



NEAR EAST UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF PSYCHOLOGICAL COUNSELING AND GUIDANCE

**EXAMINING THE EFFECT OF PERCEIVED SOCIAL SUPPORT ON
STUDENT MENTAL HEALTH IN SOMALILAND**

M.Sc. THESIS

Amal OSMAN

Nicosia

September, 2023

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MASTER THESIS

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Amal OSMAN

Supervisor

Asst. Prof. Dr. Şengül BAŞARI

Nicosia

September, 2023

Approval

We certify that we have read the thesis submitted by Amal Osman titled "Examining the Effect of Perceived Social Support On Students Mental Health in Somaliland" and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Psychological Counseling and Guidance.

Examining Committee Name-Surname Signature

Head of the Committee: Prof. Dr. Yağmur ÇERKEZ

Committee Member: Assoc. Prof. Dr. Didem İŞLEK

Supervisor: Asst. Prof. Dr. Şengül BAŞARI

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Approved by the Head of the Department

19/10/2023

.....
Prof. Dr. Yağmur Çerkez
Head of Department

Approved by the Institute of Graduate Studies

...../...../20.....
.....
Prof. Dr. Kemal Hüsnü Can Başer
Head of the Institute



Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Amal Osman

15/09/2023

Acknowledgment

Firstly, the first and greatest thank belongs to Almighty Allah Who enabled me to complete this work successfully, I am grateful to all those who contributed to the success of this study, my sincere gratitude to Asst. Assoc. Dr. Şengül Başarı being an owing advisor her observations and informative guidance have affected the study crucially. Her critical reading and writing was invaluable. I will always admire her as a dedicated, unassuming scholar. Thank you so much for your helpful suggestions, patience, constant encouragement, flexibility, precious support, motivation and review made this work successful. Special thanks for the universities and students in Hargiesa to their kind assistance, participation, support and respondents for the data collection process of this study.

My sincere thanks to my dear parents who encouraged my education journey, and also my siblings who supported me every step of the way, without my family support I would not have done this. I would also like to sincerely give thanks to my previous lecturer Dr. Hussein A. Bulhan founder of Frantz Fanon University for encouraging me to not give up on my goals.

Finally, special thanks to my friends for their moral, valuable advice that encouraged me to complete this study.

Amal Osman

Abstract

EXAMINING THE EFFECT OF PERCEIVED SOCIAL SUPPORT ON STUDENT MENTAL HEALTH IN SOMALILAND

Osman, Amal

M/A, Department of Psychological Counseling and Guidance

September 2023, 103 pages

The ability of a student to deal with the issues they encounter in university nowadays directly depends on their level of psychological well being. Higher education students who are in good psychological health invest more in their professional development and become more socially integrated. A student's years, which span their time in high school and college, are crucial because this is when their social, psychological, and physical development occurs. The degree of vigorous multidimensional progress in this age cluster affects peers, families, and communities both directly and indirectly.

Somaliland is Somalia's northern separate region, bordering Ethiopia and Djibouti in the Horn of Africa. Despite the fact that it broke apart from Somalia in 1991, it has not yet gained widespread acclaim. Despite the fact that Somalia has one of the worst death rates in the world, there are no health statistics specifically for Somaliland, and official health indicators do not account for mental health. The association between social support and mental health has been the focus of numerous studies but the association between perceived social support and stress, depression, and anxiety amid university students in Somaliland has not yet been thoroughly investigated hence this study filled the gap.

The study's goals were to evaluate students' mental health by looking at depression, anxiety and stress levels as well as levels of support they perceive from family, friends and significant others and determine if there was a link between depression, anxiety, and stress within students and their views of social support.

This research examined perceived social support and its impact on student's mental health in Hargeisa the design of the research was correlational quantitative

design and the students were from public and private universities and the calculated sample size were 366 students.

The data was collected through a questionnaire using Google forms, which was distributed to the all selected students of the universities, using a non- probability, convenience sampling technique, to give us chance to choose the members to target the population who provide accurate information and to select suitable respondents based on their ability to provide necessary data.

Both descriptive and inferential statistics were used for the data analysis, and SPSS, a statistical package for the social science was used to help to analyze data. The findings showed a strong although inverse relationship between the variables and the study proposed that all school levels' curricula should contain mental health education and awareness activities.

Key words: perceived social support, depression anxiety, stress, Somaliland universities

ÖZET

SOMALİLİLAND'DA ALGILANAN SOSYAL DESTEĞİN ÖĞRENCİ RUH SAĞLIĞINA ETKİSİNİN İNCELENMESİ

Osman, Amal

M/A, Psikolojik Danışmanlık ve Rehberlik Bölümü

Eylül 2023, 103 sayfa

Günümüzde bir öğrencinin üniversitede karşılaştığı sorunlarla baş edebilmesi, onun psikolojik iyi oluş düzeyine doğrudan bağlıdır. Psikolojik sağlığı iyi olan yükseköğretim öğrencileri mesleki gelişimlerine daha fazla yatırım yapar ve sosyal olarak daha entegre olurlar. Bir öğrencinin lise ve üniversite yıllarını kapsayan yılları çok önemlidir çünkü bu onların sosyal, psikolojik ve fiziksel gelişimlerinin gerçekleştiği dönemdir. Bu yaş kümesindeki güçlü çok boyutlu ilerlemenin derecesi akranları, aileleri ve toplulukları hem doğrudan hem de dolaylı olarak etkiler.

Somaliland, Somali'nin kuzeyinde, Afrika Boynuzu'nda Etiyopya ve Cibuti ile komşu olan ayrı bir bölgedir. 1991 yılında Somali'den ayrılmasına rağmen henüz geniş bir kitleye ulaşamadı. Somali'nin dünyadaki en kötü ölüm oranlarından birine sahip olmasına rağmen Somaliland'a özel sağlık istatistikleri bulunmuyor ve resmi sağlık göstergeleri ruh sağlığını hesaba katmıyor. Sosyal destek ile ruh sağlığı arasındaki ilişki çok sayıda çalışmanın odak noktası olmuştur ancak Somaliland'daki üniversite öğrencilerinde algılanan sosyal destek ile stres, depresyon ve kaygı arasındaki ilişki henüz tam olarak araştırılmadığından bu çalışma boşluğu doldurmuştur.

Araştırmanın amacı, öğrencilerin depresyon, kaygı ve stres düzeylerinin yanı sıra ailelerinden, arkadaşlarından ve önemli kişilerden algıladıkları destek düzeylerine bakarak ruh sağlığını değerlendirmek ve öğrencilerde depresyon, kaygı ve stres arasında bir bağlantı olup olmadığını belirlemektir. ve sosyal desteğe ilişkin görüşleri.

Bu araştırma, Hargeisa'da algılanan sosyal desteği ve bunun öğrencilerin ruh sağlığı üzerindeki etkisini incelemiştir. Araştırmanın tasarımı korelasyonel niceliksel desende olup, öğrenciler devlet ve özel üniversitelerde öğrenim görmektedir ve hesaplanan örneklem büyüklüğü 366 öğrencidir.

Veriler, bize doğru bilgi sağlayan popülasyonu hedef alacak üyeleri seçme şansını vermek amacıyla, olasılıksız, kolay ulaşılabilir örnekleme tekniği kullanılarak,

üniversitelerin seçilen tüm öğrencilerine dağıtılan Google formları kullanılarak bir anket aracılığıyla toplandı. ve gerekli verileri sağlama yeteneklerine göre uygun katılımcıları seçmek.

Veri analizi için hem tanımlayıcı hem de çıkarımsal istatistikler kullanılmış ve verilerin analizine yardımcı olmak için sosyal bilimlere yönelik bir istatistik paketi olan SPSS kullanılmıştır. Bulgular, değişkenler arasında güçlü ancak ters bir ilişki olduğunu gösterdi ve çalışma, tüm okul kademelerinin müfredatının ruh sağlığı eğitimi ve farkındalık faaliyetleri içermesi gerektiğini öne sürdü.

Anahtar kelimeler: algılanan sosyal destek, depresyon kaygısı, stres, Somaliland üniversiteleri

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List of Abbreviation

DASS: Depression, anxiety and stress

PSS: Perceived social support

TRNC: Turkish Republic of North Cyprus

CHAPTER I

Introduction

This chapter summarizes the study's background, statement of problem, aims, study questions, and importance.

Background of the Study

A critical component of students' overall health is their mental health, which is defined as "the effective functioning of mental functions in regard to thought, mood, and behavior leading to productive activities, positive interactions with other individuals, and the capacity to adjust, change, and manage with adversity". According to empirical data, mental problems are more common among student populations than in everyone else. Students at universities are a distinct demographic with unique fears, pressures, and concerns compared to people of different ages and professions. Although student experiences are frequently thrilling, energizing, and empowering, they may also be stressful and may lead to different types of psychopathology (Hersi, Tesfay, Geseew, Krahl, Ereg & Tesaye, 2017).

Depression is a common and serious condition that has a severe influence on how we feel, think, and behave. Luckily, depression is treatable. It causes despair and a loss of enthusiasm in activities that the person used to enjoy. It can cause different problems that are mental and physical; it can also decline in your ability to function at work and at home (Torres, 2020).

The World Health Association asserted that stress can be defined as a state of anxiety or it can be a mental pressure which is caused by a difficult situation. Stress helps us face obstacles in our lives. Everyone gets stressed at some stage and how we respond to stress, on the other hand, has a big influence on our general well-being (2023).

The National Health Service mentioned that Anxiety is a feeling of when a person feels unease and that can range from mild to severe. at some point in life everybody experience anxiety. For instance, you may be nervous before having an test, taking medical examinations, or preparing for a job interview. (2022).

As mentioned by the Centers for Disease Control, one out of every six people will suffer depression at some time in their life. Every year, almost 16 million Americans suffer from depression. Depression affects everyone, and it can hit at any age or in any type of individual. Many people have additional mental health concerns in addition to depression. 1,5 Depression and anxiety problems commonly coexist, anxiety disorders create strong and uncontrollable feelings of anxiety, fear, uneasiness, and/or panic in those who suffer from them. These feelings may last for a long time and may interfere with routine duties (2022).

Somalia has one of the low yearly per capita incomes in the world, perhaps even the lowest. Somalis are mostly nomads, however some are farmers. Despite the fact that numerous farmers and nomads alike abandoned their basic necessities in the countryside as a result of the unplanned urbanization of the nation, Somalis have remained resilient despite the country's economic hardship and civil conflict (Elmi ,2010 as cited in Duale, 2015),

Somaliland is the northern autonomous territory of Somalia, neighboring Ethiopia and Djibouti in the Horn of Africa it divided from Somalia in 1991 and has not yet received recognition globally. Somaliland has around 3.5 million people, a death rate for children under the age of five of 90 per 1,000, and a literacy rate for young women of about 45%. In contrast to the south, Somaliland has improved its level of stability by creating stronger political and administrative institutions. Additionally, a number of institutions have been established, including two medical schools in Borama and Hargeisa (Ali, Yusuf, Stahmer & Rahlenbeck, 2015)

Somaliland is a Sunni Muslim nation with a clan-based system, a sizable nomadic population, and a high rate of internal displacement, although it proclaimed its independence from Somalia in 1991, it is not yet accepted globally. Its population is projected to be between two and 3.5 million and the infrastructure, coordination, and administration continue to be lacking. Currently, the government spends \$750,000 yearly on medical services. There are no health data for Somaliland solely, and mental health is not taken into account by official health indicators, despite the fact that Somalia has extremely high death rates. In the capital city of Hargeisa, a survey found that 21%

of families care for at least one relative who has a serious mental disorder. (Syed, Baraco, Nour, Warsame, Peachey, Haibe, & Jenkins, 2010).

In the Horn of Africa, Somaliland is experiencing massive mental health problems, yet it has gotten little global attention. After a civil war, Somaliland, which is located to the northwest of Somalia on the southern coast of the Gulf of Aden, proclaimed its independence from Somalia in 1991 (Abdillahi, Ismail & Singh, 2020).

For numerous learners college can be a stressful time, and have trouble with the challenging duties that separate them from their family of origin while simultaneously facing pressure from their studies, whereas others may have a lot of job and family commitments. A lot of students in this position either suffer the start of their first mental health or drug use issues or possibly worsening of presented symptoms (Pedrelli, Nyer, Yeung, Wilens & Zulauf, 2015).

