



Prediction of perceived stress Based on Social Support (and its components) in Students

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A B S T R A C T

The purpose of this study was to determine Prediction of perceived stress Based on Social Support (and its components) in Students. The study sample included 270 students of Islamic Azad University of Bandar Abbas, who were selected by random sampling method. In this study, data collection was used a questionnaire of social support and perceived stress. The main assumptions of the analysis results showed that there is negatively associated between social support (total) and its components with perceived stress. Also the results of the analysis regression coefficients showed among the components of social protection, Components of opinion on social protection and public support predict the perceived stress.

Keywords: Social Support, Perceived Stress, Students.

INTRODUCTION

During college years, students experience constant challenge and demand for adjustment and change. Along with academic pressures, students are seeking independence and autonomy from their parents and responsibility for themselves, acceptance from their peers in a world of mixed values, and more intimate relationships. All these changes affect students' ability to perform well in their study. It will lead the students feel stress, and it will lead them seek for ways to handle these changes (Dyrbye, Thomas, & Shanafelt, 2005). In fact, stress is part of everyday life. Stress has been defined as an unpleasant state of emotional and physiological arousal that people experience in situations that they perceive as dangerous or threatening to their well-being. Stress comes from interaction with the environment and the pressures that occur when a person holds the positioning and inconsistencies exist (Brobeck, Marklund, Haraldsson, & Berntsson, 2007). Thus, students are among the groups that due to the transitional nature of student life, are exposed to stressors (Greenberger & McLaughlin, 1998; McIntyre & Dusek, 1995).

It must be compatible with a space student life that requires adaptation to new social norms and establish new friendships and accordingly perceptions is impacted by of an event as stress and coping style in certain situations benefit from it (Aldwin, 2007; Chizeck, 1997). In the meantime, one of the subjects associated with perceived stress that plays an important role in reducing it, is social support feature; Social support has a lot effects on the state of physical,

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mental, life satisfaction and different aspects of quality of life (Clara, Cox, Enns, Murray, & Torgrudc, 2003; Tajalli & Ganbaripناه, 2010).

And as a moderating factor influencing the cope and adapt to stressful events of life is known (Friedlander, Reid, Shupak, & Cribbie, 2007). Social support in two ways: Social support received and perceived to be studied. Social support received, the amount of support received by individuals is emphasized and perceived social support, examined individual assessments of the availability of needed support in periods (Gülaçtı, 2010). One important result of the student's satisfactory social support, stress modification and increased mental health. Many studies have shown that optimum utilization of Social support is physical health and well-being of the individual (Cohen & Wills, 1985).

The results of Wonderlich-Tierney and Vander Wal (2010), also showed a high level of Social support with a weak relationship between social anxiety and eating disorders were associated, while use of emotion-focused coping styles and avoidance with strong links. It was more between social anxiety and eating disorders.

The relationship between perceived stress and Social support Misra, McKean, West, and Russo (2000), have concluded that negative perception of stress is associated with low social support. Some studies have shown that Social support is a protective factor against the turmoil and psychological symptoms (Schwarzer & Knoll, 2007).

The results of some studies have shown that students use to deal with stress in different ways. And one of the effective ways to reduce stress is that the strategy adopted to deal with stress (Maddi, 2007). Thus, according to described above, And since stress management and ways to deal with it, guaranteed as part of the future of student mental health; The purpose of this study was to determine Prediction of perceived stress Based on Social Support (and its subscales) in Students.

METHODOLOGY

This research method is descriptive and correlational and in terms of analysis has been predicted. The study sample included 270 students of Islamic Azad University of Bandar Abbas, who were selected by random sampling method. In this study, data collection was used a questionnaire of social support and perceived stress.

social support Scale: The social support scale by the public (6 scale) and the notion or opinion about the support (5 scale): Fleming, Baum, Gisriel, and Gatchel (1982), assessed the coefficient of this scale by using the method of retesting to the 0.70. The long form of this test has 25 and 5 subscales: perceived social support by the family (7 scale), perceived social protection by friends (3 scale), perceived protection by the neighbors (4 scale). In the current research by depending on the study of Dun & et al. (1987), the title of support by the neighbors was replaced by the classmate). Dunn & et al (1987), by using the practical analysis reported the validity scale of social protection for any of the sub-scales of perceived protection by the family, friends (classmate and friends), the public and the opinion about

protection were reported in sequence of 0.87, 0.91, 0.73 and 0.50. In the current research the validity scale of social support by the assessment of Cronbach alpha coefficient was 0.68.

