

# Social Support For University Students

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## Abstract

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. **Research Objectives** 1- Get to know Social support among university students 2-Identifying the statistically significant differences in social support according to the two variables (gender, specialization) **Research Methodology**:- The two researchers followed the descriptive correlative approach to extract research results and achieve goals. **The research sample**: 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 (for Al-Ajam 2013), consisting of (40) paragraphs, and it was presented to a group of arbitrators and specialists and extracted the standard characteristics of it. After the end of the application, the two researchers used statistical methods that fit with the nature and objectives of the current research, as they used the Statistical Package for Social Sciences (SPSS). 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.

**Keyword:** social support, university students

## Introduction

Research Problem: Social attribution refers to the nature and construction of social ties between the individual and other individuals interested in his life, by providing attribution during periods of crisis and adversity (Al-Amiri, 1998, 2). Love and synergy, and the human relationship with human brotherhood are no longer based on the basis of true humanity (Al Nabulsi, 2009). Students, like any human being, need intimate relationships with others. The individual feels that he is part of the group and shares his thoughts and interests with them.

Obtaining social support from friends and family when facing stress, and through this support, it may be easier for them to deal with stress. (Mahdawi, 2010) Previous studies have shown that social support is one of the sources of stress for university students and that support from family, friends and faculty members is A protective factor against stress In addition, there are many studies that indicate a decrease in stress among university students when social support increases. It was revealed that social attribution provides an intermediate function between stresses and therefore this indicates that social attribution has a buffer role in the negative

impact on psychological well-being (Demaray, 2005: 691) Social attribution includes social resources that individuals perceive to be available or that are actually provided to them. It can help protect against psychological problems and according to (Teoh and Rose, 2001) a low level of social support is one of the factors that cause psychological problems and is associated with a higher level of depression, anxiety, attention problems, thinking problems, social problems and low self-esteem (Ali, 2000, 112). The results of both Roos & Cohen confirmed the importance of the prominent role of social support from the family to mitigate the negative effects of individual stress. Social support the more likely they are to be exposed to these pressures (Hassanin, 2003, 76)

Importance of Research: (Brownwell & Shumaker, 1984) see the need for the student to form and maintain relationships with others because it is a successful and effective tool, as Brunel and Schumacher see that making the student a member of a group such as family or friends helps him in acquiring proper social behavior and provides him with the opportunity to establish satisfactory social relationships (Al-Qahtani., 2021: 112) The effects of social interaction and social support on undergraduate students' success, academic performance and other outcomes are profound. Students who see a relatively small or inactive reference network of family and friends are more likely to be separated from college than those who see a strong reference network (Tento, 1993). According to what was mentioned, social support and close friendships are the basic components of social integration. The feeling of support increases the student's self-confidence. In addition, peer interaction, whether academic or non-academic, is positively related to effective study habits and academic success. Students who interact with others within Their colleges are more likely to have a positive self-image and greater motivation in reaching graduation and offering better results in education and employment Others Student success is directly and indirectly related to feelings of social support (Taylor, 2011, 189) Students who feel that they belong socially have a greater

likelihood of continuing and completing higher education. According to (Cheng, 2004) that there are three important factors that affect building a successful university community from Of these factors, students who feel accepted and cared for tend to believe that the community is strong. The second factor indicates that universities that focus on high-quality social life tend to improve their sense of community. The third factor is that students who feel lonely tend to believe that there is no strong university community. In addition, several studies indicate that students who enjoy strong friendships and networks tend to have a higher appreciation for diversity and value others and are better socially adapted (Cheng, 2004). Many researchers have drawn important relationships between the perceived and actual social support for university students and a number of variables, including their ability to academic performance and retention within the college, social adaptation, development and gender appreciation. Students and their academic performance In addition, educational practices that emphasize students' cooperation and interaction with other students and professors encouraged growth in a sense of belonging among students (Levins, 2003). Social support was also found to have a significant impact on student achievement. Since family and friends are the first source of reference for individuals, it has been found that the reference from these two sources has a significant impact on academic achievement, as the support that students receive can help reduce their psychological problems because they feel the presence of Someone to help them and thus help them perform well in academic life. By knowing how social support can help students excel in study and deal with any psychological disorders. (Al-Rubaie, 1997) Social support can play an important role in healing the individual from psychological disorders and contribute to the positive compatibility of the individual and alleviating the pressures he is exposed to in his daily life (Abdul Razzaq, 1998) and in this context (Hobfoll, 1990) referred to the attribution Social is that it plays an important role in reducing psychological and emotional stress, and this is evidenced