Higher teaching institution students often attend school during a time when they are more susceptible to mental disorders. Three-quarters of patients with mental diseases initially encounter symptoms before their 20s and the majority of medical conditions peak between the ages of 18 and 25. Over eighty percent of full-time bachelor students are in this age group. Furthermore, suicide is the world's second largest cause of death for young people. According to a widely covered 2015 assessment by the National Union of Students, eight of the ten students reported having mental health concerns the previous year. The study, however, provided no indication of how these difficulties were classified. We can only conclude that eight out of ten students assessed their mental health to be under the "mentally very well" in the mental health scale, which is not nearly as alarming as the headline statistic entails (Brown, 2016).

According to Sarason and colleagues (1983, 127 as cited in Mahanta & Aggarwal, (2013). "The presence or access of people on which we can depend on, individuals and let us know that they think about about, value, and care for us," is a common definition of social support. Numerous positive measures of physical and mental health, including wound healing (DeVries et al. 2007 as cited in Mahanta & Aggarwal 2013). optimism (Sarason et al. 1983), contentment, and life satisfaction are positively connected with social support. (Matheny et al. 2002 as cited in Mahanta & Aggarwal, 2013).,

Offering others assistance or comfort to help them deal with a range of issues is what is meant by social support. Interpersonal interactions, families, neighbors, support groups, religious organizations, and friends all provide support. Peer exchange of personal, societal, or moral ideas fosters social growth in the individual (Turner, 1999 as cited in Mahanta & Aggarwal, 2013). Social support systems have a favorable influence on people's ability to adapt, regardless of the amount of stress in their life (Cohen & Wills, 1985 as cited in Mahanta & Aggarwal, 2013).

Study participation has been claimed to describe an ideal educational experience; this implies that, notwithstanding high learning results, primary school pupils' study commitment cannot be taken for granted, even in Finland, because finding schoolwork relevant and urging improves psychological and other aspects of social well-being. Nonetheless, students have been the focus of previous research. As a result, a better knowledge of the components that drive elementary school study engagement is required for the purpose to create learning settings that improve these encounters at various points throughout the educational process (Rautanen, Soini, Pietarinen & Pyhältö 2021).

The study of this topic is very important since it fills a research gap by examining the impact of perceived social support on the mental health of students in Hargeisa/Somaliland public and private higher education institutions.

Problem statement

Early adulthood is where people learn to take ownership of their everyday activities, but college students now encounter more complicated problems than in the past, which causes more psychological disturbances in their life. These young college students experience a variety of continuing pressures, including raised expectations, parental expectations, peer pressure, shifting social dynamics, the struggle to establish healthy self-identities, experimenting with novel ideas, and interacting with strangers. Other significant issues with day-to-day troubles include ineffective time management, changing family dynamics, dissatisfaction with one's performance, emotions of worthlessness and loneliness, excessive anxiety about the future, and fuzziness of thought (Singhal & Prakash, 2021).

Most mental health problems start in childhood, with 75% of all mental disorders starting before the age of 25, depression and anxiety and other psychological problems are among them, a large percentage of young people in the UK between the ages of 18 and 19 apply to universities, making up the population of university students (UCAS Analysis and Research, Citation 2014). These students are consequently much more likely to experience mental health problems, making it crucial to first recognize them before offering them appropriate, efficient, and easily accessible care (Kessler et al., Citation2007 as cited in Brown, 2018).

Recent increases in student suicides have raised concerns among the general public about the mental health of teenagers and young people (Lun, Chan, Ip, Ma, Tsai, Wong & Yan 2018).The mental health of university students is an important subject for psychology and education academics as well as being of interest to policymakers and other stakeholders (Cao, Vuong, Pham, Luong, Hoang & Do 2021).

The World Health Organization noted an absence of social support is connected with greater morbidity and death, as well as increased psychological pain and a decrease in wellbeing. However, have looked at how students' perceived social support affects their level of psychological discomfort. Self-centered, secluded, and egocentric ways of life are displacing social bonds, emotional support, and familial encounters, social support is seen as a key aspect that promotes well being even in people who are facing a great deal of stress. The degree of relationship in delivering and receiving help, supporting roles, and subjective life satisfaction are only a son of the countless features that compose the multifaceted idea of social support (Khatiwada, Muzembo, Wada, & Ikeda 2021).

The concept of perceived social support tells the idea that support is readily obtainable if needed. Students' ability to cope with obstacles associated with university life may be greatly influenced by the social support they receive from their families, friends, and academic community. Researchers have found that students who viewed social support favorably had a reduced risk of mental health issues, and higher levels of social support have been linked to an improved psychological well-being (McLean, Gaul & Penco, 2022).

A person's perception of social support can measure their trust in the availability of sufficient help when they need it, as well as tangible support they receive from others. Psychological issues are associated with a lack of social support, including physical complaints, depression, anxiety, issues, attention social issues, and low self-esteem. As a way of protecting in opposition to life's stresses and advancing health and social support appears to be key to human growth (Roohafza, Keshteli, Afshar, Mohammadi, Feizi, Taslimi & Adibi, 2014).

The link with regard to social support and mental well being has been the subject of several researches, but the underlying processes of this relationship between perceived social support and stress, depression, and anxiety amid university students in Somaliland have not yet been thoroughly investigated, hence this study filled the gap in the existing literature.

Research Objective

The purpose of the goal is to evaluate the mental health and level of support of the student and to assess if there's a relationship between students' perceived social support and depression, anxiety and stress.

Research questions

1. What are the student's levels of depression in students in private and public universities?
2. What are the student's levels of anxiety in students in private and public universities?
3. What are the student's levels of stress in students in private and public universities?
4. What are the levels of support students in private and public universities perceive from their families?
5. What are the levels of support students in private and public universities perceive from their friends?
6. What are the levels of support students in private and public universities perceive from their significant others?
7. Is there a relationship between perceived social support and students' mental health in students in private and public universities?

8. Is there a relationship between student's in private and public universities perceived social support and depression experienced by students?
9. There's a relationship between student's perceived social support and anxiety experienced by students in private and public universities?
10. There's a relationship between student's perceived social support and stress experienced by students in private and public universities?

Significant of the study

The connection linking mental health and social support has been the subject of several researches, but the underlying processes of this relationship linking perceived social support and stress, depression, and anxiety among university students in Somaliland have not yet been thoroughly investigate, it is seen as a way to protect against life's stresses and to advance health and wellbeing, it would look that social support plays a major part in human growth (Roohafza, Afshar, Keshteli, Mohammadi, Feizi, Taslimi & Adibi, 2014).

The rationale of the research is to establish the association of perceived social support and depression, anxiety and stress among university students in Hargeisa, the capital city of Somaliland.

This study is important for Somaliland population especially for researchers who want to do research on student's mental health and the outcome of this study is to help them through their research, it will also be important for the psychology, and guidance and counselors to know this type of problem so they can assist students.

Limitation

The limitation of this study will be:

- The research is quantitative research; it will not focus on talking to students and interviewing them.
- It will not focus on student's understanding of their mother/local language, ethnic or culture they belong to.
- Absence of enough psychology related studies in Somaliland.

Definition of Terms

Perceived: according to Merriam-Webster it is viewed in a certain manner – used to describe how something or someone is viewed or believed to be (n.d).

Social support: According to the Apa definitions of Psychology, support or console offered to others, typically to assist them deal with biological, psychological, and social challenges. Any interpersonal link within a person's social network, including family, friends, neighbors, and coworkers, can offer assistance (n.d).

Depression: According to American Health Association Depression (major depressive disorder) is a prevalent and significant medical ailment that has a negative influence on how you feel, think, and behave (n.d)

Anxiety: Anxiety is a feeling of dread that can be from mild to severe (NHS, 2022).

Stress: Stress is explained as a condition marked by anxiety or mental strain caused by a difficult circumstances (WHO, 2023)

Perception: According to Cambridge Dictionary perception is broadly held perception or view based on how things show too many individuals (n.d)

Social support: Social support describes the material and psychological assets made available by a social network to assist individuals deal with hardship (Kendra, 2023).

CHAPTER II

Literature Review

Introduction

In order to help readers better understand the essential ideas within the selected topic matter, this particular chapter will go into the applicable literature on a few important issues. It is envisaged that the review would concentrate on key works in the area and support the study's objectives. Following an empirical analysis and conceptual framework, the chapter tries to give a general overview of the ambiguous terminology and ideas of perceived social support and students' mental health state

Student's Mental Health

On a worldwide scale, there is rising concern about students' mental health. University counseling services have noticed an increase in referrals, even though it is unclear how common mental illness is in the UK. This study aimed to ascertain if, as projected by the UK Royal College of Psychiatrists, a rise in expanding participation in education has resulted in a spike in the rate of mental illness among undergraduate students. Analyzing disruption patterns over time allows for the identification of problem locations. 1197 Students completed the General Health Questionnaire²⁸ on the initial day of school or, second and third year students, in the middle of the educational year. Despite the fact that student rates of mental illness were equivalent to those of the general community, only 5.1% of students were getting treatment at the time (Macaskill, 2013).

A study done by Berger, Frank, Hofmann, Sperth and Holm looked at the prevalence of psychological pain within 293 medical and psychology students at a German institution. The same university's 1994 study (n=346) employed a comparable sampling strategy, questionnaire, and research approach that allowed for the monitoring of changes over time. The results showed that 12% of pupils had psychological problems that were clinically severe. Since 1994, there has been a considerable decline in self-reported mental health difficulties. Examined are a number of variables, including improvements in the economy, healthcare, and educational possibilities (2015).

According to the findings of a the Experience of students in the Study University Participation study of 30,725 undergraduates and 15,346 professional and graduate students that took place between May and July 2020 at nine public study institutions, the COVID 19 epidemic is negatively affecting undergraduate and graduate students' mental health at academic institutions. According to PHQ2 and GAD2 screening results, 35 percentage of undergraduates, 32 percentage of graduate and students, and 39 percentage of undergraduate, graduate, and students, respectively, had major depressive disorder and 39 percentage had generalized anxiety disorder (Chrikov, Soria, Horgos, & Jones, 2020).

University students with serious mental illnesses are becoming more prevalent than they were a few years ago. To properly comprehend and solve this expanding problem, a thorough research of the emotional and/or mental health issues that university students throughout the world encounter is required. A rigorous and exhaustive analysis was done to look at the issues that university students have. Only 11 of the 572 articles that were found satisfied the strict criteria for inclusion. Concerns were raised about the types of difficulties that students face, the strategies that staff use to deal with these problems, the obstacles that prevent students from asking for help, the resources that make it easier for students to do so, and the epidemiological patterns that are seen among university students (Storrie, Ahmed & Tuckett, 2010).

In recent years, it has been shown that students' psychological health directly correlates with their capacity to deal with the difficulties they encounter in college students who are in psychologically sound states progress more quickly in their professional development and increase their degree of social integration. The high school and college years, which are considered the teenage years, are a significant time in a student's life since this is when social, psychological, and physical development takes place. Peers, families, communities, the economy, culture, and overall well being are all impacted by the level of healthy multidimensional development in this age group (Wei, 2022).

According to the Transactional Model of Stress (TMS), the use of coping mechanisms and primary and secondary cognitive appraisals determine how people react to stressful situations like being bullied. Secondary evaluations are a person's assessment

of the tools at their disposal to deal with the circumstance. The relevance of the event is evaluated by an individual in light of their own personal objectives and beliefs in primary evaluations, on contrary perceived social support is one sort of secondary assessment that assesses people's perceptions of their capacity to rely on others for assistance in stressful or difficult conditions (Cobb, 1976; Lakey & Cohen, 2000 as cited in Noret, Hunter, & Rasmussen, 2020).

Based on Cohen and Willis' stress buffering theory, a person's view of social support can cause the link between a stressor and adverse outcomes to lessen, with the relationship being less in those who perceive strong social support. This protective function may reduce the perceived risk of injury or danger in a certain situation, or it may provide people with more coping mechanisms to deal with the stressor. Instead, according to the major effect model of perceived social support (Cohen, 2004, Cohen & Willis, 1985 as cited in Noret, Hunter, & Rasmussen, 2020), positive mental health may be predicted directly even in the lack of stressful or challenging conditions.

