAL SUPPORT AMONG INTERMEDIATE MALE AND FEMALE STUDENTS OF RURAL AREAS.

Social Support					
Groups	N	Mean	SD	t-value	Sign. (2-tailed)
Male	30	66.53	14.16	0.250	0.803
Female	30	65.53	16.69		

Male	30	66.53	14.16	0.250	0.803
Female	30	65.53	16.69		

Table-3 shows mean difference of social support among Intermediate male and female students which was found insignificant (t -value 0.250, $p < 0.803$), it means that Intermediate male and female students are insignificantly differ on social support. Therefore, hypothesis-3 'There is no mean difference of social support among Intermediate Male and Female students of rural area' is not rejected. If we see the mean value then it is very clear that Intermediate male and female students scored almost equal on social support. It means that Intermediate male and female students have almost equal level of social support.

DISCUSSION

In the previous chapter the data were presented in tabular form and results Were interpreted with the statistical techniques. This chapter provides an overall Summary, discussion of findings.

Tam and Lim., (2009) carried out a study on perceived social support, Coping capability, and gender differences among young adults. A total sample of 300 participants was selected, were selected randomly. The data was collected from the participants' age ranges, which was from 16 to 26 years old. Moreover, three sets of questionnaires were distributed to several secondary schools, colleges, And university students within the Klang Valley, Malaysia. The Perceived Social Support Scale consists of three items: the friend scale (PSS-Fr), the family scale (PSS-Fa), and the Adolescent Coping Orientation for Problem Experiences (A-COPE). The result showed that there was a significant positive relationship Between perceived social support and coping capability. In addition, perceived social support from family played a more important role in determining coping Capability. Furthermore, it was found that perceived social support from females Differed significantly from males in the analysis of the t test.

Sultan Siddiqui, Ara Jahangir, and Hassan, (2019) conducted a study on Gender differences on Perceived Social Support and Psychological Distress among University. A total sample of Sample comprised of 562 students (male 273 and Female 289) between age ranged from 15 to 30 years. The convenient sampling Method was employed to select the male and female students across the five Faculties. For data collection two scales were used (DASS-21 and MPSS scales Were employed to measure the variables... Descriptive statistics t-test and Pearson Product Moment Correlation were computed with the help of SPSS version 22. findings disclosed that no significance difference of perceived social support (-3.095 ; $p = .002$) found among male (Mean=4.831) and female (Mean=5.74) Counterparts. Moreover, no significant gender difference found on the variable of psychological distress ($560 = -1.308$; $P = .191$) among male (Mean=24.824) and Female (Mean=23.633) university students. The results further indicate significant Negative correlation ($r = -.149$) between

measures of psychological distress and Perceived social support. However, male depression score (Mean=8.227) found Higher than female (Mean=7.491) counterparts with $t(560) = 1.980$; $p = .048$. In Addition to this that female receive higher social support from significant others, Friends and family thus having lesser stress, anxiety and depression as compare to Male students respectively.

As per the present research findings which exhibit significant difference of social support among rural areas high school and Intermediate students also replicated by Tam and Lim., (2009) Sultan Siddiqui, Ara Jahangir, and Hassan, (2019) whose findings mentioned in the above paragraphs.

CONCLUSION

In the present study, significant differences have been found between high school and intermediate students of rural area on social support. support was found to have a positive effect on educational achievement so teachers, administrators and family members Such behaviour should be done so that the student's academic achievement and emotional maturity are not adversely affected. Based on these results, the researcher is sending some suggestions to teachers, administrators and family members. So that the social support of the student can be developed.

- i. There should be continuous arrangement of various types of sports in schools. Which should be inspected regularly by a physical education teacher? During sports, the invigilator will have to take care that the positive aspects of physical health, mental health and emotional elements develop in the students.
- ii. School mental health and emotional support should be monitored regularly so that it can be developed.
- iii. In school, students should be introduced to the factors that develop mental health and instrumental support, emotional support and positive habits should be developed in them.
- iv. Workshops and seminars on social support should be organized in the school so that it helps in developing social support. On such occasions, parents and family members of the students should also be invited so that they can also develop social strength Qualities.
- v. To develop the mental health and emotional maturity of the students, the central and state governments will also have to come forward and run various types of schemes to strengthen social support of all the students living in villages and cities. If it happens, the researcher believes that the society's People will be socially developed as well as coordination will be established in the society.

SUGGESTIONS FOR FUTURE RESEARCH

Findings of this research have policy implication in the education and human Development and many other parts of the society. It gives insights for improving the existing social support in the society. Particularly the action must take from the side of Students, teachers, management and school for enriching the existing support services.

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