UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.18 (3);
July-December, 2024 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

SOCIAL SUPPORT AS PREDICTOR OF PSYCHOLOGICAL WELLBEING OF UNDERGRADUATES OF CHUKWUEMEKA ODUMEGWU OJUKWU UNIVERSITY

Muokwue Chinyere Agness
Department of Educational Psychology
Nwafor Orizu College of Education, Nsugbe
08139180414

Nnamdi Obikeze Esq
Department of Educational Foundations
Chukwuemeka Odumegwu Ojukwu University
Igbariam Campus.
08034739218, nnamdiobikeze@gmail.com
&
Obi Ifeoma Eucharia
Department of Educational Foundations
Chukwuemeka Odumegwu Ojukwu University
Igbariam Campus.
08036727909; ifyobi25@yhaoo.com

ABSTRACT

This study examined social support as predictor of psychological wellbeing of undergraduates of Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra state. Two research questions and two null hypotheses guided the study. The study adopted a correlational research design. A total of 261 undergraduates constituted the sample of the study. Stratified random sampling technique was employed to select the sample of the study. The stratification was based on gender. Data were collected using two major instruments thus: social support scale by Cohen et al (1985) and psychological well-being scale by Ryff (1989). The data generated were subjected to data analysis using simple Linear regression statistic. The result of data analysis revealed that social support significantly and positively predicted psychological well-being of undergraduates in the study areas. Additionally social support significantly and positively predicted psychological well-being of male and female undergraduates in Chukwuemeka Odumegwu Ojukwu University. The study among others recommended that educational psychologists, guidance counsellors and health workers should help undergraduates build interactive classroom environment with sufficient motivational strategies that will promote social network as well as foster psychological well-being of undergraduates.

Keywords: Social Support; Predictor; Psychological Wellbeing; Undergraduates

Introduction

The overall wellbeing of students have been the major concern of parents, teachers, guidance counsellors and the government. Thus the student well-being is a critical issue in higher education considering the fact that they are adjudged as the leader of tomorrow. Psychological well-being is a psychological construct that is based on one's happiness, contentment, fulfillment of life, pleasure and emotional balance (Sari, 2017) Psychological wellbeing is a condition of holistic health in its entire dimension; physical, cognitive emotional, social and spiritual (Top, et al, 2015). It entails students living a better life and feeling positive in their functions.

Undergraduate level involves hard work, which is highly stressful and may lead to mental health problem that require a lot of coping with adverse events (Bauer as cited in Pereira & Mathew, 2020). Many universities in the present day are struggling with students' mental ill-health challenges and complex, constantly changing requirements within the learning context, which contributes to high levels of stress. They are usually faced with different challenges such as lack of sufficient resources. The students also try to maintain positive relationship with their peers, seek for social support and assistance as they get involved in academics (Hsiang, 2016). Likewise, factors such as class size, students' misbehavior, high workload, changes in education system, low parental occupational image, poor relationships among peers and lack of social support from families, friends, relations and school heads can put students mental health at risk and can have negative events on their academic performance and psychological well-being (Pereira & Mathew, 2020). Social support is the belief that one is valued, cared for and loved by others in a social network. Social support includes emotional support, belonging in a social community, being valued, practical help, and information and guidance.

The development of psychological well-being requires some element of social support. Researchers have shown social support as an important factor for developing well-being among students (Olalekan, 2016). Social support is essential for students' success. Undergraduates benefit from having access to various sources of support such as family, friends, community and university services. Understanding the relationship between social support and psychological wellbeing can help universities identify areas where support services are lacking and develop new initiatives to support student well-being. Aydin et al (2017) opined that students' success is extremely fundamental for the reason that it serves as related social support. To the researchers, social support refers to as resources available to individuals from the family, friends, neighbours and significant others to promote overall wellbeing and cope with stress.

Gender is considered an important factor in determining psychological well-being and social support. Gender is the characteristics of women, men, girls and

boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, boy or girl, as well as relationships with each other. However, findings of studies on gender differences in social support and psychological well being are not conclusive. While recent researchers point out to gender differences in almost every aspect of psychological well-being, gender differences in psychological wellbeing were investigated (Bojkanowska & Piotrowski, 2018). In line with this, studies about the difference between man and woman on measures of psychological well-being have not yielded consistent outcomes (Ferguson & Gunnel, 2016).

