

DOES SOCIAL SUPPORT IMPROVE PSYCHOLOGICAL WELL-BEING? AN EMPIRICAL STUDY OF UNDERGRADUATES IN EBONYI STATE, NIGERIA

Nwobodo Patience

**Department of Guidance and Counseling, Federal College of Education Technical, Isu, Ebonyi State, Nigeria*

Abstract

The capacity of a person to overcome challenges and progress toward their goals is directly related to their level of well-being, which is an essential component of human health. "Well-being" refers to an umbrella concept encompassing multiple dimensions, including "social well-being." The present study aimed to investigate social well-being variation among undergraduates in Ebonyi State based on social support. The study recruited three hundred and twenty-seven undergraduates enrolled in four public tertiary institutions in Ebonyi State, Nigeria. The male and female students were randomly pooled from different departments in the selected institutions. The respondents completed a self-report measure of the Social Well-being Scale, the Multidimensional Scale of Perceived Social Support (MSPSS). A simple linear regression model was deployed to test the study's formulated hypothesis. The result showed that social support statistically significantly predicted the social well-being of undergraduates. The study concludes that social support is essential to an undergraduate's social well-being.

Keywords: Social well-being, social support, undergraduates

Introduction

The contemporary social environment is increasingly fraught with growing social problems. Indeed, today's youth are increasingly caught up in the growing social problems affecting every culture on the planet. Concern about the pattern has prompted efforts to initiate programs and conduct research geared toward improving young people's health and happiness. Therefore, there has been a significant rise in research conducted on social well-being (Alkire et al., 2020). As a consequence, no research has been done in recent years to investigate the social well-being of undergraduate students in the state of Ebonyi, Nigeria. However, studies have shown that several factors significantly contribute to the variations in the social well-being of young people. In light of this, the purpose of the current study was to investigate the role that social support plays in the social well-being of undergraduate students in the state of Ebonyi. A psychosocial aspect of overall health and happiness, social well-being is a multidimensional concept encompassing an individual's capabilities and social competencies. Many studies were conducted in the decades following World War II to operationalize social well-being utilizing objective criteria, such as Gross Domestic Product (GDP), that reflect the relative prosperity of communities and societies (Kangmennaang & Elliott, 2019). According to the research that has been done along this line, social well-being is the bedrock upon which social impartiality, social capital, and social trust are built, as well as a panacea for racial issues, stigma, violence, and crime (Aked et al., 2009). According to this point of view, social well-being is an end state achieved when fundamental human needs are met.

There is a growing sense of unease regarding the role that the global society, and the Nigerian society of today in particular, should play in ensuring that the conditions of social well-being are satisfactorily met to deliver improved social well-being levels. On the other hand, the academics Aked et al. (2009) believe that achieving this objective involves the total mental well-being of individuals in a society. Consequently, the dedication of local, state, and federal governments, in addition to organizations at the national and international levels. A standard relating to interpersonal matters in a given environment, including other people and their circumstances, empathy, responsiveness, and dependable association; the quality of facilities and the establishment of care for those who are in need; the equitable distribution of resources, including wealth; the standard of care for those who are in need; the standard of care for those who are wealthy (Aked et al., 2009). On the other hand, recent research has attempted to operationalize social well-being in behaviors that reflect community and organizational participation and membership.

This study adopted a more socially oriented conceptualization of well-being as proposed by an earlier scholar, Keyes (1998). This conceptualization of well-being recognized a person's evaluations of their situations and functioning in society along the previously stated five dimensions: a sense of control over one's life, positive relationships with significant others and one's social environment, and engagement in meaningful activities. The degree to which a person feels they have successfully integrated into their social environment is known as social integration. Social contribution (the affective state of positive belongingness, with an essential contribution to the world) Social acceptance (believing others and having positive views on human nature) Social actualization (the evaluation of the possibilities of society and its parallels trust for societal capabilities). The awareness of the social world's quality and community is what we mean when discussing social coherence.

It is generally accepted that a lack of social well-being contributes to various unfavorable outcomes experienced during adolescence and adulthood. For instance, children raised in an unhealthy environment or who have lower-quality relationships with their parents or teachers are at increased risk of poor mental health. Early intervention offers the possibility of reducing both physical and mental health problems and mitigating maladaptive patterns of social functioning that are passed down from one generation to the next. In addition, it appears that young people with poor social, affective, and psychological health are more likely to have negative social and economic consequences, engage in illegal behavior, and engage in behaviors that pose a greater risk to themselves. Abuse of substances, decreased levels of social engagement, and a poor mental health condition that can persist into later adulthood are the primary components of risky behaviors. For instance, young people with behavioral issues have a higher risk of dropping out of school without earning credentials, becoming parents at a young age, struggling in their relationships or marriages, and being unable to find work.

