A REVIEW STUDY OF SOCIAL SUPPORT AND RESILIENCE

Deepyagya Gupta (12103822)[1]*, Dr. Rubina Fakhr (27967)[2]

Abstract

Social support is a broad notion that includes the readiness of close friends and family to offer help as well as support. The process or result of successfully adjusting to adverse or challenging life experiences, particularly through mental, emotional, and behavioral flexibility and adjustment to external and internal pressures, is known as resilience. Social support and resilience play a very vital role in an individual's life. This study concerns the relationship of academic stress and life satisfaction in relation to social support and resilience. It has shown how family, friends or colleagues have a positive or negative influence on an individual's social support and resilience in their life. In the past decades till date, we have seen a positive relation in academic stress with social support and resilience and the individuals were more likely bent towards their friends for social support. As the variables are positively correlated with life satisfaction, it means that life satisfaction, social support and resilience are related.

Keywords: Social Support, Resilience, Academic Stress, Life Satisfaction

[1]*M.A. (Psychology), Lovely Professional University, Email: deepyagyagupta@gmail.com
[2]Assistant Professor, Department of Psychology, Lovely Professional University

Corresponding Author: Deepyagya Gupta (12103822)
*M.A. (Psychology), Lovely Professional University, Email: deepyagyagupta@gmail.com

Introduction

"Social support is the provision of assistance or comfort to other, typically to help them cope with biological, psychological, and social stressors" (American Psychological Association). Any interpersonal relationship in a person's social network, including those with family, friends, neighbors, caretakers, colleagues, religious organizations or support group might provide support. It can come in the form of practical assistance (such as doing the chores, or giving advice), tangible support in the form of financial or other forms of material aid, or emotional support that makes the individual feel appreciated, accepted and understood. There are many ways that people can support one another, but most of the research has been done on the effects of the four distinct types of social support; emotional support, esteem support, informational support and tangible support.

Nearly all of us, according to experts, benefit from social and emotional support. In addition, having great social support might increase your ability to handle challenges on your own by boosting your sense of autonomy and self-worth. Friends and relatives that believe in your ability and are emotionally supportive can aid you in focusing on the best course of action for resolving your issues.

"Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands" (American Psychological Association).

Resilience comes in four different forms; physical resilience, mental resilience, emotional resilience and social resilience. Several factors contribute to how people adapt to adversities, prevailing among them: the perspectives and interactions people have with the world; the availability and quality of social resources; certain coping mechanisms.
The way people deal with the problems can play a very significant role not only in the immediate outcome but also in the long-term psychological consequences. Resilience enables people to muster the strength to not just survive but to thrive in the face of circumstances that seem completely impossible.

Resilience and Social Support in relation with Academic Stress

Academic stress

Stress is the non-response of the body to any demand for change (American Institute of Stress, 2007). The response to academic stress might be physical, mental, or emotional; the demand can be any combination of frustration, pressure, change, conflict and self-imposed stress that is academic related (Misra et al., 2000). Academic stress is frequently associated with the student's sense of onerous course requirements and insufficient time to achieve them (Carveth et al., 1996).

Social support and Resilience

Social support is a broad notion that includes the willingness of close friends and family to offer help as well as the perceived exchange of that support (Verheijden et al., 2005). Resilience implies a history of successful adaptation in the individual who has experienced stress, as well as an expectation of sustained resistance to stress in future (Werner & Smith, 1992).

Previous studies within the social work have addressed certain academic stressors under the generalized, overall perceived stressed, rather than an explicit appraisal of academic stress among the undergraduate social work students. Example, Maidment's (2003) findings showed that 62% of the third- and fourth-year students experience placement related stress. Ting et al. (2006) reported on the top stressors among their BSW student samples; which included lack of time, maintaining grades, finances and juggling duties. Milner and Criss (2006) added expectations (from family, friend, and oneself) and the perception of social work as a more stressful profession to these themes of stress for BSW students. A study disclosed a moderate level of academic stress, social support and resilience. Academic stress adversely affected social support and resilience in a substantial way. Social support systems exerted significant, positive influence on each other and resilience. No social support meditated the negative stress effect on resilience. Support from friends moderated the link between academic stress and resilience (Wilks & Spivey, 2010). Another study was conducted by Ozsaban, Turan and Kaya (2017), to see the effects of academic stress and social support in resilience in nursing students. The sample consisted of 322 students, in which 76.7% of students were female and 23.3% were male. There was a statistically significant association between assessments of psychological resilience and perceptions of social support. It was found that the individual characteristics of students affected their psychological resilience. Nursing students had a moderate level of social support, academic stress and psychological resilience. A recent study was conducted by Aziz, Mansoer and Ifdil (2022) on international students during covid-19. The total