Although, differences between male and female in relation with social support and psychological well-being have been found in numerous studies, neither the cause nor the explanatory process is known. Research on psychological well-being among students has consistently concluded that students are at difficulties because of the effects of psychological hazards or psychological complexities associated with the educational system such as stress, fatigue, or burn out (Gomes & Texixeria, 2016).

In view of the above discourse, the study explored the contributions of social support as a predictor of psychological wellbeing among undergraduates in Chukwuemeka Odumegwu Ojukwu university.

Statement of the Problem

The study of mental health has continued to be a great health challenge affecting the wellbeing of individuals in all spheres of life. This situation has attracted the attention of teachers, psychologists, health workers and other stakeholders who are interested in the welfare of the child adolescents and adults.

In attempt to address this health issue, scholars have conducted studies on the causes and effect of psychological wellbeing among students. Some other studies were carried out to handle cases of students with poor mental health condition. Unfortunately, most of these studies did not explore the relationship between psychological wellbeing and suspected psychological factors such as social support, peer relations, stress among others. It is this gap in knowledge that the present study addressed. The problem of this study therefore is stated thus: what is the predictive value of social support on psychological wellbeing of undergraduates in Chukwuemeka Odumegwu Ojukwu University.

Purpose of the Study

The general purpose of this study is to determine the predictive value of social support on psychological wellbeing of undergraduates in Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. Specifically, the study sought to:

1. Examine the predictive value of social support on psychological

wellbeing of Chukwuemeka Odumegwu Ojukwu University.
2. Ascertain the predictive value of social support on psychological wellbeing of male and female undergraduates.

Research Questions

The study was guided by the following research questions

1. What is the predictive value of social support on psychological wellbeing of undergraduates in Chukwuemeka Odumegwu Ojukwu University.
2. What is the predictive value of social support on psychological wellbeing of undergraduates.

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. Social support will not significantly predict psychological wellbeing of undergraduates of Chukwuemeka Odumegwu Ojukwu university Igbariam campus.
2. Social support will not significantly predict the psychological wellbeing of male and female undergraduates.

Research Method

The study investigated social support as predictors of psychological wellbeing of undergraduates in Chukwuemeka Odumegwu Ojukwu University Igbariam campus. The study adopted a correlational research design. The study was conducted in Chukwuemeka Odumegwu Ojukwu university Igbariam campus. The population of the respondents comprised 13,000 undergraduates drawn from five faculties in the university. The sample consisted 379 (male = 160 and females = 219) selected through proportional stratified random sampling technique. The study employed two standardized instrument namely: Social Support Scale (SSS) (1983) and psychological well-being scale of Ryff (1989) to collect data. The social support scale was developed by Zimet et al (1988) it measured the extent to which an individual perceives social support. This instrument has 12 items structured on a seven point likert scale with scores ranging from very strongly disagree (1) to very strongly agree (7). The MSPSS has proven to be psychometrically sound in diverse samples and to have good internal reliability and test-retest reliability and robust factorial validity. The reliability of the scale was 0.91. These values indicate a good internal consistency for the scale as a whole and for the three sub-scales. The norm for this scale was established among 154 people with mean age = 26.5 years, SD = 7-4. But for the purpose of this study, scores below the mean was stratified as low while scores above the mean was classified as high. In this study a Cronbach Alpha of 0.86 was reported.

Psychological well-being: This was measured using the 18 item psychological well-being scale (PWB-S) developed by Ryff (1995). This scale is a structured, self report instrument based on six dimensions of psychological well-being; Autonomy,

environmental mastery, personal growth, positive relationship with others, purpose in life, and self acceptance. The scale is 18 item-scale. Some items on the scale are: 1 tens to be influenced by people with strong opinion, and "I am quite good at managing the many responsibilities of my daily life. Each item will be responded using a 5-point likert scale format ranging from strongly disagree to (5) strongly agree. Some of the items are reversely scored; 1,5,9,10,12,13,15,18. The psychometric properties of the six dimensions as reported by Ryff which ranges from 0.86 to 0.93. Mefoh, Odoh and Eze (2016) revalidated this instrument using 71 prisoners from Nigerian correctional centre Nsukka. The reliability analysis of the pilot study show Cronach's alpha of self-acceptance. 0.72 positive relations, 0.50, autonomy 0.46, environmental mastery 0.60, purpose in life 0.62 and personnel growth 0.57. Also, the reliability coefficient of the composite variable is 0.87. in this study, a cronbach Alpha 0.79 was reported.