When viewed from a longitudinal perspective, social well-being profiles that remain persistently high or low are considered predictors of chronic diseases and functional deterioration in terms of subjective health (Ryff et al., 2015). In addition, there is a general agreement regarding evaluating the significance of intimate, profound, and personal social relationships regarding well-being and

other mental health indexes (Feeney & Collins, 2015; Poots & Cassidy, 2020). People with a more significant number of close social relationships tend to report higher levels of flourishing and well-being (Diener & Seligman, 2002; Gerson, 2018). People's perceptions of themselves and the world around them are influenced by how much social support they believe they receive. According to the findings of a meta-analysis, the absence of a meaningful relationship network in one's lifetime is a stronger predictor of premature death than other lifestyle behaviors, such as smoking or engaging in physical activity (Holt-Lunstad et al., 2010).

The connection between having social support and being happy in one's social life has been the subject of several studies that have produced compelling evidence. It acts as a buffer for people going through stressful life situations and helps individuals reduce the amount of stress they are experiencing. The presence of social support among adolescents may act as a protective factor and play an essential part in the adolescents' overall social well-being (Emadpoor et al., 2016). Therefore, adolescents gain the capacity for social well-being in later adulthood, thanks to the support they receive from their communities (Ratelle et al., 2013; Tian et al., 2013). The experience of receiving care from other people and the knowledge that one has a network of friends who can be counted on in both day-to-day life and during acute stress are components of social support. It is possible to get this impression from three different people: family members, close friends, and significant others. The subjective experience of being supported can be considered an aspect of social support, also referred to as the frequency of support actions provided by other people (Santini et al., 2015). Social support can also be understood as the frequency of support actions provided by others (Santini et al., 2015). In addition, there are many kinds of support, including emotional, instrumental, evaluative, and informative.

Research points to a positive association between perceived social support and social well-being, which allows it to be seen as a valuable protective mechanism that can improve social well-being by maintaining positive emotional feelings and mitigating stress (Chu et al., 2010; Liu et al., 2014; Thoits, 2011). The different facets of hedonic well-being (life satisfaction, positive and negative effects) can be predicted by various aspects of perceived social support (Siedlecki et al., 2014), and also perceived social support mediates the relationship between stress and social well-being (Poots & Cassidy, 2020).

Research has linked perceived social support to well-being measures. Some researchers have found negative or no consequences of perceived social support on well-being (Lakey et al., 2010; Lepore et al., 2008). Differences in outcomes can be derived from how perceived social support and well-being are conceptualized and operationalized (Siedlecki et al., 2014). Research on these issues has also focused on cross-sectional measures. For this reason, it is necessary to evaluate how the student's perception of social support affects their social well-being, considering the process that they undergo during university entry and the empirical evidence that newly admitted students have the lowest levels of social well-being (Brandy et al., 2015; van der Zanden et al., 2018).

In Nigeria's educational system, students' social well-being has important implications for their success during and beyond university. For example, students in Nigeria encounter a peculiar modern-day social problem due to income inequalities, poverty, insecurity, and political instability, directly impacting their mental health and well-being (Esan et al., 2019). As such,

educators need clear empirical evidence of the aspects of university life that contribute to students' well-being. Perhaps, the present study is aimed to investigate social support as scarcely explored variables in Nigeria that could account for the variation in social well-being among undergraduates.

Hypothesis: *Social Support will significantly predict the social well-being of undergraduates.*

Method

Participants

The participants for the present study were randomly selected from tertiary institutions in the Ebonyi State of Nigeria. The participants comprised males and females with no age, socio-cultural or economic disparities. However, the samples were students enrolled in various academic disciplines and all years of study in the following institutions:

measures

The social well-being scale by Keyes (1998) measured social well-being. The scale includes 33 items measuring social integration, social acceptance, social contribution, social coherence, and social actualization. It is scored on a 7-point scale, from 1 = strongly disagree to 7 = strongly agree. In this research, only the overall score of social well-being was considered. Keyes (1998) reported a Cronbach alpha of .90 for the total scale using the Italian sample and .88 using the American and Iranian samples. Perhaps, the scale has been modified, validated, and previously used in the Nigerian context, and a reliability coefficient of 0.79 was obtained (Effiong et al., 2017). Thus, the present study adopted the modified version of the scale.