sample were of 83 international Asian and African students. The age group consisted of 19-36 years in which most of the participants were of master's level 47%, undergraduates 45.8% and Ph.D. were 7.2%. The results indicated that perceived social support and resilience have no significant effect on a student's academic stress and perceived social support and resilience significantly affect students COVID-19 stress.

Resilience and Social Support in relation with Life Satisfaction

Resilience and Life Satisfaction

Resilience has become an important factor in research and mental health theory over the past decades (Walsh, 2003). Resilience, according to Ahmed (2007), is the capacity to preserve a state of normal equilibrium in the face of severely unfavorable conditions. Further, Johnson et al., (2009) proclaimed that resilience is a psychological process that has been created in response to significant life stressors and promotes healthy functioning. Some people are resilient by nature, as resilience may be predicted by a person's personality, but others may need to put in more effort (Griffith, 2007; Campbell-Sills et al., 2006). It is co-determined by environmental and personal characteristics (Lew, 2001). It is therefore expected that resilience will have a positive relationship with life satisfaction.

Social Support and Life Satisfaction

Thoits (1985) defined social support as helpful deeds done for an individual by significant others, such as family, friends and significant others. It can be viewed as care, value and guidance provided from family, peers and community members (Dollete et al., 2006). Life satisfaction is the degree to which an individual perceives life to be rich, meaningful, full or high quality (American Psychological Association). Life satisfaction is a structure that is more stable than sensory experiences, although not as permanent as the will of life on one hand (Czapinski, 2004) and the quality of life (Nettle, 2005) on the other.

A study was conducted on secondary school students about the effects of social support and resilience on life satisfaction by Achour and Nor (2014), in which they randomly collected 200 students studying in four secondary schools. The results showed there was a positive and significant correlation between resilience and social support, it also showed a positive and significant correlation between resilience and life satisfaction. Depression shows a negative and significant correlations with resilience, social support and life satisfaction. Life

satisfaction manifests a strong positive and significant correlation with social support. As the independent variables are positively correlated with life satisfaction, it means that life satisfaction, social support and resilience are related. Another study was done among people with substance use disorder by Cao and Zhou (2019) in which he studied the correlation between social support and life satisfaction among individuals with substance use disorder and investigate the mediating effect of resilience between these variables. Aged between 19-65 years, 513 individuals were recruited. The results showed both resilience and social support, a positive correlation with life satisfaction. They also found a positive relationship in resilience and received social support. With the demographic factors acting as covariates, the calculated coefficients of social support on life satisfaction were significant. This is consistent with the hypothesis that in individuals with substance use disorder, social support and life satisfaction are positively associated. And they also observed that resilience is positively related to life satisfaction.

Conclusion

Social support and resilience play a vital role in an individual's life. Social support is the provision of assistance or to comfort to others, they help cope with biological, psychological and social stressors. Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands. The results on academic stress showed that individuals are very much likely bended towards their friends for social support. The undergraduates' students were shown a positive relation in the basics of social support and resilience. Also, the results on the life satisfaction showed there was also a positive relation with resilience and social support. So, to conclude we can say that academic stress and life satisfaction both have a positive relationship with social support and resilience.

References

1. Achour, M. & Nor, M. R. M. (2014). The Effects of Social Support and Resilience on Life. Satisfaction of Secondary School Students,4(1), 12-20.
2. American Institute of Stress (2007) Stress, Definition of Stress, Stressor [online]. Available at: www.stress.org/topic-definition-stress.htm, accessed 10 October 2007.
3. Aminah, A. (2007). Work-family conflict, life-cycle stage, social support, and coping strategies among women employees. The

Eur. Chem. Bull. **2023**, *12(Special Issue 5), 2864 – 2867*

2866

Journal of Human Resource and Adult Learning, 3(1), 70-79.