by the pursuit of the individual who is exposed to high pressures towards social support. On the other hand, social support represents the perceived potential of the resources available in the individual's social environment, which can be used to help in times of distress, where the individual is provided with that. In his relationship with others who have an organized social contact with the individual (Abdul Latif, 2007), the importance of social support is to meet the need for psychological and social security, and students feel that they are close to their universities through their support, they feel more secure and reassured, which makes them able to do their best if reach the highest grades and the highest academic ranks and achieve the best academic compatibility. (Darling & Steinberg; 1994)

Research Purposes to identify: 1. Social support for university students. 2. Statistically significant differences in social support for university students according to the variables: gender (male - female) and specialization (scientific - human)

Research Limitation: The current research is determined by studying the concept of social support for: 1. Karbala

University students for morning study. 2. Both sexes (male and female). 3. for the academic year (2021 - 2022 AD).

Terms Definition

- First: Cohen & Wills, 1985: What the individual receives from material and moral support from others in his environment at the time of need and includes cognitive, emotional, material and behavioral attribution (Cohen, 1985), which is the theoretical definition adopted by the two researchers.

Procedural definition: The total score obtained by university students when they answer the paragraphs of the social support scale prepared by (Al-Ajam, 2013)

Secondly / university students: they were defined by what the two researchers said in the current research are the students who continue working at the University of Karbala in the scientific and humanities faculties for the academic year (2021-2022).

## Literature review

### 1. A brief history of social support

Man is a social being who cannot live alone, and God Almighty has distinguished him for this feature or dignity from other creatures. He needs to exchange with them and share their feelings with them, and it has a great role in determining his human condition and is an essential element in achieving himself and benefiting from his ability and ability. (Khalil, 1996) Social support is as old as humanity and its existence is linked to human existence, but scientists paid attention to it in late times and through their studies, scientists created the term (social networks) or (social resources) and described them as the beginnings of social support. Researchers differed in their approach to attribution or social support, as Weiss suggested The term social provision and defining its components that include social integration, giving, value, association and guidance. Therefore, the concept of social ties is a source of social support during crises and stress A'ed (Al-Sabbagh, 2002).

**One of the main explanatory models of social support** Cohen and Wills (Cohens, 1985) presented, through the results of studies in social support, two main models that have an impact on mental health.

### 2. Model The Main Effect

The main effect model indicates that social support has a positive impact on health and works at all times regardless of whether the individual is exposed to stress or not, (House et al, 1988) This model sees that social support has an important impact on the individual's life and happiness, whether The individual under pressure or not This model was derived from the statistical analyzes that indicated the existence of a major impact of social support on the individual's psychological and physical health, because social networks can provide individuals with positive experiences, and this type of support avoids the individual negative experiences that lead to the occurrence of mental disorders. (Hoorens et al, 1992, 450) This model is known as the protection or mitigation model because it works to protect individuals from the negative impact of stress and also works to

provide a state of stability in life situations and recognition of self-importance. This type of social support is linked to physical health through the influence on health-related behavior patterns such as smoking, psychological loneliness, low level of social interaction with those around him, and alienation. (El-Shinawy, Abdel-Rahman, 1994: 36) Several studies have shown that there is a positive correlation between social support and mental health, including the study (Abdel-Aal, 2002), which indicated that there is a positive correlation between self-efficacy, social support and self-esteem. The study also showed that there are differences between males and females in self-esteem, social support and effectiveness. (Abdel-Aal, 2002) According to this model, social attribution produces a positive emotional and physical response on the immune system and neuroendocrine glands. The presence of organized social interactions deters unhealthy behaviors such as addiction while promoting healthy behaviors such as visiting a doctor that aims to maintain the individual's well-being. (Brehm, 1984, 107) This type of social reference can be related to general well-being because it positively affects a sense of predictability and stability in an individual's life and awareness of self-esteem. Integration into a social network may help to avoid negative experiences, for example, economic or legal problems that would increase the likelihood of a mental disorder. (Abdullah, 1995, 437) Despite the well-established relationship between social relationships and a person's health, it seems that this relationship is complex, as this social may at one time be a source of familiarity, direction and assistance, and at other times a source of conflict and loss (Cohen et al, 2000, 768) Family ties, social life, and changes in physical health are seen as sources of stress. (Coyne et al, 1988) Effective dealing with life events is a process in which the individual thinks and evaluates what he should actually do, and what specific actions and behaviors he should perform towards what he faces. The individual then makes the required changes in behaviors and thoughts to be able to overcome the stressful situation. (Lazarus and Folkman, 1984) The individual must