The multidimensional scale of perceived social Support (MSPSS) (Zimet et al., 1988) is quantitatively evaluating an individual's perception of the social support obtained from three principal avenues, namely: Family, consisting of items 3, 4, 8, and 11; Friends, consisting of items 6, 7, 9, and 12; and Significant others, consisting of items 1, 2, 5, and 10 (Zimet et al., 1988). The scale is a subjectively completed brief instrument composed of 12 items rated on a 7-point Likert scale. The total score ranges from 12 to 84, with higher scores reflecting more excellent perceived social support. The scale has been previously validated and used on Nigerian samples (e.g., Akosile et al., 2018; Aliche et al., 2020; Aloba et al., 2019; Eze et al., 2021; Folayan et al., 2020; Mohammad et al., 2015; Nwoke et al., 2017; Ogunbajo et al., 2020; Vincent-Onabajo et al., 2015; 2016).

Procedure

Undergraduates in Ebonyi State were recruited as participants from various departments in four tertiary institutions located in the state. The researcher sought permission from the departmental authorities, including the representatives of the departments used for the study. The researcher approached 328 male and female undergraduates between June and September 2021 and asked whether they were current students of the institutions. The 342 individuals who identified as current students of Ebonyi State University, Alex Ekwueme Federal University, and Akanu Ibiam Federal Polytechnic were considered qualified for the study. These students (342) were then asked to participate in a survey to understand their social well-being and its predicting factors. Of the

342 students, 336 consented to participate and were thus handed a questionnaire that included the Social Well-being Scale, the Multidimensional Scale of Perceived Social Support (MSPSS). All three hundred and thirty-six (336) copies of the questionnaire distributed were completed and collected on the spot. However, only adequately completed questionnaires (i.e., 327) were subjected to statistical analysis. The remaining 14 were discarded due to inappropriate completion. In all, the response rate was 86 %.

Design/statistics

The study adopted the cross-sectional research design. The rationale for adopting the design is that it allows researchers to collect data from numerous individuals at a single point in time. Also, the study adopted simple linear regression as the statistical tool for data analysis because the model provides the platform for researchers to estimate the relationship between two variables. Thus, the study relied on the model to investigate undergraduate social well-being based on social support. The statistical package for social sciences SPSS version 17.0 was used for data analysis.

Ethical considerations

The researcher tried to address some ethical issues during the study period. For all prospective respondents, the researcher explained the nature and purpose of the study orally to them. It was also clearly stated, orally and through a letter accompanying the questionnaire that participation was voluntary, anonymous, and confidential. Finally, the respondents were informed that they could withdraw from the study without penalty.

Result

The researcher conducted preliminary analyses on the means, standard deviations, reliabilities, and correlations among the variables using the Statistical Package for the Social Sciences (SPSS) version 17.0. The internal consistency reliability was assessed based on Cronbach's alpha. Correlations are offered here to test whether the independent variable was related (i.e., a sign of multicollinearity), which may warrant combining the scores of the variables to form a composite score. Accordingly, the correlations among the study variables indicated no threat of multicollinearity. The results in Table 1 below show that social support ($r = .44$, $p < .01$) has a statistically significant positive relationship with social well-being.

Table 1: shows the means, standard deviations, and correlations for social support on social well-being.

Variables	<i>M</i>	<i>SD</i>	1	2
1. Social Support	2.89	0.31	.11***	
2. Social well-being	0.38	0.49	.44**	.69**

Note. $N = 298$, * = $p < .05$ (two-tailed), ** = $p < .01$ (two-tailed), *** = $p < .001$ (two-tailed).

Simple linear regression was run to test the main hypotheses to predict social well-being from social support. The regression model showed that social support statistically significantly predicted social well-being, $F(1, 324) = 32.305$, $p < 0.05$, adj. $R^2 = .749$. The independent variable added

statistically significantly to the prediction, $p < .05$. The result indicates that the predictor variable contributed 74.9% of the variance in the social well-being of undergraduates in Ebonyi State.