According to Lakey and Orehek, objectively consoling activities that lessen stress are frequently cited as the cause of the ongoing association between perceived support and mental health. It is still difficult to use this method to explain the significant links between support and mental health that are regularly mentioned. The Relational Regulation Theory (RRT), in contrast to discussions on stress management, contends that important effects occur when people govern their affect, thought, and behavior through common yet emotionally charged encounters and shared activities. This control is primarily relational since interactions with others and personality types that govern receivers are mostly a matter of personal desire. RRT makes it possible to distinguish clearly between links and recipient personality by statistically operationalizing relationships. Numerous original hypotheses on social support are made by RRT, including novel methods (2011).

Research by Emadpoor, Lavasani, and Shahcheraghi examined the link between psychological wellness and perceived social support that's among students established on the mediating role of academic motivation. Their study's findings showed that significant psychological prosperity and academic motivation are significantly impacted by perceived social support in a direct and positive way. The route analysis revealed that

perceived social support and psychological status can be mediated by motivation for learning, motivation for studying predicted 37% of the variation in psychological well being and explained 13% of the difference in perceived social support (2016)

Perceived social support and social support

The demand for social support review first emerged around 20 years ago, partly as a result of academics' unhappiness with the tenuous empirical links between stressful life situations and symptomatology. An ecologically motivated, prevention focused on *Zeitgeist* promoted the investigation of scientific concerns linked to the pathogenic function of stress, which resulted in the development of several novel assessments in an effort to boost the predictive validity of life-event data. For instance, the normative weightings that assumed an event's impact would be the same for everyone and did not differentiate between desirable and undesirable events were replaced by self-reported, subjective weightings that took into account each person's evaluation of the event when measuring the impact of life events (Procidano, 1997).

Gottlieb's theory divides social support into two categories: real support and perceived support. Actual social support is the assistance a person gets as a result of what is spoken, given, and done on their behalf. According to Bashir, Maria, Hajra, Bibi, Umar, Ayesha, Sohail, and Rahma (2023), social support is a process of interaction that improves coping, feeling of belonging, and competence via actual or perceived exchanges of physical or psychological resources. Social support is complicated, making it difficult to comprehend, define, and quantify. Even after careful consideration, there is little agreement among academics and theorists on the theoretical and practical understanding of this phrase, leaving it with an unclear definition. Therefore, almost everything that resembles social interaction may be seen as providing social support. Unfortunately, social support studies have ignored the complexity of the concept and crudely quantified the variable (Hupcey, 1998).

Don Drennon-Gala and Francis Cullen authored works that advanced the social support theory by drawing on numerous theoretical traditions. The idea's fundamental concept is that providing people with tools, knowledge, and emotional support can reduce their likelihood of committing crimes and engaging in delinquent behavior. The concept also takes into account macro and micro effects by emphasizing how

encouraging cultures and relationships may, respectively, reduce rates of criminal conduct and delinquency as well as personal crime and delinquency (Lisa, 2017).

Additionally, there is a difference between prior help that was really received and past support that was thought to be available. Perceived social support is what people mean when they say they have friends, relatives, or coworkers nearby who can assist them if they need it (Hailey, Fisher, Hamer & Fancourt, 2022). Due to thorough prior research, social support has received greater attention recently. This has made it possible to go forward while taking into account past flaws, fixing them, and figuring out the issues that need the greatest future attention (Antonucci, 1985).

Anxiety

It can be difficult to describe anxiety since it might refer to both introspective feelings that are epistemologically unreachable and overt behavioral qualities that can be observed objectively.

According to Casado and Dereshiwsky (2001), anxiety is distinguished by its general unpleasantness and similarity to terror.

In addition Lun et al in a research with 599 participants, anxiety symptoms were present in 54.4% of the individuals and were linked to academic difficulties, and there was a negative correlation between relationship satisfaction, restful sleep, and self-assurance and mild to severe anxiety symptoms (2018).

Depression

The American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, the existence of at least five of the listed symptoms for the majority of days over a two-week period is required for the analysis of major depressive disorder, with depressed mood or loss of interest or enjoyment as a required component (Luna, Chan, Ip Tsai Wong Yan et.,al 2018).

Depression is third among the leading causes of disability, after only cardiac and respiratory illnesses despite being a socially privileged group, there is evidence that university learners are more likely to suffer from depression, while reported rates vary greatly between settings (Ibrahim, Kelly, Adam, & Glazebrook, 2013).

An institution with 288 male and 105 female students performed a survey, and the results showed that 68.7% of male and 99.0% of female students replied. The

findings showed that males were 44.4% more likely than women to experience anxiety or depression (p-value = 0.01) than vice versa. In the first year, the prevalence of depression or anxiety was 89.7% and 60%, respectively, in males and females, with neither gender reporting any suicidal ideation (Inam, 2007).

Stress

When endocrinologist Hans Selye first used the word "stress," he was referring to the body's overall response to any demand (1). "A Syndrome Generated by Diverse Nocuous Agents," Selye's 1936 investigation into the concept of stress, described a "typical syndrome" that was not brought on by the characteristics of the harmful agent or pharmacological drug used but rather represented a reaction to damage as such. When the organism had been severely harmed by noxious, non-specific factors like surgery, spinal cord trauma that resulted in spinal shock, exposure to the cold, overuse of the muscles, or drug intoxications with sublethal doses of various substances like formaldehyde, morphine, adrenaline, and atropine, the syndrome would manifest. After that The idea of stress has received novel understanding. Stress is divided into two categories by Selye: somatic stress and psychological stress, with this thesis focused on the latter. One of the most common definitions of psychological stress is "a distinctive association between the individual and the environment that is regarded by the person as taxing or exceeding his or her resources and endangering his or her well being." Psychological stress can be defined in a variety of ways. The mechanisms thought to be involved in the onset and maintenance of a number of stress-related diseases are covered by this concept (Bauduin, 2022).

Perceived social support and adaptive coping strategies

The effectiveness of coping techniques has been found to be highly influenced by a person's optimism, problem-solving skills, perceived control, self-efficacy beliefs, and self-perceptions, as well as by depressive inclinations, social relationships, demographic attributes, gender, and other personal features. As a result, it is possible to regard social support, a positive perspective, and optimism as essential and interrelated components of positivity and coping. Accordingly, pertinent research has shown that teenagers who experience less stress are more likely to make better use of coping mechanisms such self-control, problem-focused coping, and subjective well-being.

Additionally, studies have shown that the quantity of social support people seek or get in reaction to stressful events or circumstances is positively connected with their optimism and happiness (evik & Yildiz, 2017).

Students reported high degrees of behavioral coping, cognitive coping, and social support, as well as low degrees of anxiety and emotional coping. Anxiety was shown to be highly and adversely linked with coping and social support. Three types of social support were shown to have unique mediation properties among behavioral coping, cognitive coping, and anxiety. Social support did not, however, appear to reduce the influence of emotional coping on anxiety (Li & Peng, 2021).

When Bu and colleagues¹⁹ examined the factors that contributed to loneliness during the pandemic in a huge population ($n = 35,000$), they found that perceived social support was a substantial barrier to loneliness. They discovered there was no connection between loneliness and governmental directives and rules requiring social withdrawal. The most important predictor of loneliness was found to be a person's initial degree of loneliness. This shows that people are more vulnerable in lockdown circumstances if they did not previously have established, reliable, and high-quality social support (Tindle, Hemi, & Moustafa, 2022).

Despite societal limitations, studies have demonstrated that people have used social media and internet services to maintain and search for social support from friends and family throughout the COVID-19 outbreak. We argue that social support can improve mental health, psychological adaptation, and our perception of our capacity to combat the current epidemic. The idea that social support and psychological flexibility are closely associated has not received much investigation. the only study discovered a connection between the two using an Omani sample (Al-qassabi & Al-bimani 2021).

Numerous research have demonstrated a mediating role for fundamental self-perceptions, optimism, resilience, and coping strategies between social support and subjective well-being, raising concerns regarding possible processes by which social support functions as a safeguard against anxiety and depression. Since asking for assistance is one of the coping strategies, it has been found that positive coping itself motivates people to use more social resources (Suzuki et al., 2018 as cited in Zamanian, Amini, Jalali, Daryaafzoon, Ala, Tabrizian & Foroozanfar, 2021).

In this area, new dynamic implications have been made possible by the reciprocal and bidirectional effects of the relationship between social support and coping (Folkman and Lazarus, 1988; Racine et al., 2019 as cited in Zamanian, Amini, Jalali, Daryaafzoon, Ala, Tabrizian & Foroozanfar, 2021). Furthermore, it has been found that the perception of social support of the community affects the relationship that is between coping strategies and depression. It's interesting to note that when patients have access to social support, negative coping behaviors that were thought to increase patients' susceptibility to depression actually improve wellbeing. This surprising result was peculiar to minority populations and was partly related to culture differences (Noh and Kaspar, 2003 as cited in Zamanian, Amini, Jalali, Daryaafzoon, Ala, Tabrizian & Foroozanfar, 2021).

Although COVID-19 patients evaluated their perceived coping mechanisms and social support higher than Health Controls, there was no discernible difference between the two groups' anxiety or depression ratings. Chest CT results were shown to be an indicator of risk for anxiety (OR = 4.31; 95% CI = 1.04-17.95), whereas the usage of adaptive coping mechanisms was found to be inversely linked with anxiety (OR = 0.86; 95% CI = 0.73-0.99) in a logistic regression analysis of COVID-19 patients. Additionally, there was a link between depressed symptoms and both high perceived social support and the use of adaptive coping methods (Kandeer, Aydn, Altnbaş, Cansz, Tan, Tomar & Kanat, 2021).

The associations between anxiety and family support and subjective support were shown to be totally and somewhat buffered by behavioral and emotional coping, respectively. However, it was not proven that behavioral or emotional coping reduced the anxiety-reducing effects of counseling (Li, Peng, & Tao, 2021).

Self-esteem and well-being

Since everyone desires pleasure and satisfaction, the field of positive psychology has inspired a rising interest in researching psychological well-being and the many elements that affect it. The purpose of this research is to encourage individuals to live happy and fulfilling lives. The college years are a crucial time in a student's life since they are a period of transition during which they experience numerous psychological and

social problems, and college students are the future leaders of the nation (Arnett, 2000 as cited in Singhal & Prakash, 2021).

Scholars are paying attention to academic engagement since it is a key factor in determining academic achievement and a reliable indicator of learning quality. In addition to studying the mediating effect of academic self-efficacy and the moderating impact of perceived social support, the current study explores the link between teenage self-esteem and academic engagement.

Our study emphasizes how important it is to take adolescent academic engagement, academic self-efficacy, and perceived social support into account. In order to help teens build a feeling of self-worth and academic self-efficacy, parents and educators must take an active role. In order to improve adolescents' perceptions of social support and promote academic engagement, parents and educators must also establish an effective social support system (Zhao, Zheng, Pan & Zhou, 2021).

Perceived social support influence, self-esteem and overall well-being among students

Life crises are crucial for fostering relational and emotional well-being because they help us cope with life transitions and environmental challenges. According to research by Savi and Karatas there is a strong correlation between low degrees of family support and a range of detrimental psychological consequences, such as emotional problems, anxiety, sadness, and hazardous or dangerous behaviors (2012).

Based on cross-lagged panel modeling, this study discovered that parental support and self-esteem are positively correlated with one another, as are other forms of perceived social support such as support from classmates and friends. In order to enhance the psychosocial outcomes for teens with visual impairment, the study also emphasizes the significance of social integration and provides helpful advice for parents, schools, and communities (Yuan, Xie, Dong & Yang, 2023).

This study demonstrated a statistically significant positive connection between adolescents' reported degree of social support and their levels of self-esteem. The study involved 257 teens from different high schools in Burdur, Turkey. Gender had no impact on self-esteem, but there were substantial differences in how much support students felt from their peers and instructors. The study clarifies the significance of interpersonal

relationships and self-esteem for teenage wellbeing and might help build efficient therapies (Ikiz & Cakar, 2010).

This study examines the connection between teenage depression symptoms, perceived social support, and self-esteem. It implies that person's self esteem and perception of social support are inversely correlated, with self-esteem predicting felt social support and vice versa self-esteem and depressive symptomatology were shown to be correlated, but the association was found to be moderated by disengagement coping, with higher levels of disengagement coping worsening depressive symptoms in both high and low self-esteem settings. These findings may aid in identifying risk factors for teenage depression symptoms and guide the creation of practical coping mechanisms (Lee, Dickson, Conley & Holmbeck, 2014).