develop strategies to reduce the physical and psychological pain that may result from facing the events of daily life. The extent to which a person effectively uses the resources available in the environment determines the likelihood of successful adaptation and reduces consequences regardless of the type of problem (Cline et al, 2000) Social attribution has been found to relieve stress and alter the risk of physical illness by influencing an individual's behavior in a variety of activities. Daily Life, Traditions, and Health Practices Perception were associated with fewer physical symptoms in a number of studies. (Clara & Cohen, 2003) that the observed social attribution mitigates the relationship between stress and tightness. Those with a higher perception of social attribution had lower distress ratings. Moreover, social attribution has been viewed as protective among youth, mediating tension and anger between adolescents and young adults, affecting a person's perception of self-esteem, and enhancing intimacy and dependence. (Cohen, 2007, 933) Social attribution plays an important role in interactive attitudes towards the complications of the disease, preventing depression in traumatic events and physical symptoms, preventing emotional disorders, alleviating the effects of stress and hard work (El-Shinawy, Abdel-Rahman, 19993) The severity of psychological stress leads to a decrease in attribution Social People who suffer from psychological stress in general and strong traumatic events in particular may move away from the relationship of social attribution and psychological variables such as self-confidence and self-esteem. Considering them as protective factors that help the individual to deal with psychological stress and mitigate the effects of exposure to it (Cohen et al, 1990)

### **3. The Buffering Model**

Social attribution is defined as information that leads people to believe that an individual is cared for, healthy, respected, and a member of a social network (Cobb, 1987, 7). Social attribution also refers to the general feeling that others are receiving sufficient support or care (Rook, 1987),

according to Cohen. Wells (1985) social support can be considered an important factor in dealing with stress by providing reliable personal relationships that lead to social integration, tranquility, guidance and material assistance. He claimed (Edens et al, 1992, 371) that internal resources such as self-esteem and external resources such as support Social support can help people deal with stressful lives It has been shown that social support is a critical factor in mitigating the negative physical effects of stress For example (Coyne, 1986, 454) claimed that companionship and friendship can be considered as the main component of social support and thus doing enjoyable things With companions or friends, it can raise the level of psychological well-being (Thoits, 2010, 46). Both (Launier & Lazarus, 1996) see that stressful events raise the level of psychological well-being (Thoits, 2010, 46). A When the individual faces a situation that he feels that he is threatening his life and that he cannot positively confront his life and therefore he is exposed to the negative effects of these events, and among the effects resulting from the individual's appreciation of the event or stressful situation is the physiological response represented by rapid heartbeat, trembling limbs, high sugar level and many others, as well as emotional aspects Negativity and Behavioral Adaptations Although one event does not require the individual to do much in how to deal and confront it, when difficult situations and problems that stress the individual's ability combine, serious disturbances may occur (Gaballah, 2001: 22). This model assumes that stressful events The exciting hardship that the individual is exposed to in his daily life has an impact on his mental and physical health, and that social support works to prevent these negative effects from occurring. Hence, social attribution according to this model is related to the health of individuals who are exposed to stressful events, and from it the presence of positive social relationships contributes to increasing Desired behaviors or appropriate neural responses that, in turn, maintain the body's physiological activity The destructive pressures and health problems that threaten human life and

health. In other words, what this model sees is that social attribution is an important aspect in facing social pressures. Here it shows the importance of relationships and their preventive and curative role in crisis management (Khalef, 2001: 146), and from it social attribution can be considered as a buffer. Of marked stress in individuals, those who have more perceived social support are able to deal with stressful and life-changing events better than those who lack social support (Cupp, 1976). They have a lower physiological response to stress because of the additional resources that they can utilize to reduce stress (Dadds et al, 1992, 252).

#### **Rationale for adopting the Cohen and Wells model (1985)**

- Many Arab and foreign studies referred to these two models and adopted it in their research.
- The model of Cohen and Wells in his study of social support is comprehensive and clear.
- They are among the most explanatory models of social support.
- Between these two models the role of social support in mental health.