4. Aziz, S., Mansoer, W., & Ifdil, I. (2022). A multi-cultural study on perceived social support and resilience towards academic stress among international students during covid-19. Konselor, 11(3), 83-88. doi: https://doi.org/10.24036/02022112120477-0-00

5. Campbell-Sills L., Cohan S.L., & Stein, M. B. (2006). Relationship of Resilience to Personality, Coping, and Psychiatric Symptoms in Young Adults. Behavior Research and Therapy, 44, 585- 599.

6. Cao, Q. & Zhou, Y. (2019). Association between social support and life satisfaction among people with substance use disorder: the mediating role of resilience. Journal of Ethnicity in Substance Abuse. DOI: 10.1080/15332640.2019.1657545

7. Carveth, J. A., Gesse, T. & Moss, N. (1996). Survival strategies for nurse midwifery students. Journal of Nurse Midwifery, 41, 50–54.

8. Czapiński, J. (2004). Psychological Theories of Happiness. In: J. Czapiński (ed.). Positive psychology. Warsaw: PWN.

9. Griffith, D. (2007). A New Year's Resolution for Your Emotional Health. Retrieved March 22, 2007, from www.healthatoz.com.

10. Johnson, D. C., Polusny, M. A., Erbes, C. R., King, D., King, L., Litz, B. T., Schnurr, P. P., Friedman, M., Pietrzak, R. H. & Southwick, S. M. (2008). Resilience and response to stress: Development and initial validation of the Response to Stressful Experiences Scale (RSES). Unpublished manuscript, Naval Health Research Center, San Diego, CA.

11. Kasprzak, Elżbieta (2010). Perceived social support and life-satisfaction. Polish Psychological Bulletin, 41(4). doi:10.2478/v10059-010-0019-x

12. Lew, C.C. (2001). A Factor Analytical Study of Adult Career Concerns, Career Status and Career Resilience. Dissertation. Rand Afrikaans University, South Africa.

13. Maidment, J. (2003). Problems experienced by students on field placement: using research findings to inform curriculum design and content. Australian Social Work, 56, 50–60.

14. Milner, M. & Criss, P. (2006). Use of spiritual practices and classroom rituals of connection to reduce impact of stress in social work students. paper presented at the National Association of Christian Social Workers 2006 Convention, October, Philadelphia, PA, USA.

15. Misra, R., McKean, M., West, S. & Russo, T. (2000). Academic stress of college students: comparison of student and faculty perceptions. College Student Journal, 34, 236–245.

16. Nettle, D. (2005). Happiness. The science behind your smile. Warszawa: Prószyński is-ka.

17. Ozsaban, A., Turan, N., & Kaya, H. (2019). Resilience in Nursing Students: The Effect of Academic Stress and Social Support, Clin Exp Health Sci, 9, 69-76. doi: 10.33808/marusbed.546903

18. Thoits, P. A. (1985). Self-Labeling Processes in Mental Illness: The Role of Emotional Deviance. American Journal of Sociology, 91(2), 221-249.

19. Ting, L., Morris, K. J., McFeaters, S. J. & Eustice, L. (2006). Multiple roles, stressors, and needs among baccalaureate social work students: an exploratory study. Journal of Baccalaureate Social Work., 12, 39–55.

20. Verheijden, M. W., Bakx, J. C., van Weel, C., Koelen, M. A. & van Staveren, W. A. (2005). Role of social support in lifestyle focused weight management interventions. European Journal of Clinical Nutrition, 59, S179–S186.

21. Walsh, F. (2003). Family Resilience: A Framework for Clinical Practice. Family Process, 42(1), 1-18.

22. Wilks, Scott E.; Spivey, Christina A. (2010). Resilience in Undergraduate Social Work Students: Social Support and Adjustment to Academic Stress. Social Work Education, 29(3), 276–288. doi:10.1080/02615470902912243

Links:

1. https://dictionary.apa.org/social-support
2. https://www.apa.org/topics/resilience
3. https://www.apa.org/topics/stress/manage-social-support#:~:text=The%20benefits%20of%20social%20support&text=Emotionally%20supportive%20friends%20and%20family,benefit%20from%20social%20support%2C%20however.