The researchers with the help of six trained research assistants administered 389 copies of the instruments on the respondents. Thus exercise lasted for two weeks. Out of the 389 copies administered, a total of 379 were retrieved while 10 copies were discarded because they were not correctly completed. The data collected were statistically analyzed using simple regression statistic. The SPSS version 26 was the statistical package used for all the computation.

Presentation of Results

The data generated through the instruments were analyzed in accordance with the research questions and the null hypotheses that guided the study.

Research Question I: What is the predictive value of social support on psychological wellbeing of undergraduates in Chukwuemeka Odumegwu Ojukwu University.

Table I: Simple Regression Analysis for social support predicting psychological well-being among undergraduates in Chukwuemeka Odumegwu Ojukwu University.

Mode 1	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. P change
1	0.783[a]	0.613	0.612	3.16041	0.613	10984.136	1	253	0.000

a. Predictors: (Constant), SOCIAL SUPPORT

Simple Regression Analysis for social support predicting psychological well-being among undergraduates in public universities in Anambra state.

Table 1 indicated the regression analysis for the amount of variation in psychological well-being among undergraduates in COOU Anambra state

that was predicted by social support. The result showed that when the responses of respondents on social support were correlated with psychological well-being, a correlation coefficient (R) of 0.783 with associated coefficient of determination (R^2) of 0.613 were obtained. This coefficient of determination (R^2) of 0.613 implied that 61.3% variation in psychological well-being was predicted by social support.

Research Question 2: What is the predictive value of social support on psychological well-being among male and female undergraduates in public universities in Anambra state?

Table 2: Simple Regression Analysis for social support predicting psychological well-being among male and female undergraduates in COOU

Model Summary

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate	R square change	Change Statistics				
						F change	d1	d2	Sig. F change	Remark
Male Social Support	0.796[a]	0.633	0.621	3.18327	0.633	4469.066	1	98	0.000	Strong prediction
Female Social support	0.884	0.781	0.768	3.15706	0.781	6460.784	1	153	0.000	Strong prediction

a. Predictors: (Constant), SOCIAL SUPPORT

Result in table 2 showed that social support strongly predicted male social support in psychological well-being as shown by the regression coefficient (R = 0.796). invariably, social support also strongly predicted female social support in psychological well-being as shown by the regression coefficient (R = 0.884). The coefficient of determination of male (R^2 = 0.633) and that of female (R^2 = 0.781) implied that 63.3% for male and 78.1% for female of eth variations in male and female psychological well-being were accounted for by the variations in social support. The adjusted R^2 of male (Adj R^2 = 0.621) and of female (Adj R^2 = 0.768). Supported R^2 of male and female by indicating that 62.1% for male and 76.8% for female of the total variation in the dependent variable (undergraduates' male and female psychological well-being) was explained by the independent variable (social support). Hence, social support strongly predicted male and female undergraduates' psychological well-being.

Hypothesis I: Social Support would not significantly predict psychological well-being among undergraduates in COOU.

Table 3: Regression ANOVA test of significance for the variation in psychological well-being predicted by social support.

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	109711.378	1	109711.378	10984.136	0.000b
	Residual	3775.527	253	9.988		
	Total	113486.905	254			

a. Dependent Variable: PSYCHOLOGICAL WELL-BEING
b. Predictors: (constant), SOCIAL SUPPORT

Data analysis in Table 3 revealed that the variation in psychological well-being that were predicted by social support was significant (F(1,253=10984.136, p = 0.000). This associated probability value of 0.000 when compared with 0.05 level of significance at which the hypothesis was tested, was found to be significant since .000 was less than 0.05. Invariably, the null hypothesis was rejected, and the inference drawn was that there was a significant variation in psychological well-being among undergraduates in COOU in Anambra state that was predicted by social support.

Hypotheses 2: Social support would not significantly predict psychological well-being among male and female undergraduates in COOU.