#### **4. Previous studies of social support**

**1- Study of El-Shinnawi, Abdel Rahman 1994:** Entitled: The relationship of social support with dimensions of personality, self-esteem, and compatibility among male students in Saudi Arabia. The aim of the study: To identify the relationship between social support, self-esteem and compatibility among students. Study sample: The study sample consisted of 115 students from the university in Riyadh. The results of the study: There is a positive relationship between social support and self-esteem.

**2. Study 2008, Park et al:** The Effect of Stresses, Social Mental Health of female undergraduate Students, the effect of stress, social support and self-efficacy on the psychological health of undergraduate students. The aim of the study: To identify the effect of stress, social support and self-efficacy on the psychological health of undergraduate students. Study sample:

(399) students in Korea. The tools used in this study are: Stress measures, social reference, self-efficacy and mental health scale. Pearson's t-test and stepwise multiple regression were used to analyze the data.

### Research Methodology

The current research aims at a description of the research variable (social support) for a sample of Karbala University students, and accordingly the two researchers adopted the descriptive associative approach, which seeks to identify and then describe the phenomenon and then study the phenomenon as it is (Melhem, 2000, 324) and study any problem that needs to be described The phenomenon and then

clearly defined to reach a broader and deep understanding of the phenomenon. (Allam, 2011, 54)

**Research Sample:** The research sample is defined as being part of the research community, and a better representation of the elements of the community (Esawy, 1985). The sample was chosen in a proportional random manner from the Karbala University community for the morning study for both males and females for scientific and humanitarian specialization. The sample size was (377) male and female students, according to their relation to society.

**Table (1) The basic research sample distributed by gender and specialization**

T	the college	Specialization	sex		the total
			male	female	
1	Law	Humanitarian	9	7	16
2	Sciences	scientific	9	10	19
3	Education for the humanities	Humanitarian	20	34	54
4	physical education	Humanitarian	6	5	11
5	Nursing	scientific	3	4	7
6	Agriculture	scientific	5	3	8
7	Tourism Sciences	Humanitarian	2	6	8
8	the pharmacy	scientific	6	8	14
9	Veterinary Medicine	scientific	3	3	6
10	dentist	scientific	6	6	12
11	Computer Science	scientific	4	4	8
12	Medical Sciences	scientific	2	9	11
13	Engineering	scientific	14	16	30
14	Islamic sciences	Humanitarian	10	13	23
15th	pure education	scientific	10	22	32
17	Medicine	scientific	11	11	22
18	Administration and Economics	scientific	40	56	96
total summation			160	217	377

## Social-

### Support Scale

After reviewing the literature and studies related to social support, the two researchers decided to adopt the “Ajam” scale (2013), which was based on (Cohen and Wells model 1985), and the number of its paragraphs was (41) items divided into five areas: (physical support, behavioral support, emotional support, Cognitive support, evaluation support) The two researchers relied on this scale for the following justifications.

- For its application to the Iraqi environment by the two researchers (Al-Ajami, 2014)
- Its suitability to the sample and objectives of the current research, as it measures the social support that university students may receive from family, university or friends.
- It has good psychometric properties, as its stability coefficient reached (0.87)

by the Facronbach tip and by the re-test method (0.85), and it is good stability.

### Statistical Analysis of Items

**Discriminating Power of Items:** To extract the discriminatory power of each of the social support paragraphs, the researchers applied the scale to the sample analysis of the 400 paragraphs. 27% of the forms with high scores, and 27% of the forms with lower scores, and then calculates the mean and standard deviation of the scale items from the two extreme groups, and the t-test for two independent samples (t-test) was also used to find out the differences between the two groups. The two ends (higher, lower) for each paragraph of the social support scale, and then extracting the calculated T-value that represents the discriminatory power of the paragraph and comparing it with the tabular value, because the T-value is an indicator of the discriminatory strength of the paragraph or not. Table (13) illustrates this.