Culture and social support

Individuals in individualistic cultures, such as those in Canada, Australia, the United Kingdom, and the United States, are more likely to directly ask their friends, family members, and coworkers for assistance when things go tough. It has been demonstrated that actively seeking social support from others can help to lessen the negative psychological effects of stressful circumstances. This is known as deliberately seeking social support (Tindle, Hemi, & Moustafa, 2022).

Maintaining harmony within social networks and averting circumstances that might upset this balance are of the highest significance in East Asian cultural contexts. This is due to the fact that social networks and being accommodating to others are highly valued in East Asian cultural settings. As a result, people in these cultural situations are often reluctant to express their own problems in an effort to win others' compassion or assistance. This assumption has been supported by earlier research by Taylor et al., which demonstrates that Asians are less inclined to request social help because they worry about how it would disrupt their current relationships (Taylor, Sherman, Kim, Jarcho, Takagi, Dunagan, 2004).

Additionally, by probing them on concerns of relationship maintenance and dependence on social support, researchers analyzed persons from India, Japan, and North America. They discovered that Indians were less inclined than Japanese and North Americans to favor trade norms in a hypothetical situation when someone requested aid.

Additionally, they discovered that Indians had higher levels of optimism regarding social support than Japanese and North Americans did, which was due to cultural differences in trade norms. In addition, when comparing Japanese and North Americans, relationship maintenance concerns mitigated the effects of cultural differences in social support (Miller, Akiyama, Kapadia, 2017).

Socio-economic Status

In the investigation of aging and support networks, socioeconomic position plays a significant role. It's interesting to note that a recent research revealed no relationship between monthly income and perceived support for individuals who were not yet fragile. A striking conclusion from the study was that elderly people with monthly earnings between \$300 and \$600 reported receiving less subjective help than those with monthly incomes under \$300. One reason for this would be that people who make \$300 to \$600 a month or more may have more subjective requirements for social support than people who make less money. The study also showed that subjective support for old and fragile people was significantly influenced by educational achievement at the college level or higher. This is due to the possibility of increasing socioeconomic status and career options via education, which in turn may result in a wider social network and easier access to social resources. The significance of socioeconomic considerations in comprehending aging and support networks is generally highlighted by these studies. It was discovered that older people who sought higher education benefited from a stronger socioeconomic position and better career prospects, which in turn produced a wider social network and more social resources. Overall, these data imply that older persons' subjective support is significantly influenced by their socioeconomic situation and that their educational level may play a key role in boosting their access to social resources and support (Fang, Ren, Qiu, Yuan, Wang & Wang, 2022).

The findings of our study show that adolescents in residential youth care (RYC) display improved Quality of Life (QoL) when they perceive higher levels of social support, despite the gender differences that already present in these settings. Our research revealed a relationship between support and QoL in men, notably in terms of total QoL, emotional wellbeing, and self-esteem. Only self-esteem, however, was strongly linked to females. In particular, we found a substantial relationship across many

QoL categories between girls' self-esteem and evaluations of staff and friend support. On the other hand, no meaningful connections between various forms of support and boys were found. It is also notable that our study found no evidence to support the idea that perceptions of social support might lessen the negative effects of prior abuse and polyvictimization on teenagers' quality of life. According to Singhstad, Wallander, Greger, Lydersen, and Kayed (2002).

The quantity of concrete help provided through social networks is known as received support, in contrast to the subjective appraisal of the assistance received, which is known as perceived support. An essential tool for managing stress is the impression of support. Certain geographical, socioeconomic, and demographic characteristics affect the availability of social support. According to Melchiorre, Chiatti, Lamura, Torres, Stankunas, Lindert & Soares, those who are comparably younger, married, and have greater social and occupational status have a more positive impression of the availability of help (2013).

According to the study's findings, while there was no discernible difference between students from financially stable backgrounds and those from disadvantaged backgrounds who attended higher vocational institutions in terms of their objective support scores, the former group's subjective support and utilization scores were noticeably lower than those of their financially secure counterparts. Effective social support, to put it another way, should involve two-way interaction or a process of "mutual construction" between the giver and the receiver as opposed to a one-sided transfer of aid from the subject to the object. Based on the study's findings, this article makes recommendations for improving college students' psychological well-being, which include the creation of a comprehensive educational environment, the delivery of ethical and moral instruction, and the establishment of a monetary assistance system (Wei, 2022).

Theoretical Framework

Perceived social support and mental health outcomes among students

Estimates of the prevalence of above-average stress, psychological discomfort, and symptoms of mental disorders among Canadian postsecondary students have risen significantly in recent years. Excessive stress was linked to different negative academic

results, which includes a reduced performance and motivation, as well as health implications such as anxiety and depression. according to the 2019 National College Health Assessment II survey, which was administered to Canadian postsecondary institutions, a sizable percentage of students (63.6%), overwhelmed (88.2%), and anxiety (68.9%) in the previous year (Ecclestone, Amy & Linden, Brooke & Monaghan, Caitlin & Zheng, Sally, 2023).

According to various studies, college students are experiencing an increase in perceived stress, which is detrimental to their mental health. Unfortunately, half of those who meet the criteria for a mental illness receive inadequate care. A recent study required to check the possibility and outcomes of an online screening tool for graduate students at a large Midwestern university and around sixty percent of the seven hundred seventy eight graduate students who finished the questionnaire met the burnout threshold. Furthermore, 58% received an eight out of sixteen on the stress scale, 32% of the students met the depression threshold, 47% students met the anxiety threshold, 54% disclosed one or more post traumatic stress disorder indicators, and 38% engaged in unhealthy behavior, gender, race, and type of graduate student if they were part-time or full-time all had different scores. Age, weekly hours worked, and gender identification were all linked to different outcome ratings (Tucker, Sharon & Ohr, Sidney & Roberts, Haley (2023).

Inexperienced college students may struggle with resolving interpersonal relationship issues, academic challenges, and job growth, which is thought to contribute to the exceptional increase in the number of students feeling psychological distress. Based on a number of studies, among university students, 9.7% in both the eastern and western parts of China, 11.7% in Harbin, 11.8% at 6 institutions in Wuhan, 16.8% in Anhui, and 32.82% in the western part of Liaoning claimed to have depressive symptoms (Huang, Yiman & Su, Xiaoyou & Si, Mingyu & Xiao, Weijun & Wang, Hao & Wang, Wenjun & Ma, Li & Li, Jing & Zhang, Shaokai & Ren, Zefang & Qiao, Youlin, 2021).

A recent study done at three disaster-affected middle schools recruited all 1698 students (excluding those in Grade 3) as research subjects. The total positive percentage on the SCL-90 was 46.3% among 1690 students. Furthermore, 66.6% of students

reported minor psychological problems, while 26.5% reported moderate to severe problems. For each of these measures, the SCL-90 positive rate and each factor's score were statistically greater in female students than in male students ($P < 0.05$). Junior middle school students scored higher on the SCL-90's phobic anxiety subscale than senior middle school students ($P < 0.05$) (Wang, Jiang, Li, Hou, Fengsu, Yuan, & Wen, 2011).

Despite a growing body of cross-cultural study on psychological challenges, there is minimal information known about social support in cultures such as non western, particularly within persons in South Asian nations. Our study looked at the cultural views of nine hundred and twelve undergraduate students at the COMSATS Institute of Information Technology in Lahore, on perceived social support and psychological concerns. Low levels of family support were connected to a range of psychological disorders, suggesting that various sorts of assistance are valued differently in collectivist societies. Inadequate peer support was also linked to interpersonal sensitivity, anxiety, and depression. Despite the importance of peer support, familial support had a bigger influence on psychological disorders than peer support (Jibeen & Tahira, 2015).

The current study investigates how nursing students' perceived emotional intelligence (PEI), as evaluated by the Trait Meta-Mood Scale, affects their use of stress-relief measures, the amount and quality they get socially supported and their mental health status. The results pointed to a link between social support and mental health, and social support. According to a hierarchical regression analysis, clarity and emotional healing were revealed as predictors of social support, whereas emotional repair was discovered to be the key predictor of mental health (Montes-Berges, Beatriz, & Landa, 2007).

Previous studies investigating the association between perceived social supports, anxiety stress and depression symptoms among students

Connections with people of the opposite gender, living in lodging facilities, feeling away from home, spending long hours at school, adjusting to a new environment, and living with roommates are some of the challenging circumstances that university students face (Darling, McWey, Howard, & Olmstead, 2007 as cited in Bashir, Maria, Hajra, Bibi, Umar, Ayesha, Sohail, & Rahma, 2023).

Depression, anxiety, poor academic performance, greater dropout rates, and poor health outcomes are all negative repercussions of stress (Eisenbarth, 2012, Jou & Fukada, 2002; Otrar et al., 2002 as cited in Bashir, Maria, Hajra, Bibi, Umar, Ayesha, Sohail, & Rahma, 2023).

According to Karawekpanyawong, Wongpakaran, Nahathai, Chiraphat, Boonnag, Sirinut, Siritikul, Sirikorn, Chalanunt, and Pimolpun, Kuntawong, the influence of social support on depression has been a topic of scholarly study. According to a recent study, college students who display symptoms of Attention Deficit Hyperactivity Disorder and sense social support from their family, friends, and significant others had lower levels of depression (2021).

Perceiving social support from family, peers, and other sources is a substantial predictor of depression in immigrant populations, according to Antonia and Postali's research (2022).

Perceived social assistance from significant figures such as family and friends has been identified as an important factor that increases the likelihood of postnatal depression in postnatal women (Muhammad, Saleem, Rana, Mohammad, Asif, Hanif, Syed, Amir, Gilani, Ume, Habiba, Sultan, Ayaz, Benish, Ali, 2021).

According to Priscilla and Samson's research, perceived social support had a substantial impact on Nepalese nursing students' stress, anxiety, and depression, with depression having the greatest influence (2020).

In Carter-Francique and colleagues' research of black male students, it was established that receiving social support from family, English instructors, and classmates was highly useful. A qualitative study resulted that receiving social support from faculty interactions, peers, and families influenced the success of Black graduate students (McArdle and Turner 2021 as cited in Sanders, Steven & Williams, Tiffany & Gao, Fanchen & Muwele, Chomba & Mitchell, Jazlyn & Mitchell, Taeja, 2023).

The research findings show that: first Perceived teacher support cannot indirectly predict student participation among students in higher vocational education through satisfaction of basic cognitive needs; second Perceived teacher support can indirectly indicate student participation via learning drive; Perceived teacher support cannot

directly predict student participation among students in higher vocational education through satisfaction of basic cognitive needs third Through motivation to learn, perceived teacher support can indirectly forecast student engagement; forth nevertheless through motivation to learn, perceived teacher support cannot indirectly estimate engagement of the student (Xu, Xiuni, Wu, Zhen, Wei, & Dongpo, 2023).

Three questionnaires on occupational self-efficacy, perceived social support, and interest in TVET programs were completed by 386 secondary school students as part of the research, which included Social Cognitive Career theory as its theoretical basis. According to the correlation analysis, there is no relationship between perceived social support and students' interest in TVET programs that is moderated by occupational self-efficacy (Azeem, Nazia, Omar, Muhd, Rashid, Abdullah, Abdullah & Arnida 2022).

In their study on how academic performance and perceived social support relates to cyberbullying and cybervictimization among university students, Yetkin Tekin, Aysegul, Ylmaz, mer, Tekin, and Atilla made this argument. 550 college students completed the Multidimensional Scale for Perceived Social Support (MSPSS), the Revised Cyberbullying Inventory for University Students (RCBI), and a socio-demographic survey. Family and friend subscale scores on the MSPSS were negatively correlated ($r=-.23$, $r=-.12$, $r=-.23$, and $r=-.34$, respectively) with CB and CV evaluations. GPA and CB and CV scores did not correlate well ($r=-.38$ and $r=-.52$, respectively). In university students, both CB and CV may be related to low levels of academic achievement and low levels of perceived social support (2022).