The Perceived Stress Scale (PSS) is the most widely used psychological instrument for measuring the perception of stress. It is a measure of the degree to which situations in one's life are appraised as stressful. Items were designed to assess how unpredictable, uncontrollable, and overloaded respondents find their lives to be. The scale also includes a number of direct queries about current levels of experienced stress. Moreover, the questions are of a general nature and hence are relatively free of content specific to any sub-population group. The questions in the PSS ask about feelings and thoughts during the last month. In each case, respondents are asked how often they felt a certain way. The appropriate reference for both the 4- and 14-item scales is: Cohen, Kamarck, and Mermelstein (1983), A global measure of perceived stress.

4-item self-report instrument with a five-point scale: (0 = never, 1 = almost never, 2 =sometimes, 3 = fairly often, 4 = very often). The PSS is also available in a 10 and 14 item self-report instrument with the same five-point scale. The 4-item version is appropriate for use in situations requiring a very brief measure of stress perceptions. It was previously employed when collecting perceived stress levels over the phone during follow-up interviews. It is not a diagnostic instrument, but intended to make comparisons of subjects 'perceived stress related to current, objective events. The higher the degree and longer the duration of self-perceived stress, indicated by a higher score, is considered a risk factor for a clinical psychiatric disorder. In the study, the reliability obtained by Cronbach's 0.89, that reliability is good.

RESULTS

There is a relationship between social support and its subscales with perceived stress in students of Islamic Azad University of Bandar Abbas.

Table 1. Simple correlation coefficients between social support and its subscales with perceived stress in students

Variables	Students perceived stress	
	correlation coefficients	P
Perceived support from family	-0.27	0.001
Perceived support from friends	-0.25	0.001
Opinion on Social support	-0.36	0.001
Public support	-0.43	0.001
Social support (total)	-0.68	0.001

Table 2. Summary table inter method regression model to predict the perceived stress Based on components of Social support

Predictor variables	R	R ²	Adjust R ²
Social support components	0.52	0.26	0.25

Table 2 shows that multiple correlations between the components of Social support and perceived stress is equal to 0.52 and adjusted coefficient of determination is equal to 0.25. In other words 25% of the variance of perceived stress criterion is explained by Social support components.

Table 3. ANOVA for the prediction of perceived stress Based on components of Social support

Enter Model	Index model	Sum square	DF	Mean square	F	P
components of Social support	Effect regression	12019.61	4	3004.90	23.80	0.001
	Remaining	33457.84	265	126.25		
	Total	45477.46	269			

Table 3 shows the regression model is statistically significant. In other words the significance of the regression model, the relationship between the variables is linear confirmed. This table shows the components of Social support with the $F = 23.80$, the Alpha $p < 0.001$ is significant.

Table 4. Regression coefficients of the components of Social support

Model	Non-standardized coefficients		Standard value β	t	P
	B	standard error			
Intercept	64.89	4.84		13.40	0.001
Perceived support from family	-0.20	0.17	-0.08	-1.24	0.21
Perceived support from friends	0.01	0.22	0.004	0.06	0.95
Opinion on Social support	-0.58	0.14	-0.25	-4.04	0.001
Public support	-0.90	0.14	-0.35	-6.37	0.001

Table 4. The share of each of the predictor variables on criterion variables indicated, the components of Social support, social support component opinion about the beta Value -0.25 and $t = -4.04$, and public support component with a beta Value -0.35 and $t = -6.37$ at $P < 0.001$ were significant.

CONCLUSION

This study aims to predict students' perceived stress and its subscales were done Based on Social support. The main hypothesis of Results of the analysis showed that Social support (total) and its components are negatively associated with perceived stress. Also Results of the analysis showed that the regression coefficients between the components of Social support, Components of opinion on Social support and public support could predict perceived stress.

Problem-focused coping with the positive assessment of the stress positively, but negatively associated with emotion-focused coping style, but negative assessment of stress and emotion oriented coping style (Walton, 2002). Thus, according to this explanation, the negative relationship between Social support and perceived stress among the students in this study is confirmed. Also prediction subscales Social support due to its high negative correlation with perceived stress case is confirmed. Social support can only be of help when it conforms to the coping strategies that are most adequate in the stressful situation. If, for instance, the family encourages avoidance it is less likely that a buffering effect will be found. Therefore, further research should focus on the functions of social support.

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