**Table (2) The discriminatory power of the social support scale using the two extreme samples**

paragraph number	senior group		world group		T. test
	Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	
1.	4.29	1.12	2.71	1.58	8.44
2.	4.12	1.16	2.4	1.37	9.96
3.	4.14	1.01	2.84	1.41	7.78
4.	3.95	1.14	3.61	1.49	1.90
5.	3.82	1.14	2.58	1.45	6.99
6.	4.28	1.15	3.65	1.63	3.29
7.	3.65	1.63	4.07	1.18	9.12
8.	2.42	1.47	3.95	1.04	8.44
9.	3.42	1.25	1.67	0.95	11.57
10.	2.78	1.40	1.59	0.98	7.23
11.	3.56	1.58	2.53	1.69	4.65
12.	4.10	1.14	1.94	1.17	13.68
13.	4.15	0.99	2.99	1.46	6.82
14.	1.62	1.62	1.55	1.22	5.79
15.	3.96	1.07	2.44	1.22	9.75
16.	2.22	1.40	1.58	0.97	3.91
17.	4.23	1.11	2.63	1.34	9.56
18.	3.32	1.29	1.84	1.19	8.79

19.	3.52	1.31	1.91	1.05	9.97
20.	1.91	1.05	3.77	1.18	13
21.	1.97	1.39	1.17	0.48	5.69
22.	3.84	1.27	1.77	1.01	13.29
23.	3.05	1.35	1.42	0.76	10.93
24.	3.73	1.42	1.94	1.26	9.83
25.	3.34	1.57	1.55	0.93	10.25
26.	1.40	0.71	3.46	1.39	12.19
27.	3.46	1.39	1.5	0.93	12.19
28.	3.52	1.41	1.55	0.79	12.68
29.	2.98	1.32	1.44	0.86	10.22
30.	3.28	1.24	1.44	0.79	13.06
31.	3.28	1.33	1.44	0.86	12.03
32.	3.28	1.41	1.91	1.34	7.34
33.	3.75	1.14	1.93	0.99	12.51
34.	4.33	0.98	2.59	1.51	10.06
35.	3.54	1.22	1.45	0.74	15.18
36.	3.71	1.18	1.71	0.92	13.87
37.	3.91	1.20	1.81	1.11	13.36
38.	1.75	0.90	3.88	1.06	15.96
39.	1.52	0.9	3.40	1.43	11.57
40.	1.53	0.77	3.88	1.22	16.96
41.	1.39	0.59	3.06	1.46	11

From the above table, it is clear that all paragraphs are distinct because their calculated t-values are higher than the tabulated t-values of (1.96) at the level (0.05) and the degree of freedom (214) except for paragraph (4). The number of members of the upper and lower groups (108) for each.

#### The method of internal consistency

1. The method of the paragraph's relationship to the total score of the scale: This method was used to calculate the relationship of the paragraph's degree with the total degree of the scale. Pearson's coefficient was adopted to calculate the correlation and it was found that all correlation coefficients are significant at the level of significance (0.05 %), and Table No. (3) illustrates this.

**Table (3) The validity of the items of the social support scale using the item degree relationship method in total degree**

Paragr aph	Values link	Paragr aph	Valu es link	indicat ion	Paragr aph	Valu es link	indicat ion	Paragr aph	Valu es link
1	0.44	12	0.58	functio n	23	0.54	functio n	34	0.49
2	0.52	13	0.38	functio n	24	0.46	functio n	35	0.62
3	0.46	14	0.36	functio n	25	0.49	functio n	36	0.59



4	fell into discrimination	15th	0.49	function	26	0.50	function	37	0.56
5	0.40	16	0.24	function	27	0.59	function	38	0.63
6	0.26	17	0.47	function	28	0.59	function	39	0.55
7	0.46	18	0.45	function	29	0.53	function	40	0.64
8	0.46	19	0.54	function	30	0.59	function	41	0.51
9	0.54	20	0.59	function	31	0.54	function		
10	0.40	21	0.37	function	32	0.40	function		
11	0.29	22	0.56	function	33	0.62	function		

**Note:** plural Value in schedule above its connection degree the college D statistically being higher From Values link tabular The amount (0.098) at Level (0.05) and score Freedom (398).

2. Domain-to-domain relationship style: In this method, the correlation of individuals' scores was found between each domain of the scale and one domain, and it was found that all correlations were significant at the level of significance (0.05 %).

Table (4) illustrates this.