Table 2: shows the multiple regression results of the effect of social support on social well-being
95% CI for B

	B	LL	UL	SEB	β	ΔR	t	Sig
Model						.749		
Constant	6.38	5.99	6.77	.19			32.61	.000
Social support	.19	.29	.09	.05	.13		4.04	.000

Note. B = Unstandardized regression coefficient; CI = Confident Interval; LL = Lower Limit; UL = Upper Limit; SEB = Standardized error of the Coefficient; β = Standardized Coefficient; R^2 = Coefficient of determination, ΔR = Adjusted R^2 . * $P < .000$.

Discussion

This study investigated the role of social support on the social well-being of undergraduates in Ebonyi State. The findings showed that social support is a significant positive predictor of social well-being. The hypothesis, which stated that social support would play an essential role in the social well-being of undergraduates, was confirmed. This finding is consistent with previous empirical research findings (Adyani et al., 2019; Brajša-Žganec et al., 2018; Ekas et al., 2010; Ermer & Proulx, 2020; Karademas, 2006; Saputra & Setyo Palupi, 2020; Seagle et al., 2021; Thomas, 2010; Wang et al., 2019; Wu et al., 2020) indicating that social aid and positive contributions from the community is an essential determinant of social well-being. And that an unhealthy social comfort awaits those deprived of support from their significant others, especially those growing up in communities deficient in assets that promote social support. Thus, a social environment that provides opportunities for support to young people, especially undergraduates, fosters positive social well-being.

Social support from family, peers, and significant others has been recognized as a protective factor for adolescents. Similarly, academic performance correlates with the student receiving support from significant others (Leite et al., 2021; Ogbeide & Ugwu, 2016). Thus, undergraduates' support might enhance their social well-being and academic outcomes. The finding is relevant to our present society, especially the Nigerian setting. It is shown that social support, which involves all kinds of positive support given to undergraduates, enhances social well-being. Research has affirmed that better well-being is linked to people with adequate social support, while adverse outcomes were associated with those without such Support (Sharma & Sharma, 2018).

Social Support Theory (Cohen & Wills, 1985) noted that the overall valuable outcome of social support experiences is when many social networks provide individuals with consistent favorable experiences and stable, socially rewarded roles in their social environment. Thus, this condition reflects overall well-being in that it allows for the pathway to positive affect, stability in a social situation, and a recognition of self-worth. The study's finding relates to Self-Determination Theory which states that well-being is enhanced when social problems provide support and opportunity to

achieve people's fundamental needs (Ryan & Deci, 2004). Accordingly, the study's result broadens our knowledge of the importance of social support for undergraduates.

Conclusion

This study aimed to study the variation in social well-being based on social support among undergraduates of Ebonyi State, Nigeria. A single hypothesis was formulated to guide the study; for instance, the researcher assumed that social support would significantly predict the social well-being of undergraduates in Ebonyi State. The simple linear regression model conducted on the data established a positive relationship between social support and social well-being. Thus, it is revealed that social support is a significant predictor of social well-being. The current study's finding offers an additional and exciting insight into the role of this social support on students' well-being. Thus, besides being related to poorer schoolwork engagement, the study found strong evidence that the study's independent variables are essential determinants of undergraduates' social well-being.

Consequently, a study of this nature always poses inherent limitations that are needed to be reported. Thus, the outcome of the present study must be interpreted in light of these limitations. For instance, the study adopted a cross-sectional design such that the role of social support on social well-being was tested in only one direction. Thus, the mechanism through which the independent variable interacts with the dependent variable remains unclear. Also, data for the study was based on only self-report measures. Hence, raising the issue of common method variance. Nonetheless, the findings of the study call for future research to investigate the role of other potential prevailing variables, including but not limited to educational level, academic self-efficacy, economic status, and social relationships on the social well-being of the undergraduates in a more representative sample of not just university students but also secondary school students.

The findings of this research imply that social support is a significant predictor of social well-being. This means that adequate social support from different sources, including family, friends, peers, and the general society makes one's life balanced and fulfilling, thus giving more meaning to a person's social life and becoming inherently rewarding. In the context of this research, consistent social support from significant others could provide the pathway to improving learning among the students. Also, since social support is linked to good mental health, it is evident that giving social support to undergraduates would positively impact their cognitive state. Thus, the current study advocates for adequate support to students at the tertiary education level.