992 junior high school students who completed questionnaires on development mentality, perceived social support, and positive personality made up the research sample. After controlling for age and socioeconomic status, the results showed no gender differences in growth mindset and no correlation between junior high school students' growth mindset and the learning environment the perceptions of social support and the positive personalities of junior high school students may also serve as a mediator between the learning environment at school and their growth mentality (Chen, Li, Zhang, Ying, Tang & Ying, 2023).

The evaluation of psychological distress was carried out alongside assessments of perceived social support and effective coping mechanisms among the cohort of

undergraduate students who took part in social work programs. Furthermore, the factors that influence psychological distress were noted. The sample population showed low levels of depression and anxiety together with high perceptions of social support. There was a negative link between (DASS) AND (PSS) in addition male and female students were compared, and it was found that the female students used more emotion- and problem-focused coping mechanisms. It is interesting that avoidant coping has been identified as a key marker of psychological distress. Juniors reported less perceived social support and higher mean scores on psychological distress, according to further examination of junior and senior year students (Shaw & Gant, 2002).

In a study by Zhao, Xie, Li, Ding, Li, and Liu, it was discovered that self-control and perceived social support had substantial positive correlations, but anxiety, depression, and sleeplessness had large negative correlations. Further research showed that the correlations between perceived social support and anxiety, insomnia, and despair were partially mediated by self-control (2022). Perceived social support served as a mediator between anxiety symptoms and life satisfaction in pregnant women. Implementing techniques and behaviors that increase perceived social support could lessen the negative effects of anxiety symptoms on a pregnant woman's life satisfaction (Yu, Qiu, Liu, Cui, & Wu, 2020).

Jiang and Luo looked at the connections between perceived social support and coherence and the core characteristics of social anxiety in college students. The study also looked at how a sense of consistency between social anxiety and perceived social support can act as a mediating factor. Women were more likely than men to experience social anxiety, which was a rather common ailment among contemporary college students. In college students, social anxiety was substantially correlated with both feelings of coherence and perceived social support, and there was a connection between the two. Perceived social support and social anxiety were partially mediated by sense of coherence (2021).

It is frequently noted that social anxiety rises in those who think they have less social resources available to them and who think there are fewer social resources available in general. Prior research has shown that this is not always the case, despite the apparent logic that those with higher degrees of social anxiety would have fewer social

support networks and, as a result, a lower experience of social support. , individuals' views of social support are instead more significantly influenced by the degree of satisfaction they experience as a result of the help they receive (Sarason, Levine, Basham, & Sarason, 1983 as cited in Barnett, Maciel, Johnson, and Ciepluch 2021).

Social anxiety is associated with women who are in romantic relationships being less self-disclosive, which leads to lower degrees of perceived social support. This suggests that interpersonal interactions can play a role in the relationship between social anxiety and perceived social support, i.e., socially anxious people's communication preferences may affect how they view the social support that is accessible to them. Therefore, greater research into the relationships between social anxiety and perceived social support is necessary, as well as an examination of any potential gender disparities in these relationships. For persons whose perceptions of social support have been harmed by social anxiety, such an examination might result in workable remedies (Barnett et al., 2021).

Xu and colleagues conducted a three-wave longitudinal research study during the COVID-19 pandemic to assess the association between trait loneliness, perceived social support, and anxiety in Chinese individuals. The study yielded three crucial findings. Firstly, the association between chronic anxiety and perceived social support weakened. Secondly, perceived social support increased significantly from the pre-pandemic stage to the peak of COVID-19 and remained mostly unchanged from the peak to the decrease. Thirdly, the link between loneliness and COVID-19 anxiety during the peak and fall was moderated by perceived social support during the different stages of the COVID-19 epidemic (Xu, Ou, Luo, Wang, Chang, Novak & Wang, 2020)

There has always been a positive association between social support and positive health outcomes, with higher levels of social support being associated with lower disease-related death rates. However, studies on attachment have shown that people who are anxiously attached have skewed perceptions of social support. For instance, according to Collins and Feeney's research, anxious people frequently recall their partner's supportive behavior negatively and, on average, receive less support from their spouses. But over time, as they sense more support from their love partners, anxious people gain from better relationships and other psychological advantages. Therefore,

those who are more nervous may find psychological solace in the sense of higher social support (Stanton & Campbell, 2014).

The majority of silicosis patients, 99.1% to be exact, have been shown to show evidence of anxiety, and an even higher percentage, 86.1%, show indicators of sadness. Notably, social support has a big impact on how anxiety and depressed symptoms develop. According to the study's conclusions, silicosis patients exhibit increased levels of anxiety and depression symptoms along with decreased levels of social support. Since social support and symptoms of anxiety and depression are correlated in silicosis patients, increasing social support and symptomatic therapy may help to reduce these symptoms and improve both physical and mental health (Han, Yan, Zhang, Zhao, Sun, Li & Chen, 2014).

The role of perceived social support in mitigating stress levels among students

Research on self-efficacy has concentrated on this particular area since students pursuing higher education commonly deal with learning challenges and other tough circumstances. It is generally accepted that having trustworthy people we can confide in can help us deal with difficult or stressful situations. Therefore, if students are aware that others are ready to assist them, listen to them, and hear what they have to say, they may respond positively to stressful events in academic contexts. They could, however, become even more anxious if they don't experience that support (Alfaro, Carranza, Mamani, & Caycho, 2022).

The majority of the self-efficacy study has been conducted on students pursuing higher education, who frequently deal with learning challenges and other difficult situations. It is generally accepted that having reliable people we can confide in can help us deal with difficult or stressful situations. Thus, if they are aware that others are prepared to support them, listen to them, and share their opinions, they may react positively to stressful events in academic contexts. They might, however, become even more agitated if they don't feel supported (Alfaro, Carranza, Mamani, & Caycho, 2022). The sort of coping mechanism used, in contrast, is not influenced by social support, according to clinical data (Amaya & Carrillo, 2015 Garcia and Medina, 2016, as cited in Alfaro Carranza, Mamani & Caycho, 2022).

Depending on their particular skills, experiences, and objectives, people may find the process of earning a degree to be exceptionally difficult. These elements might also alter how they see the issue and react to stress. By serving as a buffer between the individual and the stressor, social support, according to the buffer theory, lessens the effects of stress. One way to do this is to encourage the idea that people in their social network would help them manage the potentially harmful scenario, so helping them see the situation as less dangerous and decreasing their tendency to catastrophize (Agoha, 2015).

In contrast, social support can be mistakenly interpreted as an effort to exert control over or intrusion on others, which would raise the risk of stress (1993 Blain, Thompson & Whiffen as cited in Agoha, 2015).

According to Glozah's research, which examined the impacts of academic stress and felt social support on senior high school students in Ghana, the detrimental effects of academic stress on mental health were mitigated by perceived social support. Girls reported more despondency but also stronger perceptions of social support. In part due to the gender socialization function, boys reported more academic stress and better mental health (2013).

According to Li and Qin's investigation into the mediating function of psychological capital in the connection between perceived social support and post stress growth in junior high school students, there was a significant positive correlation between perceived social support, psychological capital, and post-stress growth (2020).

In their study, Feng Alenzi and Dwibedi looked at the connections between students at West Virginia University's reported health state and psychosocial traits (such as perceived stress, perceived social support, and personality). Personality, perceived social support, and perceived stress all affected students' health. It is crucial to emphasize these factors that affect students' health (2016).

The offering of love and care from family, friends, and other people is referred to as social support. According to research, social support is essential for improving a person's quality of life by reducing harmful stressors from society and the environment and fostering overall wellbeing. A prior experiment may have an impact on a person's perception of whether or not they received social assistance. Improved social network

connections and increased resilience in dealing with life's problems are two benefits of social support. Additionally, people who experience less interpersonal disputes and perceive more social support generally have higher stress management abilities and less negative affect (Ramezankhani, Gharlipour, Heydarabadi, Tavassoli, Motalebi, Barekati & Moosavi, 2013).

Family support

Families' involvement in schooling is crucial and advantageous in many ways. A study of 50 papers revealed a strong link between family involvement and academic achievement. The academic success of students is greatly aided by parents and teachers. Administrators need to understand how important families are in the educational environment. Teachers can benefit from the knowledge of the child's learning requirements that the families have by establishing respectful relationships with them. Families gradually come to trust instructors' abilities and preparation to help their kids' learning (Waterford, 2023).

Parents are likely to be more concerned about their child's success than anybody else, even though they shouldn't be fully educated about every facet of their child's college experience or the academic and support services offered by a specific institution.

The encouragement of family members can play a significant role in determining a student's performance. Traditional-age students now value parental assistance and direction just as highly as perhaps even more so than previous generations did. Parental participation has been shown to increase GPAs by about 0.5 points and increase student persistence rates by up to 15%. The ability of a student to graduate may be considerably impacted by this improvement in academic performance (George & Kuh, 2023).

The crucial part parents play in influencing student involvement and academic accomplishment has been shown by empirical research with a family focus. Family support can be crucial in promoting children's academic achievement, whether it takes the form of academic assistance, such as help with homework, or motivational support, such as acknowledging effort and encouraging progress. Although most studies on family support in primary and secondary education focus on these subjects, the current study suggests that family support may also affect university students' motivation and, consequently, their participation (Descals et al., 2021).

While earning a bachelor's degree is necessary for moving up the social ladder, low-income students are much less likely than their more affluent peers to succeed in this endeavor. Few studies have focused on the importance of family support once students have entered higher education, despite the fact that the earlier research on higher education has emphasized a variety of factors influencing student performance (Roksa & Kinsley, 2019).

Previous studies that highlights the importance of familial relationships and support networks

It is plausible to conclude that parental support is important in predicting academic progress. The strong academic demands placed on college students entail the need for parental support, since family aid is frequently valued and beneficial in assisting students to manage stress and transition smoothly. This "stress-buffering hypothesis" is founded on a number of convergent empirical findings. For starters, Dyson and Renk's research found that university students face considerable amounts of stress as a result of their academic work. Second, empirical research reveals that people seek help from their close and extended families rather than their social networks (Cheng, Ickes, & Verhofstadt, 2012, as cited in 2006).

Third, it is worth noting that the majority of college students retain constant touch with their family during their first years of study. Furthermore, when faced with academic obstacles, students go to their family for assistance (Stecker, 2004 as referenced in Cheng, Ickes, & Verhofstadt, 2012).

Finally, a favorable association was shown between students' self-confidence in dealing with complicated academic problems and the quantity of familial support they get in a study done by Klink et al. (2008), as mentioned in Cheng, Ickes, and Verhofstadt (2012).

Previous study has found that when people believe they have appropriate social support, they are more likely to feel supported and able to deal with difficult situations (Cohen, 2004; Cohen & Willis, 1985 as referenced in Noret, Hunter, & Rasmussen, 2020).

Previous studies investigating the impact of family support on students' perceived social support and mental health

Despite the growing number of cross-cultural research studies concentrating on psychological difficulties, little is now recognized about social support outside of western culture, notably among South Asian people. According to the study, cultural differences in attitudes about the importance of sources of support in collectivist societies may have an impact on the association between low levels of family support and a variety of psychiatric disorders. Furthermore, interpersonal sensitivity, hopelessness, and anxiety were all associated with low levels of peer support. Although peer support has an effect on psychological problems, familial support outweighed peer support in importance (Jibeen, 2016).

According to a study by Khallad and Jabr (2016), among Jordanian students, perceived family support was a stronger indicator of mental health than reported peer support, but among Turkish students, reported peer support was the superior indicator of mental health. Regardless of the participants' ethnic background, their beliefs of familial obligations were more accurate predictors of their mental health. It was more common for participants from Jordan and Turkey who thought their relatives were intrusive to express higher levels of stress and hopelessness. Social support or commitments to family did not significantly correlate with demographic characteristics; these findings illustrate the significance of numerous contextual and cultural elements and provide a more thorough understanding of the relationship between social support and mental health among college students.

A higher quality of life was strongly connected with higher degrees of multidimensional experienced social support. In addition, 344 college students between the ages of 17 and 26 were studied, and the results revealed that depression was 17% more variable than perceived social support. Higher perceived social support from friends and family was associated with fewer depressed symptoms among students. Notably, higher degrees of perceived social support served as a protective buffer against depressive symptoms even among college students who were under moderate stress (Cahuas, Marenus, Kumaravel, Murray, Friedman, Ottensoser & Chen, 2023).