**Table (4) The validity of the social support scale using the domain-to-domain relationship method and the domain with the total score**

the field	physical	behavioral	emotional	Cognitive	calendar	social support
physical	1	0.55	0.50	0.43	0.50	0.74
behavioral	--	1	0.59	0.53	0.53	0.77
emotional	--	--	1	0.68	0.66	0.85
Cognitive	--	--	--	1	0.68	0.82
calendar	--	--	--	--	1	0.86

3. The method of the relationship of the degree of the paragraph with the total degree of the field to which it belongs. used The two researchers, Pearson's correlation coefficient, to calculate the degree of the paragraph with the total score for each

domain of the scale to which it belongs, and it was found that all the correlation coefficients calculated for each domain of social support are statistically significant at the level of significance (0.05 %), and the table (5) illustrates this.

**Table (5) the correlation between the degree of the paragraph and the total score for each of the domains in the scale of social support.**

Paragraph	the field	Values link	Paragraph	the field	Valu es link	Paragra ph	the field	Valu es link
1	physical	0.59	15th		0.57	29		0.67
2		0.64	16		0.31	30		0.70
3		0.68	17		0.57	31		0.69
4		fell into discrimination	18	emotion al	0.53	32		0.57

5	behavioral	0.58	19	Cognitive	0.65	33	calendar	0.71
6		0.52	20		0.68	34		0.47
7		0.62	21		0.50	35		0.70
8		0.60	22		0.64	36		0.72
9		0.46	23		0.67	37		0.7
10		0.40	24		0.52	38		0.77
11		0.48	25		0.60	39		0.70
12		0.65	26		0.62	40		0.71
13		0.57	27		0.67	41		0.63
14	0.53	28	0.68					

**Note:** plural Value in schedule above its connection degree the college D statistically being higher From Values link tabular the amount (0.098) at Level (0.05) and score Freedom (398).

### Psychometric characteristics of the social support scale: -

**First: Validity:** There are several types of validity; the two researchers used them to measure social support.

A- Face Validity : Since the honest test is defined as the test that measures what was set for it, (Al-Gharawi, 2008, 93), the validity of the social support scale was verified by presenting it to a group of arbitrators specialized in educational and psychological sciences, and the results of the arbitration were as Appendix (3)

B- Construct Validity: It is one of the most important indicators that the scale preparer is concerned with, because it constitutes the theoretical framework for the scale (Awda and Hebron, 2000, p. 43). The construction validity of the social support scale is achieved through the following indicators.

1. The relationship of the paragraph's degree with the total degree as in Table (2)
2. The relationship of the domain is to the domain as in Table (3)
3. The method of the

relationship of the degree of the paragraph with the total degree of the field to which it belongs (4)

**Second: Reliability:** It is an indicator of the accuracy and consistency of the scale in its paragraphs, indicating what should be measured (Return, 1998, 54). The two researchers verified the stability of the social support scale in two ways

1- Test - Retest Method: The two researchers applied the scale to a sample of (50) male and female students of (10) males (15) females). It is the same sample of the first scale, and two weeks after the application of the first scale, the scale was re-applied to the individuals themselves and under the same conditions and by using the Pearson correlation coefficient to find the correlation coefficients between the scores of individuals in the first and second application, and the degree of stability was (0.85) and this indicates that the stability is very good.. (Samara, 1989)

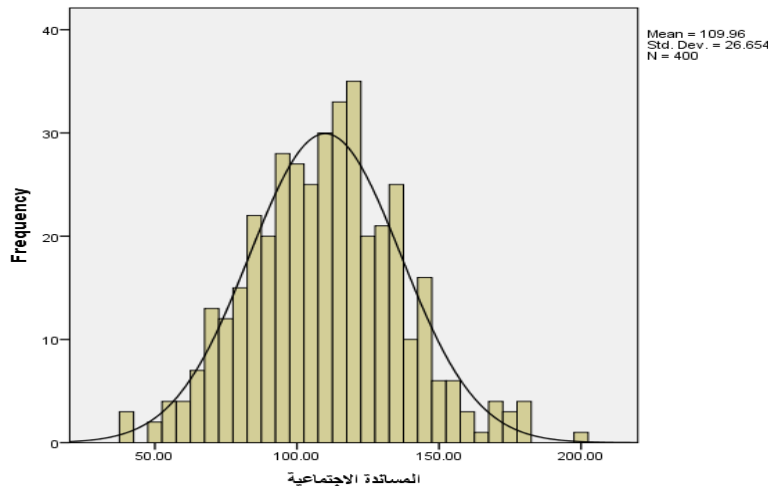
2 - Cronbach's alpha stability coefficient (internal consistency): The two researchers verified the stability of the social support scale using the Alpha Cronbach method, by applying the social support scale to the statistical analysis sample of (400) male and female students.