References

- Adyani, L., Suzanna, E., Safuwan, S., & Muryali, M. (2019). Perceived social support and psychological well-being among interstate students at Malikussaleh University. *Indigenous: Jurnal Ilmiah Psikologi*, 3(2). <https://doi.org/10.23917/indigenous.v3i2.6591>
- Aked, J., Marks, N., Cordon, C., & Thompson, S. (2009). Five ways to well-being: A report presented to the foresight project on communicating the evidence base for improving people's well-being. In *London: Nef*.
- Akosile, C. O., Banjo, T. O., Okoye, E. C., Ibikunle, P. O., & Odole, A. C. (2018). Informal

- caregiving burden and perceived social support in an acute stroke care facility. *Health and Quality of Life Outcomes*, 16(1). <https://doi.org/10.1186/s12955-018-0885-z>
- Aliche, J. C., Ifeagwazi, C. M., & Eze, J. E. (2020). Emotional reactivity and surgical anxiety. The protective nature of perceived social support. *Psychology, Health, and Medicine*, 25(4). <https://doi.org/10.1080/13548506.2019.1668030>
- Alkire, L., Mooney, C., Gur, F. A., Kabadayi, S., Renko, M., & Vink, J. (2020). Transformative service research, service design, and social entrepreneurship: An interdisciplinary framework advancing well-being and social impact. In *Journal of Service Management* (Vol. 31, Issue 1). <https://doi.org/10.1108/JOSM-05-2019-0139>
- Aloba, O., Opakunle, T., & Ogunrinu, O. (2019). Psychometric characteristics and measurement invariance across genders of the multidimensional scale of perceived social Support (MSPSS) among Nigerian adolescents. *Health Psychology Report*, 7(1). <https://doi.org/10.5114/hpr.2019.82629>
- Brajša-Žganec, A., Kaliterna Lipovčan, L., & Hanzec, I. (2018). The relationship between social support and subjective well-being across the lifespan. *Drustvena Istrazivanja*, 27(1). <https://doi.org/10.5559/di.27.1.03>
- Brandy, J. M., Penckofer, S., Solari-Twadell, P. A., & Velsor-Friedrich, B. (2015). Factors predictive of depression in first-year college students. *Journal of Psychosocial Nursing and Mental Health Services*, 53(2). <https://doi.org/10.3928/02793695-20150126-03>
- Chu, P. Sen, Saucier, D. A., & Hafner, E. (2010). Meta-analysis of the relationships between social support and well-being in children and adolescents. *Journal of Social and Clinical Psychology*, 29(6). <https://doi.org/10.1521/jscp.2010.29.6.624>
- Cohen, S., & Wills, T. A. (1985). Stress, Social Support, and the buffering hypothesis. In *Psychological Bulletin* (Vol. 98, Issue 2). <https://doi.org/10.1037/0033-2909.98.2.310>
- Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science*, 13(1). <https://doi.org/10.1111/1467-9280.00415>
- Effiong, J. E., Nwonyi, S. K., Ibeagha, P. N., & Eze, A. (2017). Role of Civic Engagement, Personality, and Sensation Seeking on the Social Well-Being. *Undergraduates GOUUn Journal of Management and Social Sciences*, 5(1).
- Ekas, N. V., Lickenbrock, D. M., & Whitman, T. L. (2010). Optimism, social support, and well-being in mothers of children with an autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 40(10). <https://doi.org/10.1007/s10803-010-0986-y>
- Emadpoor, L., Lavasani, M. G., & Shahcheraghi, S. M. (2016). Relationship between perceived social support and psychological well-being among students based on the mediating role of academic motivation. *International Journal of Mental Health and Addiction*, 14(3). <https://doi.org/10.1007/s11469-015-9608-4>
- Ermer, A. E., & Proulx, C. M. (2020). Social support and well-being among older adult married