Contrary to the findings showed a difference in genders in social support perceptions, male college students received greater social support from family, friends, and significant others than female students, who were more prone to depression (Eom,

Shin, & Kim, 2013). According to Ioannou, Kassianos, and Symeou (2019), there was a strong correlation between higher levels of perceived social support and lower levels of reported stress.

McLean, Gaul, and Penco (2022) looked at the connection between first-year college students' perceptions of social support and their levels of perceived stress. Both sexes demonstrated a moderately negative association between perceived social support and perceived stress, despite the fact that female students reported much higher levels of felt stress than male students. These results imply that social support may operate as a stress-reduction strategy for college students.

A study by Yan and Lin (2023) found a strong correlation between parents' perceptions of social support and their kids' mental health. A basic mediating role was discovered to be played by parental marriage quality and parent-child connections, as well as a chain mediating role between parents' perceptions of social support and kids' mental health. These findings imply that giving parents a lot of social support may strengthen marriages and parent-child relationships, ultimately promoting kids' mental health.

According to research, families are among the most significant factors influencing mental health, and individuals of dysfunctional families are more likely to experience mental health problems long-term home confinement during the pandemic's strict national lockdown has had a significant psychological impact on people, research by Liu et al. (2023), social isolation has been shown to worsen family strife, parent-child conflicts, and even family violence in homes with insufficient personal space.

Peer support

Peer support encompasses a range of diverse forms, all of which entail the provision and receipt of aid. Such forms may incorporate dispensing knowledge, offering emotional solace, engaging in social interaction, or providing concrete support. Within this framework, no individual is deemed more knowledgeable than any other, and each person's experiences carry equal importance. Extensive research has demonstrated that peer support can significantly enhance individuals' overall well-being, resulting in reduced hospital admissions, expanded social networks of friends and

family, and heightened levels of social, self-esteem, and confidence skills (Mental Health Foundation, n.d).

Previous researches on the role of peer support in shaping students' perceived social support and mental health outcomes

Strong senses of belonging have a crucial part in one's overall psychological wellness. Self-determination theory by Deci and Ryan (1991 as cited in McBeath, Drysdale & Bohn, 2018), Maslow's theory of personality (1943 as cited in McBeath, Drysdale & Bohn, 2018), and Epstein's cognitive-experiential self-theory (1990 as cited in McBeath, Drysdale & Bohn, 2018) all recognize the significance of one's sense of belonging in serving a significant psychological purpose. According to Deci and Ryan (1991 as referenced in McBeath, Drysdale, and Bohn, 2018), the desire for relatedness refers to a person's efforts to connect with others and to believe that those connections are genuine.

The need for interpersonal affection (Rogers, 1951, cited in McBeath, Drysdale & Bohn, 2018), a sense of belonging (Baumeister and Leary, Goodenow and Grady, Maslow, cited in McBeath, Drysdale & Bohn, 2018), affiliation motivation, and the need for relatedness (Vallerand 1997, cited in McBeath, Drysdale & Bohn, 2018) are other concepts that refer to belonging.

In respect to the moderator functions of positive and negative affect, the association between perceived social support and stress in college students was explored. According to the research, social support has a decreasingly beneficial effect on perceived stress as negative affect increases and good effect does not appear to play a similar function in the association between perception of social support and stress (Civitci, 2015).

Universities and colleges in China are now paying more attention to the psychological and behavioral health of their students. Once in college, social skills, psychological health, and personality independence become more crucial than academic accomplishment. However, students who find it difficult to cope with the demands of their new surroundings and mental ups and downs may suffer severe effects like moving, on-campus cancer incidences, and social pressure. According to studies, 31% or more of college students experience psychological problems (Wei, 2022).

Compared to the overall population, young adults report higher mental health concerns and encounter several obstacles when trying to get help. Peer assistance has been demonstrated to improve a variety of outcomes related to mental health in various groups. A sort of social-emotional assistance called peer support is given by someone with a comparable life experience. The majority of research demonstrates that peer support improves mental health, including happiness, self-esteem, effective coping, and a reduction in depression, loneliness, and anxiety. Young adults who are not in school, those who identify as a racial or sexual minority, and university students all appear to be impacted whether given in a group context or one-on-one, peer support appears to improve both the recipient's and the provider's mental health (Richard, Rebinsky, Suresh, Kubic, Carter, Cunningham & Sorin, 2022).

According to research, social support plays a big part in predicting good outcomes for kids and teenagers. The social support offered by classmates, parents, and teachers in encouraging pupils toward academic and prosocial goals was examined in a study of 167 middle school students from a community that is predominantly middle class. In early adolescence, perceived parental support predicted academic goals, but by middle school, peer support had become a more important motivator for adolescents to engage in extracurricular activities and sports. The results of this study are consistent with those of earlier ones (Wentzel, referenced in Steese, Dollette, Phillips, Hossfeld, Matthews & Taormina, 2006).

Peer support is crucial in encouraging teenagers to continue participating in talent and sports activities. According to studies, teens who participate in extracurricular activities with favorable peer connections are more dedicated and motivated to those activities. Teens who don't have close or supportive peer relationships or whose extracurricular activities take place away from their peer groups, on the other hand, exhibit lower levels of dedication and motivation to their skill and sport activities. For adolescent girls, support from instructors and close friends is important (Steese, Dollette, Phillips, Hossfeld, Matthews & Taormina, 2006), according to other studies.

It has been suggested that prolonged bullying has a negative impact on children's mental health, and a lack of adequate social support can make matters worse. An anonymous General Health Questionnaire was given to 845 teenage pupils enrolled in

coeducational secondary schools in South Australia to evaluate this claim. The findings demonstrated a significant and independent relationship between frequent victimization of peers and a lack of social support and relatively poor mental condition in both sexes (Rigby, 2000).

Despite the well-established protective power of social support, little is known about the factors that lead to it. Early adolescence, a critical period in the psychosocial evolution of the life cycle, is a promising topic of research. According to other studies (Gayman, Turner, Cislo & Eliassen, 2011), early family experiences, especially bad ones, are associated with lower feelings of support from family and friends in young adulthood.

School environment

According to a survey, the majority of students place more value on a friendly campus environment than on a university's reputation. In reality, a sizable portion of American students make their decision on their early impressions of the physical surroundings of the campus. Despite this, while looking for creative recruitment techniques; institutions could ignore the value of creating a good first impression. The look and feel of a campus may be quite important to higher education institutions (Hailey, 2017).

According to research, learning environments are extremely important for student achievement. Learning efficiency can be impacted by a number of elements, including seating, lighting, noise, and color. Increased student motivation, engagement, and general learning capacity have all been linked to positive learning environments. On the other hand, in adverse learning environments, such as those that are unpleasant, noisy, or loaded with distractions, students may find it difficult to retain information. In order to establish the best learning environment possible, it is crucial to take into account how one's environment affects their study habits (UCAS, 2019).

There is widespread agreement that mental health is important for overall human welfare. Students who struggle with their social and personal obligations are more likely to suffer from despair and anxiety. Numerous elements, including psychological, genetic, social, behavioral, and environmental variables, have an impact on a person's happiness and mental health. The pandemic's shift to online education has had a

detrimental effect on students' mental health, which is exacerbated by the unstable environment (Gu, Li, Zhang, Xu, & Gu, 2022).

Prior studies on impact of the school environment on students' perceived social support and mental health.

Many people achieve academically despite confronting personal, cultural, and environmental barriers, according to research on resilience. Studies investigating Latino college students' resilience and the characteristics that support it, however, are few and far between. Therefore, the purpose of this study was to investigate how ethnic identification, perceived social support from family, friends, and significant others, coping strategies, the academic environment, cultural congruence, and the resilience of one hundred and fifty Latina/o of university learners were related. According to the study's findings, ethnic identification, coping methods, the academic surroundings, and cultural accordance explained 51% of the variation in resilience (Orozco, 2007).

The results of a study that examined the relationship between social support and mental health in a sizable, randomly selected sample of college students were in line with the hypothesis that students who are different from the majority of students—such as those who belong to a minority race or ethnicity, are international students, or have low socioeconomic status—are more likely to experience social isolation. The authors also found that, in comparison to students with high social support quality, students with poorer social support quality had a sixfold greater risk of depressive symptoms, as measured by the Multidimensional Scale of Perceived Social Support. In order to address this fast growing public health issue, these findings may help administrators and healthcare experts identify the student population that is most at risk for mental illness and create effective therapies (Hefner & Eisenberg, 2009).

A growing amount of research has shown how social support improves a variety of health outcomes, including survival. This beneficial effect has been noted in relation to a number of causes of death, including all-cause mortality, cancer, coronary heart disease, and other cardiovascular illnesses (Lyyra & Heikkinen, 2006).

Although there is mounting evidence that social support protects against negative health outcomes, it is crucial to understand the underlying processes and pathways at play. Furthermore, it has been challenging to pinpoint precisely which facets of social

support are responsible for their protective effects on mortality (Walter, Blumstein, Chetrit, & Modan, 2002 as referenced in Lyyra & Heikkinen, 2006).

The study of this topic is very important since it fills a research gap by examining the effects of perceived social support on the mental health of students in Hargeisa's public and private higher education institutions. For people interested in the topic and those planning to undertake additional research, this paper is essential.

CHAPTER III

Methodology

Introduction

This section explores the methodology that was used in this research. This includes aspects such as the research design, samplings and sample, data collection procedure, materials, data analysis procedure, ethical consideration.

Research Design

This research examined perceived social support and its impact on student's mental health in Hargeisa. The design of the research was correlational quantitative design. Quantitative research provides for us purpose information that may be expressed in brief via statistics and figures (Williams, 2021).

Sample and Sampling

The participants were students from two higher education institutes in Hargeisa capital city of Somaliland, currently there are 22 universities and colleges in Somaliland (Sande, 2022), the researcher's target population were higher education institutes, the first one a public university in Hargeisa capital city of Somaliland And the second university was a private university.

The reason the researcher chose the one private and one public university was to compare the students in public and private universities. The researcher calculated the sample size of both universities, which will be 366 students, both male and female the researcher will select from the two universities, the size of the sample should be more than 30 and smaller than 500 (Roscoe 1975 in Vanjari).

In this research the data was collected through distributing questionnaire using Google forms, which was distributed to the all selected students of the universities, using a non- probability, convenience sampling technique; it gives the chance to choose the members to target the population who provide accurate information and to select suitable respondents based on their ability to provide necessary data. Moreover, this method was an excellent way to save time and avoid additional cost.

Respondents personal information

The respondent demographic information including: gender, types of the universities, age and level of education was analyzed.

Figure 1

Types of Universities Which Participants Attends

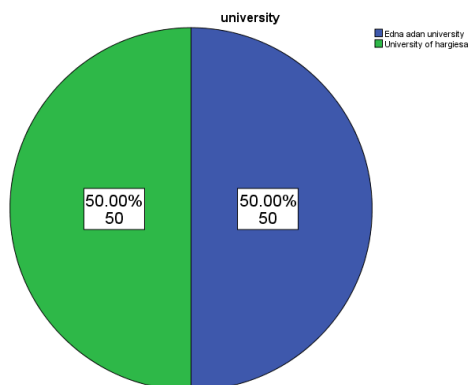
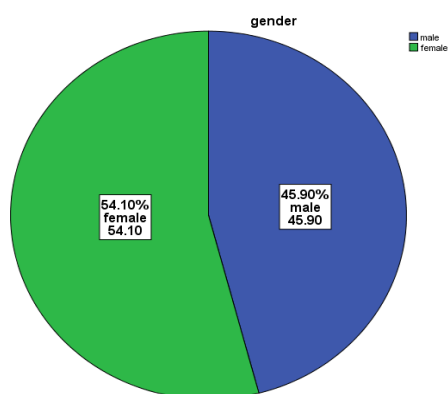


Figure 1 above shows the demographic profile of the respondents based on type of University. It indicates that 183 (50.0%) of the respondents were sampled from public university. Also, the result shows that 183 (50.0%) of the respondents were sampled from private university. This implies that an equal number of students were selected from the private and public universities in this study.