**Table (6) Statistical characteristics of the social support scale**

T	pointer	worth	T	pointer	worth
1	mean_	109.96	5	Skewness. sprain	-0.16
2	Median_	110	6	Kurtosis_	0.18

3	Mode_	91	7	Minimum Degree	40
4	Standard DeviationStd.Dev	26.65	8	Maximum s highest score'	200

e Figure (1) shows the average distribution of the social support scale



#### Description of the social support scale in its final form:

It consisted of five areas (physical support, behavioral support, cognitive support, emotional support, orthodontic support), and for each area there were a number of paragraphs. It usually applies to me, sometimes it applies to me, it rarely applies to me, it does not apply to me) and the hypothetical average of the scale was reached.

- The ultimate application: After the two researchers adopted the social support scale and verified the psychometric properties of the two scales, the two researchers applied the scale electronically to the research sample as shown in Table (2), whose size is (377) students from Karbala University for the morning study. After completing the application, the forms were corrected and their data was unloaded in Excel Program The two researchers used the statistical package for social sciences (SPSS) for the purpose of statistically processing the data

**Statistical means:** The two researchers used the appropriate statistical means to achieve the objectives of the research, using the statistical portfolio (Spss for Social Psychological Sciences. The following is a presentation of these means.

1. Test for two independent samples: To calculate the discriminatory power of the items of the search metrics by the two-group method
2. (Person correlation coefficient)
  - Pearson's correlation coefficient was used in the internal consistency method for search measures to calculate the correlation coefficients in the current research as needed. It was used to find the relationship of the paragraph degree with the total degree of social support.
  - The relationship of domain to domain and domain to the total degree of social support
  - To extract stability, by the retest method of social support
3. (Alpha Cronbach formula): I used to find consistency in the Fakronbach method (internal consistency) for social support.
4. (Two Way Anova): To reveal the significance of the differences for the research variables according to the variables of gender and specialization.
5. Mean, median, mode, standard deviation, skewness, flatness. The lowest degree, the highest degree to know the descriptive statistical characteristics of the research sample.
6. (t-test for one sample): To find out the significance of the differences between

the arithmetic mean and the hypothetical mean

**Objective (1) To identify social support For university students.**

To achieve this goal, the researcher applied the support scale. The results showed that their average score on the scale amounted to (117.52) degrees, with a standard deviation of (26.97) degrees, and when

balancing this average with the hypothetical average ( ) of the scale, which is (120) degrees., using the t-test for one sample. It was found that the difference is not statistically significant, as the calculated t-value was less than the tabular t-value of (1.96) with a degree of freedom (376) and a level of significance (0.05), and table (7) illustrates this.

**Table (7) T-test for the difference between the sample mean and the hypothetical mean of the support scale Social**

Sample volume	SMA	The standard deviation	hypothetical mean	Calculated T-value	Table T-value	degree of freedom	Indication level
377	117.52	26.97	120	1.79	1.96	376	not significant

The result of Table (5) indicates that the research sample has support Social to a weak degree.

The above result can be explained according to the model (Cohen and Wells, 1985) that the individual must search for positive methods to help him in facing life's difficulties and he must take advantage of the sources of social support around him and those close to him in order to protect himself from the negative effects of these events to feel self-esteem and obtain on psychological balance.

**Objective (2): To identify the differences in social support according to the variables of sex and specialization**

To achieve this goal, the researcher used a two-way analysis of variance, Way Anova. Two, to identify the significance of the differences in support Social according to my variable sex and specialization and table yen ( 21-22) explains this.

**Table (8) Arithmetic averages and standard deviations of the support scale Social according to my variable sex and specialization**

Variables	the number	SMA	standard deviation
scientific male	117	115.92	27.37
human male	43	112.95	27.05
all males	160	115.13	27.23
female scientific	148	117.81	26.32
human female	69	122.43	27.43
Entire female	217	119.28	26.70
all scientific	265	116.98	26.75
Totally human	112	118.79	27.56
total	377	117.52	26.97

**Table (9) results of the two-way analysis of variance to reveal the significance of the differences in support Social according to my variable sex and specialization**

s.of.v. contrast source	Sum of squaress.of.s	DF degree of freedom	MS. mean squares	F. value	Significance Sig
sex	1527.375	1	1527.375	2.106	not significant