Table 4: Regression ANOVA test of significance for the variation in psychological well-being of male and female undergraduates predicted by social support.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45286.050	1	45286.050	4469.066	0.000b
	Residual	1601.050	158	10.133		
	Total	46887.100	159			

a. Dependent Variable: PSYCHOLOGICAL WELL-BEING FOR MALE
b. Predictors: (constant), SOCIAL SUPPORT

Result in Table 4 indicated that the variation in psychological well-being among male undergraduates that were predicted by social support was significant (F (1,158 = 4469.066, P = .000). This gave the fact that the associated probability value of .000 when compared with 0.05 level of significance at which the hypothesis was tested, was found to be significant because .000 was less than 0.05. Thus, the null hypothesis was rejected and the conclusion drawn was that social support was a significant factor for predicting psychological well-being among male undergraduates in public universities in Anambra state.

Summary of Findings

Based on the analysis of this study, the following summary was made:

1. Social support strongly and positively predicted psychological well-being among undergraduate in COOU Anambra State.
2. Social support strongly and positively predicted psychological well-being among male and female undergraduates in COOU Anambra state.

Discussion

The opinion of the respondents in Table 1 indicated that undergraduates agreed that social support strongly and positively predicted psychological well-being. The analysis in Tables 1 and 2 also showed that social support significantly predicted psychological well-being among undergraduates in COOU Anambra state. Hence, the two results showed that undergraduates in COOU Anambra state agreed that social support predicted psychological well-being. This implied that social support was associated with psychological well-being among undergraduates. In line with this finding, Ogunnaike (2019) established that social support significantly predicted psychological well-being of undergraduates. Similarly, Wang, et al (2019) maintained that social support from family, friends, and peers are positively associated with psychological well-being in undergraduates students; emotional support, informational support, and tangible support are the most commonly studied types of social support; students with higher levels of social support tend to have lower levels of stress, anxiety, and depression; social support is particularly important for students transitioning to college, international students, and students from diverse backgrounds. Social support played a crucial role in promoting psychological well-being in undergraduate students. Universities should prioritize initiatives that foster social support networks, such as peer mentoring programs, support groups, and counselling services. The result was also consistent with the findings of Adeyemo (2020) who emphasized that perceived social support was a significant factor in promoting psychological well-being among Nigerian adolescents, highlighting the importance of fostering supportive relationships in this population. Also, Hefner and Rosenberg (2017) maintained that social support was significantly positively correlated with psychological well-being; family support was the strongest predictor of psychological well-being, followed by friend suppor and peer support; students with higher levels of social support reported better psychological well-being, including life satisfaction, self-esteem, and emotional well-being. Likewise, Holliman, et al (2022) highlighted that adaptability and social support operate largely as independent predictors of psychological wellbeing (all outcomes). Further, social support was found to moderate the association between adaptability and two of the psychological

wellbeing outcomes: life satisfaction and psychological distress. In the same vein, Lo-oh and Ayuk (2018) established that family support (r = 0.160; p = 0.000), peer acceptance (r = 0.140; p = 0.000), teachers' involvement (r = 0.205; p = 0.000), and the availability of learing resources r = 0.417; p = 0.000) affected the psychological wellbeing of academically stressed students in the university of Buea. The study's findings indicated that social support was a robust predictor of psychological wellbeing among undergraduates. This supports existing literature emphasizing the crucial role of social support in maintaining mental health; emotional support from family, friends, and peers predicted better psychological well-being; instrumental support, which was a practical help and guidance from social networks predicted reduced stress and anxiety; informational support emanating from access to advice and information from social networks predicted improved problem-solving and coping. The findings implied that social support influenced psychological well-being through stress buffer where social support alleviates the negative impact of stress on mental health; self-esteem enhancement where social support boosts self-esteem and confidence; social identity where social support provides a sense of belonging and connection.

The view of the respondents in Table 2 and 4 indicated that undergraduates agreed that social support strongly and positively predicted psychological well-being among male and female undergraduates. The analysis in table 2 also showed that social support significantly predicted psychological wellbeing among male and female undergraduates in COOU Anambra state. Hence, the two results showed that male and female undergraduates in COOU Anambra state agreed that social support predicted psychological well-being. This implied that social support is associated with psychological well-being among male and female undergraduates. Though, female undergraduates had stronger relationship than their male counterparts on social support, which implied that females are more supportive than males. In line with this finding, Poudel et al (2020) summarized in the study that social support is generally perceived differently among male and female. Studies have reported higher levels of psychological distress among females than males. In regard to the sources of social support, females perceived more social support than their male counterparts. Again, Poudel et al (2020) established that women had a larger number of close relations than men, although women received more emotional and social support from supervisors than men. They further emphasized that girls received more support from close friends than any other sources whereas boys received less from all. Also, contrary to the findings of this study, rune et al (2021) maintained that there is gender difference in the sources of social support: in a student sample, working adults, men reported higher levels of social support in most of the dimensions and achieved

confiding and emotional support by largely confining to the closest person.