- couples: A dyadic perspective. *Journal of Social and Personal Relationships*, 37(4). <https://doi.org/10.1177/0265407519886350>
- Esan, O., Esan, A., Folasire, A., & Oluwajulugbe, P. (2019). Mental health and well-being of medical students in Nigeria: a systematic review. In *International Review of Psychiatry* (Vol. 31, Issues 7–8). <https://doi.org/10.1080/09540261.2019.1677220>
- Eze, J. E., Chukwuorji, J. B. C., Ettu, P. C., Zacchaeus, E. A., Iorfa, S. K., & Nwonyi, S. K. (2021). Bullying and suicide ideation: Testing the buffering hypothesis of social support in a Sub-Saharan African Sample. *Journal of Child and Adolescent Trauma*, 14(1). <https://doi.org/10.1007/s40653-019-00294-w>
- Feeney, B. C., & Collins, N. L. (2015). A new look at social Support: A theoretical perspective on thriving through relationships. *Personality and Social Psychology Review*, 19(2). <https://doi.org/10.1177/1088868314544222>
- Folayan, M. O., Oginni, O., Arowolo, O., & El Tantawi, M. (2020). Internal consistency and correlation of the adverse childhood experiences, bully victimization, self-esteem, resilience, and social support scales in Nigerian children. *BMC Research Notes*, 13(1). <https://doi.org/10.1186/s13104-020-05174-3>
- Gerson, M. W. (2018). Spirituality, social support, pride, and contentment as differential predictors of resilience and life satisfaction in emerging adulthood. *Psychology*, 09(03). <https://doi.org/10.4236/psych.2018.93030>
- Holt-Lunstad, J., Smith, T. B., & Layton, J. B. (2010). Social relationships and mortality risk: A meta-analytic review. In *PLoS Medicine* (Vol. 7, Issue 7). <https://doi.org/10.1371/journal.pmed.1000316>
- Kangmennaang, J., & Elliott, S. J. (2019). 'Well-being is shown in our appearance, the food we eat, what we wear, and what we buy': Embodying well-being in Ghana. *Health and Place*, 55. <https://doi.org/10.1016/j.healthplace.2018.12.008>
- Karademas, E. C. (2006). Self-efficacy, social support, and well-being. *Personality and Individual Differences*, 40(6). <https://doi.org/10.1016/j.paid.2005.10.019>
- Lahey, B., Orehek, E., Hain, K. L., & VanVleet, M. (2010). Enacted support's links to negative affect and perceived support are more consistent with theory when social influences are isolated from trait influences. *Personality and Social Psychology Bulletin*, 36(1). <https://doi.org/10.1177/0146167209349375>
- Leite, S. V., França, L. H. de F. P., & Leite, S. B. F. (2021). The influence of social support and social skills on the academic performance of younger individuals and older adult college students. *Estudos de Psicologia (Campinas)*, 38. <https://doi.org/10.1590/1982-0275202138E190146>
- Lepore, S. J., Glaser, D. B., & Roberts, K. J. (2008). On the positive relation between received social support and negative affect: A test of the triage and self-esteem threat models in women with breast cancer. *Psycho-Oncology*, 17(12). <https://doi.org/10.1002/pon.1347>

- Liu, H., Li, S., Xiao, Q., & Feldman, M. W. (2014). Social support and psychological well-being under the social change in Urban and Rural China. *Social Indicators Research*, 119(2). <https://doi.org/10.1007/s11205-013-0534-1>
- Mohammad, A. H., Sadat, N. Al, Yim, L. S., & Chinna, K. (2015). Validity and reliability of the Hausa version of the multidimensional scale of perceived social support index. *Iranian Red Crescent Medical Journal*, 17(2). <https://doi.org/10.5812/ircmj.18776>
- Nwoke, M. B., Onuigbo, E. N., & Odo, V. O. (2017). Social support, self-efficacy, and gender as predictors of reported stress among inpatient caregivers. *Social Science Journal*, 54(2). <https://doi.org/10.1016/j.soscij.2016.08.001>
- Ogbeide, E. D. O., & Ugwu, C. C. (2016). Relationship between social support and academic performance among undergraduate students of Madonna University, Nigeria. *Global Journal of Applied, Management, and Social Sciences*, 13(1).
- Ogunbajo, A., Ogunbajo, A., Iwuagwu, S., Williams, R., Biello, K. B., Biello, K. B., Biello, K. B., Biello, K. B., Kahler, C. W., Sandfort, T. G. M., Mimiaga, M. J., Mimiaga, M. J., Mimiaga, M. J., Mimiaga, M. J., & Mimiaga, M. J. (2020). Validation of depressive symptoms, social support, and minority stress scales among gay, bisexual, and other men with men (GBMSM) in Nigeria, Africa: A mixed-methods approach. *BMC Public Health*, 20(1). <https://doi.org/10.1186/s12889-020-09127-0>
- Poots, A., & Cassidy, T. (2020). Academic expectation, self-compassion, psychological capital, social support, and student well-being. *International Journal of Educational Research*, 99. <https://doi.org/10.1016/j.ijer.2019.101506>
- Ratelle, C. F., Simard, K., & Guay, F. (2013). University students' subjective well-being: The role of autonomy support from parents, friends, and the romantic partner. *Journal of Happiness Studies*, 14(3). <https://doi.org/10.1007/s10902-012-9360-4>
- Ryff, C. D., Radler, B. T., & Friedman, E. M. (2015). Persistent psychological well-being predicts improved self-rated health over 9–10 years: Longitudinal evidence from MIDUS. *Health Psychology Open*, 2(2). <https://doi.org/10.1177/2055102915601582>
- Santini, Z. I., Koyanagi, A., Tyrovolas, S., Mason, C., & Haro, J. M. (2015). The association between social relationships and depression: A systematic review. In *Journal of Affective Disorders* (Vol. 175). <https://doi.org/10.1016/j.jad.2014.12.049>
- Saputra, M. R., & Setyo Palupi, L. (2020). Relationship between social support and psychological well-being of the final year students. *E3S Web of Conferences*, 202. <https://doi.org/10.1051/e3sconf/202020212027>
- Seagle, E. S., Xu, J., Edwards, N., & McComb, S. A. (2021). Social networking, social support, and well-being for the military spouse. *Journal for Nurse Practitioners*, 17(5). <https://doi.org/10.1016/j.nurpra.2020.12.013>
- Sharma, A., & Sharma, R. (2018). Internet addiction and psychological well-being among college students: A cross-sectional study from Central India. *Journal of Family Medicine and*