Specialization	196.587	1	196.587	0.271	not significant
* gender specialty	1086.892	1	1086.892	1.498	not significant
The error total	270581.874	373	725.421	---	---
	5479940	377	---	---	---

The results of Table (9) indicate the following: There is no statistically significant difference in social support according to the gender variable, as the calculated t value reached (2.106), which is less than the tabular t value of (3.84) at the level of significance (0.05) and the degree of freedom (1-373). There is no statistically significant difference in social support according to the variable of specialization, as the calculated t value reached (0.271), which is less than the tabular t value of (3.84) at the level of significance (0.05) and the degree of freedom (1-373). There is no significant interaction between the variables (sex and specialization), as the calculated t-value reached (1.498), which is less than the tabular t-value of (3.84) at the significance level (0.05) and the degree of freedom (1-373). The study of Mukhaimer (1997), which indicated that there are differences between males and females in social support. Last, regardless of their scientific and humanitarian specializations, and that all university students receive social support from their professors inside the university and from their families.

### Conclusions

- The individual in general, and the university student in particular, obtains a degree of social support, whether material or moral, that helps him in facing life's difficulties, increases his self-confidence, and encourages him to continue at work.

### Recommendation

1. Emphasizing the role of social support as one of the important sources in alleviating the psychological pressures faced by university students.
2. Work to enhance social support in the university environment by the teaching and learning bodies.

### Proposals

- Conducting studies similar to the current study, on other study stages and other segments
- Conducting other studies between social support and other variables such as psychological needs, mental health, and personality patterns

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### Annex (1) of the social support scale in its final form

Dear student / dear student; Good greeting: We put in your hands a set of paragraphs that include some situations that you may have gone through in your daily life. Please read them carefully and accurately and answer them according to what you see fit by placing a mark (✓) in

the box that applies to the situation you went through, knowing that there is no correct answer Wrong answer - the researcher also notes that your answer is for scientific research purposes, so there is no need to mention the name. As shown in the following example:-

T	vertebrae	Always applies to me	Sometimes it applies to me	Applies to me often	Rarely applies to me	does not apply to me
1	When I am in financial hardship, my family helps me	✓				

\*Note: Please fill in the following information: Gender: male ( ), female ( ); Specialization: Scientific ( ), Humanitarian ( ); The college: Section: Stage: With our sincere thanks to you

T	Paragraph	Always applies to me	Sometimes it applies to me	Applies to me often	Rarely applies to me	does not apply to me
1.	When I am in financial difficulty, my family helps me					
2.	I rely on myself to go to university					
3.	I find financial support from my family					
4.	My relatives meet some of my financial needs					
5.	I use my brothers to buy my own necessities					
6.	I exchange some material things with my colleagues					
7.	My family provides a comfortable place for me					
8.	My colleagues give me some books and .lieutenants					
9.	I find someone to support me socially in case of illness					
10.	My family will make up for something I lost					
11. `	My colleagues defend me when I am attacked					



12.	My colleagues ask about me when I am away					
13.	My classmates help me complete my homework					
14.	My colleagues help me with my social event					
15.	My family members accompany me when shopping					
16.	Others help me solve my problems					
17.	My colleagues are close to me in times					
18.	I hear words of admiration from others around me					
19.	I find someone who encourages me in some behaviors					
20.	Others like my taste					
21.	You give me gifts and words of praise on pleasant occasions					
22.	I find someone who comforts me in my sorrows					
23.	Others look at me like I'm the dream of their lives					
24.	Others seek to associate with me					
25.	When I need to explain a topic, I find someone to explain it to me					
26.	I rely on myself to gather the information I need					
27.	Others give me advice about my future					
28.	I find family support in planning to achieve my goals					
29.	My family buys me scientific journals					
30.	I rely on others to provide scientific results					
31.	I find people who praise me for what I do					
32.	My colleagues advise me to modify some of my behaviors					

33.	Others appreciate my work and efforts					
34.	When I make a mistake, others warn me					
35.	My colleagues alert me to leave some habits					
36.	Advise me when I do something wrong					
37.	Others show me some of my abilities					
38.	My colleagues give me some books and lieutenants					
39.	My colleagues advise me when I wear some inappropriate clothes					
40.	Some people support me to develop the bright positivity in my life					