Implications of the Study

Several implications may be drawn from the findings of the present study for educational psychologists, students, counsellors, university management, policy makers, curriculum planners and future researchers who are seeking to support students' education and optimize their experience. The results of this study pointed to the importance of social support on psychological well-being among undergraduates in COOU, Anambra state. Hence, the result of this study had provided valuable data for university administrators, counsellors and educational psychologists. More specifically, the result of the present study pointed out that students engaged in social support networks irrespective of their gender.

One implication that can be drawn from the findings of the present study was that university counselling services should focus on social support development, assess peer relations and social support in therapy, develop peer-focused interventions, provide social support training for mental health resources or professionals, collaborate with campus services and develop culturally sensitive interventions.

Another practical implications drawn from the findings of the present study was that students organizations and clubs can foster positive support, improve undergraduate mental health outcomes, enhance academic performance, increase student retention, foster positive campus culture, prioritize building and maintaining peer relationships, seek social support from peers, family, and mentors, engage in activities promoting psychological well-being, and support holistic student development.

Conclusion

This study x-rayed social support as predictor of psychological well-being among undergraduates. As observed from this study, it was concluded that social support plays a crucial role in promoting psychological well-being among undergraduate and universities should foster peer support networks and programmes to enhance students' wellbeing.

It was concluded that social support has a significant explanatory power over the psychological wellbeing of academically stressed students. In that case parents and significant others ought to spend time listening to students' concerns and giving advice to those currently dealing with difficult issues. Universities and mental health professionals can use these findings to develop targeted interventions promoting positive social support, and psychological well-being. By understanding the conclusions of this study, educators, policymakers, and mental health professionals can work together to promote undergraduate mental health and well-being.

Both male and female undergraduates engaged in positive social support characterized by trust, intimacy, and shared activities, which predicted better

psychological well-being. Similarly, social support from family and significant others were particularly important for both male and female undergraduates' mental health, which appeared as a significant predictor of psychological well-being.

Recommendations

1. In light of the foregoing, it is recommended that educators should promote ethical behaviour among students through inculcating discipline, decision making skills and providing a rich, interactive classroom environment with suitable motivational strategies. Through encouraging truthfulness, mastery of goals and individual involvement in learning, psychological wellbeing among students would be considerably encouraged. Fostering positive social support networks promote psychological well-being, which is essential for early intervention. These support systems can mitigate the negative effects of poor peer relations and social support.
2. Universities should provide accessible support services, counselling, and mentoring programmes, implement peer support programmes to foster social connections and emotional support, encourage family and community involvement to enhance social support networks, collaborate with campus stakeholders, conduct needs assessments, develop implementation plans, monitor and evaluate programmes and continuously assess and improve initiatives. And share experiences, encourage student leadership development, reduce stigma around mental health issues and incorporate social support networks into treatment plans.
3. Policy makers should allocate resources for mental health services and programmes, develop policies promoting student well-being and social support, develop national guidelines for university mental health support, encourage inter-university collaboration, support research on undergraduate mental health, allocate funding for mental health initiatives, inform public health policy, and support research on undergraduate mental health.
4. Parents and guardians should encourage undergraduates to participate in social activities, foster open communication about mental health and support undergraduates' involvement in peer mentoring programmes.
5. Future researchers should investigate longitudinal effects of social support, explore cultural and individual differences in social support and develop and test interventions enhancing social support. These practical implications aim to promote psychological well-being, social

connections, and supportive environments for undergraduates, develop and test joint peer relations and social support-focused interventions.

6. Undergraduate should prioritize social connections, seek help when needed, engage in campus activities, develop emotional intelligence and practice self-care. By understanding the implications of this study, universities, policymakers, and stakeholders can work together to promote positive social support, and psychological well-being among undergraduates.

Limitations of the Study

In the light of the study, possible challenges limited the extent to which the researcher would go in carrying out the research.