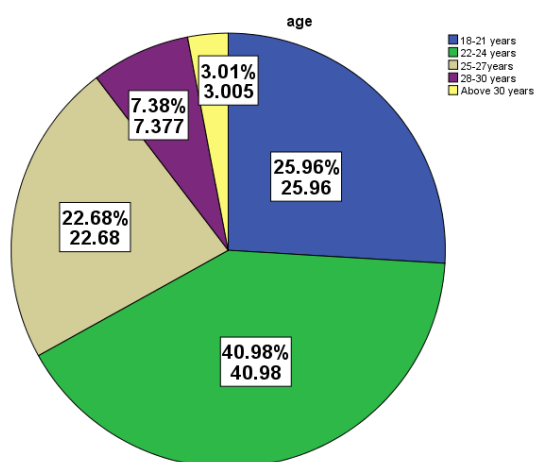
Figure 2

Respondents by gender

The result of figure 2 depicts the gender distribution of respondents. The results show that the respondents are female (54.10%) and male (45.90%), implying that the majority of those sampled in this study are females.

Figure 3

Respondents by age



Similarly, Figure 3 depicts the demographic profile of the respondents depending on age. The results suggest that the majority of responders (25.96%) are between the ages of 18 and 21. This is followed by 22-24 year olds (40.98%) and 25-27 year olds (22.68%). However, only 7.38% and 3.01% of students were between the ages of 28 and 30, respectively. This suggests that the vast majority of those studied are under the age of 30.

Figure 4

Respondent's level of education

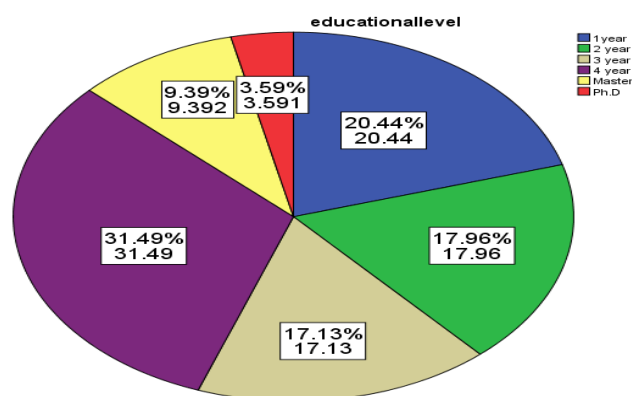


Figure 4 depicts the distribution of respondents based on their degree of education. According to the findings, (20.44%) of students are in year one, (17.96%) are

in year two, (17.13%) are in year three, (31.49%) are in year nine, and just (3.59%) are PhD students. This indicates that the vast majority of the students in this research are undergraduates in their last year (year 4).

Figure 5

Respondent's socioeconomic status

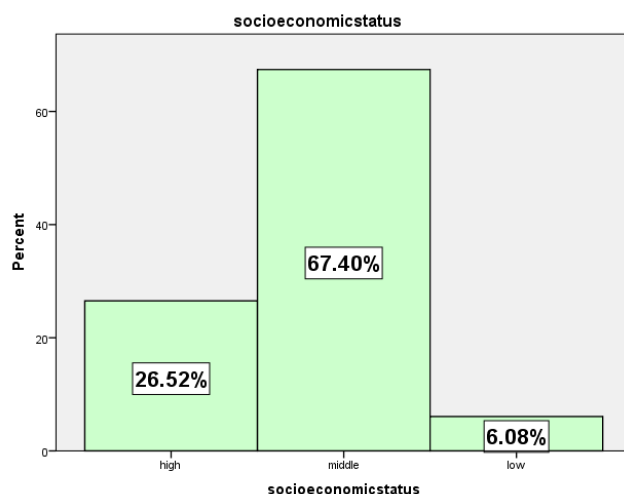


Figure 5 shows socioeconomic status of the university students and it shows (67.40%) are from middle socioeconomic status, and (26.52%) are in high economic status while (6.08%) are in low socioeconomic status, this shows us the majority of students were from middle socioeconomic status.

Data Collection Procedure

To measure the influence of perceived social support on student mental health in this study the data required was collected through distributing questionnaires, the questionnaires were distributed to the all selected members of the universities in Hargeisa. In this research the data was collected through distributing questionnaire using Google forms, which was distributed to the all selected students of the universities, using a non- probability, convenience sampling technique; it gives the chance to choose the members to target the population who provide accurate information and to select suitable respondents based on their ability to provide necessary data. Moreover, this method was an excellent way to save time and avoid additional cost.

The researcher used Google forms and reached participants over social media using Whatsapp groups in both universities. The researcher sent the questionnaire in their groups and participants filled the forms and submitted. Secondary data was obtained from a different place that already existed like literature review from books, internet and journals.

Materials

The researcher used two structured questionnaires in google forms to collect data that is aimed to describe the relationship between variables making up the conceptual model of this study.

The first one is a widely used screening 4-point Likert-type tool. This questionnaire is composed of 21 questions designed to assess depression anxiety and stress it's called "Depression Anxiety and Stress scale" (DASS21), it was developed by Lovibond and his colleagues. (as cited in Moya, Larson, Stewart, Fisher, Mwangi, Phiri, 2022).

The second scale is the Multidimensional Scale of Perceived Social Support (MSPSS) is a brief survey tool used to assess how well someone perceives being supported by friends, family, and a significant other. This 12-question scale was developed by Zimet, Dahlem and Farley (1988 as cited in Greenspace, 2023).

Table 1:

Depression Anxiety and Stress and the question numbers in the questionnaire

NO.	Scale	Question numbers
1.	Depression	7 questions (3, 5, 10, 13, 16, 17, 21)
2.	Anxiety	7 questions(2, 4, 7, 9, 15, 19, 20)
3.	Stress	7 questions (1, 6, 8, 11, 12, 14, 18)
	The scale as a whole	21 questions

Table 2

Perceived social support and the question numbers in the questionnaire

NO	Scale	Question numbers
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Perceived social support 12 questions

Reliability Analysis

Cronbach's Alpha was used to measure the reliability of the 12 items of Perceived Social Support and the 21 items in Depression, Anxiety and Stress the result found demonstrates that are dependable since there is universal agreement that a score of 0.6 to 0.7 represents a reasonable degree of reliability and a value of 0.8 or higher, a very excellent level. However, scores above 0.95 may imply redundancy, which is not necessarily a good thing (Hulin, Netemeyer, and Cudeck, 2001 as cited in Ursachi, Horodnic & Zait, 2015).

Hence the Cronbach's alpha value of the 12 items is 0.840 (84%) it shows that the data has 84% reliability also performed reliability analysis on student satisfaction items Cronbach's alpha value is 0.87 (87%).

Table 3

Reliability Analysis

Variables	Items	Cronbach's Alpha
PSS	12	.84
DASS21	21	.87

Data Analysis

Both descriptive and inferential statistics were used for the data analysis, and SPSS a statistical package for the social science was used to help to analyze data As the sample size was 366 a Shapiro Wilk normality test was run which indicated no evidence of normality in the data set. Descriptive statistics was used because the data that the researcher intends to collect is categorical frequencies of the descriptions of views, perceptions and attitudes of the respondents on the effect of perceived social support on student's mental health to collect numerical data through questionnaires so descriptive statistics enabled them to describe numerically.

CHAPTER IV

Findings and Discussion

Introduction

This section presents levels of students mental health (depression, anxiety and stress) and levels of perceived social support from (friends, family and significant others).

The student's levels of depression in students in private and public universities:

The first research question of the study was to see student's mental health (depression) and in order to reach this goal the research did the following analysis

Table 4

Level of depression

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	normal	24	6.0	6.6	6.6
	mild	253	63.3	69.1	100
	moderate	19	4.8	5.2	13.4
	severe	64	16.0	17.5	30.9
	extremely severe	6	1.5	1.6	8.2
	Total	366	91.5	100.0	
Total		366	91.5		

As we can see on the table those who scored "normal" were 6%, those with "mild" were 63.3%, those with "moderate" 4.8% those who scored "severed" were 16.0% and students who scored "extremely "were 1.5% hence most students showed results of mild depression.

The student's levels of anxiety in students in private and public universities:

The second research question of the study was to see student's mental health (anxiety) and in order to reach this goal the research did the following analysis

Table 5

Level of anxiety

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	normal	13	3.3	3.6	3.6
	mild	4	1.0	1.1	4.6
	moderate	12	3.0	3.3	7.9
	severe	330	82.5	90.2	100.0
	extremely severe	7	1.8	1.9	9.0
	Total	366	91.5	100.0	
Total		366	91.5		

As we can see on the table those who scored "normal" were 3%, those with "mild" were 1.0%, those with "moderate" 3.0% those who scored "severed" were 82.5% and students who scored "extremely" were 1.8% hence most students showed results of severe anxiety.

The student's levels of stress in students in private and public universities:

The third research question of the study was to see student's mental health (stress) and in order to reach this goal the research did the following analysis

Table 6

Level of stress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	normal	26	6.5	7.1	7.1
	mild	12	3.0	3.3	10.4

moderate	25	6.3	6.8	17.2
severe	166	41.5	45.4	62.6
extremely severe	137	34.3	37.4	100.0
Total	366	91.5	100.0	
Total	366	91.5		

As we can see on the table those who scored “normal” were 6.5%, those with “mild” were 3.0%, those with “moderate” 6.3% those who scored “severed” were 41.5% and students who scored “extremely “were 34.3% hence most students showed results of severe stress.

The levels of social support students in private and public universities perceive from their friends:

The fourth research question of the study was to see level of perceived social support from (friends) and in order to reach this goal the research did the following analysis

Table 7

Friends perceived social support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low perceived social support	123	30.8	33.6	33.6
	moderate perceived social support	230	57.5	62.8	96.4
	high perceived social support	13	3.3	3.6	100.0
	Total	366	91.5	100.0	
Total		366	91.5		

As we can see on the table, students who had low perceived social support from friends were 30.8%, those who scored moderate level of perceived social support were 57.5%

and those who perceived high perceived social support were 3.3% hence most students perceived moderate level of social support from friends.

The levels of social support students in private and public universities perceive from their families:

The fifth research question of the study was to see level of perceived social support from (families) and in order to reach this goal the research did the following analysis

Table 8

Family perceived social support

family perceived social support		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low perceived social support	121	30.3	33.1	33.1
	moderate perceived social support	229	57.3	62.6	95.6
	high perceived social support	16	4.0	4.4	100.0
	Total	366	91.5	100.0	
Total		366	91.5		

As we can see on the table, students who had low perceived social support from family were 30.3%. Those who scored moderate level of perceived social support were 57.3% and those who perceived high perceived social support were 4% hence most students perceived moderate level of social support from family.

The levels of social support students in private and public universities perceive from their significant others:

The sixth research question of the study was to see level of perceived social support from (significant others) and in order to reach this goal the research did the following analysis

Table 9

Significant other support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low perceived social support	134	33.5	36.6	36.6
	moderate perceived social support	218	54.5	59.6	96.2
	high perceived social support	14	3.5	3.8	100.0
	Total	366	91.5	100.0	
Total		366	91.5		

As we can see on the table students who low perceived social support from significant others were 33.5 % those who scored moderate level of perceived social support were 54.5% and those who perceived high perceived social support were 3.5% hence most students perceived moderate level of social support from significant others

Correlation Analysis

Correlation analysis was carried out to determine the relationship between perceived social support and student's mental health/

Table 10

Correlations					
	dass21total	depression	Anxiety	stress	psstotal
dass21total					
depression	.888**				
Anxiety	.896**	.684**			

stress	.884**	.672**	.703**	
psstotal	-.625**	-.554**	-.559**	-.553**

** . Correlation is significant at the 0.01 level (2-tailed).

The result in the table shows the calculated significance of 0.000 is less than the chosen 0.05 alpha level. There is a negative relationship between perceived social support and students' mental health (as one increases, the other decreases).

As shown above, the calculated significance of 0.000 is less than the chosen 0.05 alpha level yet there is a negative relationship between perceived social support and depression.

As shown above, the calculated significance of 0.000 is less than the chosen 0.05 alpha level yet there is a negative relationship between perceived social support and anxiety.

Finally as shown above, the calculated significance of 0.000 is less than the chosen 0.05 alpha level yet there is a negative relationship between perceived social support and stress.

Regression analysis

Regression analysis was used to explain how the Independent variable (perceived social support) explains the dependent variable (student's mental health). And also, it was used to recognize each subscale of dependent variables such as depression; anxiety and stress have a certain effect on the independent variable (perceived social support). The tables below represent findings of regression analysis.