- Primary Care, 7(1). https://doi.org/10.4103/jfmpc.jfmpc_189_17
- Siedlecki, K. L., Salthouse, T. A., Oishi, S., & Jeswani, S. (2014). The relationship between social support and subjective well-being across age. *Social Indicators Research*, 117(2). <https://doi.org/10.1007/s11205-013-0361-4>
- Thoits, P. A. (2011). Mechanisms linking social ties and support to physical and mental health. *Journal of Health and Social Behavior*, 52(2). <https://doi.org/10.1177/0022146510395592>
- Thomas, P. A. (2010). Is it better to give or to receive? Social support and the well-being of older adults. *The Journals of Gerontology. Series B, Psychological Sciences and Social Sciences*, 65 B(3). <https://doi.org/10.1093/geronb/gbp113>
- Tian, L., Liu, B., Huang, S., & Huebner, E. S. (2013). Perceived social support and school well-being among Chinese early and middle adolescents: The mediational role of self-esteem. *Social Indicators Research*, 113(3). <https://doi.org/10.1007/s11205-012-0123-8>
- van der Zanden, P. J. A. C., Denessen, E., Cillessen, A. H. N., & Meijer, P. C. (2018). Domains and predictors of first-year student success: A systematic review. In *Educational Research Review* (Vol. 23). <https://doi.org/10.1016/j.edurev.2018.01.001>
- Vincent-Onabajo, G., Muhammad, M., Ali, U., & Masta, A. (2015). Influence of Sociodemographic and Stroke-related Factors on Availability of Social Support among Nigerian Stroke Survivors. *Annals of Medical and Health Sciences Research*, 5(5). <https://doi.org/10.4103/2141-9248.165258>
- Vincent-Onabajo, G. O., Ihaza, L. O., Ali, M. U., Masta, M. A., Majidadi, R., Modu, A., & Umeonwuka, C. (2016). Impact of social support on participation after stroke in Nigeria. *Topics in Stroke Rehabilitation*, 23(5). <https://doi.org/10.1080/10749357.2016.1155279>
- Wang, Z., Kouvonen, A., Satka, M., & Julkunen, I. (2019). Parental Social Support and Adolescent Well-Being: a Cross-Sectional Study in China. *Child Indicators Research*, 12(1). <https://doi.org/10.1007/s12187-018-9547-2>
- Wu, T. J., Wang, L. Y., Gao, J. Y., & Wei, A. P. (2020). Social support and well-being of Chinese special education teachers—an emotional labor perspective. *International Journal of Environmental Research and Public Health*, 17(18). <https://doi.org/10.3390/ijerph17186884>
- Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The multidimensional scale of perceived social support. *Journal of Personality Assessment*, 52(1). https://doi.org/10.1207/s15327752jpa5201_2