First, the sample of this study was delimited to university students' responses about psychological well-being in Anambra state. The findings may not generalize to other populations, such as graduate students or non-students. It may not be feasible therefore to generalize the findings across Nigeria. Such generalizations should be done with caution as results in other areas may not be the same.

Second limitation is that the study was based on self report measures. Participants may have responded with considerable bias or answered in a socially desirable manner.

Third, the study did not control for potential confounding variables, such as socioeconomic status or prior mental health experiences.

REFERENCES

Adeyemo, A.O. (2017). Peer relations and psychological wellbeing of adolescents in Lagos State. *Journal of Adolescent Research*, 32(3), 349-373.

Bojanowska, A. & Piotrowski, K. (2018). Values and psychological wellbeing among adolescents are some value 'healthier' than others? *European Journal of Development Psychology*, 16(4), 1-15.

Ferguson, L.J. & Gunnel, K.E. (2016). Eduaimonic well-being: A gendered perspective. In Handbook of Eudaimoic well-being: Vitterso, J., Ed., Springer: Cham, Switzerland. 427-436.

Gomes A.R. & Teixeira P.M. (2016). Stress, cognitive appraisal and psychological health: Testing instruments for health professionals. *Stress Heal.* 32.167-172.

Holliman, A.J., Waldeck, D., Jay, B., Murphy, S., Atkinson, E., Collie, R.J., et al (2021). Adaptability and social support: examining links with psychological wellbeing among UK students and non-students. *Front. Psychol. Educ. Psychol.* 12,636520.doi:10.3389/fpsyg.2021.636520.

Holliman, A., Weldeck, D., Yang, T., Kwan, C., Zeng, M. & Abbott, N. (2022). Examining the relationship between adaptability, social support, and psychological wellbeing among Chinese International students at UK Universities. *Front. Educ.* 7:874326.

Hsiang, C. (2016). Social support and psychological wellbeing. *Annual Review of Psychology*. 42, 141-147.

Mefohm P., Odo. V., Eze M., & Ezeah, L. (2016). Psychological wellbeing in awaiting trial inmates. The roles of loneliness and social support. *Social sciences*, 5(5), 64-69.

Ogunnaike, O.O. (2019). Influence of social support on the psychological wellbeing of undergraduate students in Southwest Nigeria. *Journal of Psychology in Africa*. 29(2), 147-162.

Olalekan, A.B. (2016). Influence of peer relations relationship on the academic performance of students in secondary schools: A case study of selected secondary schools in Atiba Local Government Area of Oyo State. *Global Journal of Human Social Science*, 16(4), 34-44.

Pereria, V.P. & Mathew, M.M. (2020). Impact of emotional intelligence and psychological well-being in teachers life satisfaction. Int. J. Hum. And Soc. Sci. Invention (IJHSSI), 9(2), 20-23.

Poudel, A., Gurung, B. & Khanal, G.P. (2020). Perceived social support and psychological wellbeing among Nepalese adolescents: the mediating role of self-esteem. BMC Psychology, 8, 43, 20-29.

Rune, P.M., Ng, J. & Amponsah, B. (2021). Gender, peer relations and social support as predictors of psychological wellbeing among undergraduates. *Journal of American college health*, 69(6), 541-548.

Ryff, C.D. & Keyes, C.L. (1995). The structure of psychological well-being revisited. *J. Pers. Soc. Psychol.* 69, 719-727.

Sari, I.E.S. (2017). Hubungan antara dukungan social teman sebaya dengan resiliensi akademik pada mahasiswa tingkat akhir jurusan x fakultas teknik universitas diponegoro," *Empati*, 5, 177-182.

Top, C.W., Ostergaard, S.D., Sondergaard, S. & Bech, P. (2015). The WHO-5 well-being index: A systematic review of the literature. *Psychother. Psychosom.*, 84, 167-176.

Wang, Y., Bao, Y., Liu, L., Ramos, A., Wang Y., & Wang, L. (2018). The mediating effect of self-efficacy in relationship between social support and posttraumatic stress disorder symptoms among patients with central system tumors in China: A cross-sectional study. *Psycho-Oncology*, 24, 1701-1707.

Zimet, G.D., Dahlem, N.W., Zimet, S.G. & Farley, G.K. (1988). The multidimensional scale as perceived by social support. *Journal of Personality Assessment.* 52, 30-41.