The relationship between student's perceived social support and student's mental health:

Table 11a

Model Summary of perceived social support and Student's mental health

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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1	.625 ^a	.390	.388	17.408
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a. Predictors: (Constant), psstotal

b. Dependent Variable: dass21total

Table 11b:

ANOVA Summary of perceived social support and Student's mental health

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	70565.356	1	70565.356	232.857	.000 ^b
	Residual	110307.168	364	303.042		
	Total	180872.525	365			

a. Dependent Variable: dass21total

b. Predictors: (Constant), perceived social support

The ANOVA model in Table 8b reveals that the linear combination of predictor variables (i.e. perceived social support) significantly predicted students' mental health of higher education institutes ($F(1,364) = 232.857, P < 0.05$). This means that there is a strong relationship between the total of perceived social support and students' mental health of higher education institutes. Also, the independent variable perceived social support as a block in Table 8 yielded a coefficient of multiple correlation (R) of .625 and multiple correlation square (R²) of .390. This shows that 38.8% (adjusted R² = .388) of the total variance in students' mental health was accounted for by the combination of perceived social support.

Table 11c:

Relative Contributions of perceived social support and Student's mental health

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	154.456	4.411		35.015	.000
	psstotal	-6.880	.451	-.625	-15.260	.000

a. Dependent Variable: dass21total

. In order to determine the relative contribution of perceived social support, the standardized coefficients were used to determine the relative contribution of to the students' mental health. As shown above, perceived social support has the relative contribution of -62.5%. This means that for every 1 unit increase in predictor (perceived social support) there is a decrease in the outcome (students mental health) hence, with $p < .05$ and the research question is supported.

The relationship between student's in private and public universities perceived social support and depression experienced by students:

Table 12a

Model Summary of perceived social support and depression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.554 ^a	.307	.305	7.22810

a. Predictors: (Constant), psstotal

b. Dependent Variable: depression

Table 12b:

ANOVA Summary of perceived social support and depression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8410.198	1	8410.198	160.975	.000 ^b
	Residual	19017.310	364	52.245		
	Total	27427.508	365			

a. Dependent Variable: depression

b. Predictors: (Constant), psstotal

The ANOVA model in Table 9b reveals that the linear combination of predictor variables (i.e. perceived social support) significantly predicted depression of higher education institute students ($F(1,364) = 160.975, P < 0.05$). This means that there is a strong relationship between the total perceived social support and depression of higher education institutes students. Also, the independent variable perceived social support as

a block in Table 9a yielded a coefficient of multiple correlation (R) of .554 and multiple correlation square (R²) of .307 This shows that 30.5% (adjusted R²=.305) of the total variance of depression was accounted for by the combination of perceived social support.

Table 12c:

Relative Contribution of Depression and Student's mental health

Model		Unstandardized		Standardized	t	Sig.
		Coefficients				
		B	Std. Error	Beta		
1	(Constant)	51.312	1.832			
					28.015	.000
	psstotal	-2.375	.187	-.554	-12.688	.000

a. Dependent Variable: depression

In order to determine the relative contribution of perceived social support, the standardized coefficients were used to determine the relative contribution of to the students' mental health. As shown above, perceived social support has the relative contribution of -55.4%. This means that for every 1 unit increase in predictor (perceived social support) there is a decrease in the outcome (depression) hence, with $p < .05$ and the research question is supported.

The relationship between student's in private and public universities perceived social support and anxiety experienced by students:

Table 13a

Model Summary of perceived social support and anxiety

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.559 ^a	.313	.311	7.018

a. Predictors: (Constant), psstotal

Table 13b:

ANOVA Summary of Anxiety and Student's mental health

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8153.151	1	8153.151	165.557	.000 ^b
	Residual	17925.887	364	49.247		
	Total	26079.038	365			

a. Dependent Variable: Anxiety

b. Predictors: (Constant), psstotal

The ANOVA model in Table 10b reveals that the linear combination of predictor variables (i.e. perceived social support) significantly predicted anxiety of higher education institutes students ($F(1,364) = 165.557, P < 0.05$). This means that there is a strong relationship between the total perceived social support and anxiety of higher education institutes students. Also, the independent variable perceived social support as a block in Table 10a yielded a coefficient of multiple correlation (R) of .559 and multiple correlation square (R²) of .313. This shows that 31.3% (adjusted R² = .311) of the total variance of anxiety was accounted for by the combination of perceived social support.

Table 13c:

Relative Contribution of Anxiety and Student's mental health

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.924	1.778		29.762	.000
	psstotal	-2.339	.182	-.559	-12.867	.000

a. Dependent Variable: Anxiety

In order to determine the relative contribution of perceived social support, the standardized coefficients were used to determine the relative contribution of to the anxiety. As shown above, perceived social support has the relative contribution of negative -55.4%. This means that for every 1 unit increase in predictor (perceived social support) there a decrease in the outcome (anxiety) hence, with $p < .05$ and the research question is supported

The relationship between student's in private and public universities perceived social support and stress experienced by students:

Table 14a:

Model Summary of perceived social support and stress

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.553 ^a	.306	.304	6.598

a. Predictors: (Constant), psstotal

Table 14b:

ANOVA Summary of Stress and Student's mental health

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6995.561	1	6995.561	160.698	.000 ^b
	Residual	15845.805	364	43.532		
	Total	22841.366	365			

a. Dependent Variable: stress

b. Predictors: (Constant), psstotal

The ANOVA model in Table 11b reveals that the linear combination of predictor variables (i.e. perceived social support) significantly predicted anxiety of higher education institutes students ($F(1,364) = 160.698, P < 0.05$). This means that there is a strong relationship between the total perceived social support and depression of higher education institutes students. Also, the independent variable perceived social support as a block in Table 11a yielded a coefficient of multiple correlation (R) of .553 and multiple correlation square (R²) of .306 This shows that 30.6% (adjusted R² = .304) of the total variance of stress was accounted for by the combination of perceived social support

Table 14c:

Relative Contribution of Stress and Student's mental health

Model		Unstandardized		Standardize	t	Sig.
		Coefficients		d		
		B	Std. Error	Beta		
1	(Constant)	50.219	1.672		30.037	.000
	psstotal	-2.166	.171	-.553	-12.677	.000

a. Dependent Variable: stress

In order to determine the relative contribution of perceived social support, the standardized coefficients were used to determine the relative contribution of to the stress. As shown above, perceived social support has a relative contribution of negative 55.4%. This means that for every 1 unit increase in predictor (perceived social support) there is a decrease in the outcome (stress) hence, with $p < .05$ and the research question is supported.

Table 15

T-test Summary of Difference between private and public university students mental health

		N	SD	Mean	df	Sig
depression	Private university	201	10.40853	.73416	364	0.000
	Public university	165	4.97108	.38700		0.000
Anxiety	Private university	201	10.120	.714	364	0.000
	Public university	165	4.556	.355		0.000
stress	Private university	201	9.413	.664	364	0.000
	Public university	165	4.871	.379		0.000

*Significant at $P < 0.05$

In order to compare the mental health of the University students, t-test was employed. The result of table 12 shows that the calculated t-value of 0.00 is less than the

chosen 0.05 levels of significance. This implies that there is a significant difference between the private and public Universities' mental health with perceived social support. Also, the private university students have higher depression anxiety and stress.

CHAPTER V

DISCUSSION

This study investigated perceived social support and its impact on student's mental health in public and private higher education institutes in Somaliland.

Questionnaire was employed to collect data from a total of three hundred and sixty six students. Analysis was done using descriptive and inferential statistics of mean, standard deviation, t-test, and Pearson correlation and regression analysis.

Discussion of Findings

The details of the respondents based on type of university implied that an equal number of students were selected from the private and public universities in this study and the majority of respondents were female students. The age of the respondent's outcome showed that the majority of the respondents which meant that the respondents sampled are in their youthful age. On the respondents by the level of education the finding showed that the majority of the students sampled in this study were undergraduate and are in year four (i.e. final year). Regarding socio-economic status of students it has been recorded that majority of students were from middle socioeconomic status

The goal of the study was to investigate the impact of perceived social support and student's mental health. The researcher checked the levels of students' mental health by looking into depression, anxiety and stress. The result of depression levels resulted in most students in Hargeisa/Somaliland scoring mild levels of depression which is still concerning. As mentioned earlier there is evidence to suggest that university students are more likely to experience depression, yet reported rates have shown large variations between contexts (Ibrahim, Kelly, Adam & Glazebrook, 2013). Results of studies noted that, among university students, 9.7% in both the eastern and western parts of China, 11.7% in Harbin, 11.8% at 6 institutions in Wuhan, 16.8% in Anhui, and 32.82% in the western part of Liaoning reported experiencing depressive symptoms (Huang et. al 2021).

The researcher also looked at the levels of anxiety and stress of students and they reported severe levels of anxiety and stress. It has been noted that mental health is a

crucial aspect of overall human welfare. Nevertheless, students who are struggling with their social and personal obligations have a relatively high risk of anxiety (Gu et. al, 2022). In addition Dyson and Renk discovered that university students experience significant levels of stress connected to their academic work (2012).

The researcher conducted an analysis to assess the level of support that students perceive. This analysis was performed after the researcher checked the perceived social support from three important sources: friends, family, and significant others. The results of this analysis revealed that students receive moderate levels of support from each of these sources.

According to studies the most stressful period for students is during their time in university. Some students battle with the challenging responsibilities of individuating from their family of origin and coping with academic pressure on top of this, while others may have a lot in terms of jobs and family responsibilities. In this setting, a lot of college students either experience the onset of their first mental health or substance use concerns or a worsening of already present symptoms (Pedrelli et. al, 2015). In addition social support is viewed as a crucial component that promotes wellness even in those who are experiencing high levels of stress. A few of the numerous factors that make up the multidimensional concept of social support include the quantity and quality of interactions with family, friends, spouses, and partners, the level of affinity in giving and receiving support, supporting roles, and subjective life satisfaction (2021).

However, Jibeen and Tahira in Pakistan Lahore on perceived social support and psychological issues noted that low levels of family support were linked to different psychological issues and the study showed cultural differences in how important different kinds of support are in collectivist cultures. Additionally, there was a connection between inadequate peer support and interpersonal sensitivity, anxiety, and depression. Peer support was important, but familial support had a higher impact on psychological issues than peer support did (2015).

Qualitative study found also that receiving social support primarily from faculty interactions, peers, and families affected Black graduate students' success (McArdle and Turner 2021). Support should not be a one-sided act of assistance from the subject to the object it should involve two-sided interaction or a process of mutual construction

between the supporter and the supported, by creating an educational environment that includes campus culture development, ideological and moral teachings, as well as financial aid can increase college students and mental health levels (Wei, 2022).

The researcher performed correlation analysis to determine the relationship between perceived social support and depression however the results showed that perceived social support had a significantly yet negative relationship on depression and perceived support the students are receiving and this results consistent with studies done by Grey and his colleagues (2020) in addition It has been claimed that psychological depressive symptoms were negatively correlated with strong perceived social support, along with the use of adaptive coping mechanisms (Kandeğer et, al., 2021). Also the relationship between perceived social support and anxiety, was found to be significant yet negative relationship between the variables this results were consistent with study done by Zhao (2022)

Finally the researcher checked for the relationship between perceived social support and stress. It also showed a negative yet significant relationship between the two variables and this result, similar to the study, were Negative correlations were found between perceived social support and stress, anxiety, and depression (Shaw & Gant, 2002).

The researcher did regression analysis and the outcome of the study revealed that there was a negative relationship between the perceived social support and students mental health but the results were significance and this shows us when the predictor(perceived social support) increases the dependent variable (students mental health decreases. Also, the perceived social support accounted for 38.5% (adjusted R²= 0.385) of the total variance in students' mental health of higher education institutes in Somaliland. This implies that perceived social support has an affect students' mental health. Similar to a study done by Nuntapon and his colleagues in a number of groups, they discovered that perceived social support influences depression. According to studies, college students with ADHD symptoms who perceive social support, particularly from family, friends, and significant others, had reduced levels of depression (2021). In a similar way, social support from friends, family and significant others has

been discovered to be a strong predictor of depression in immigrant groups (Antonia and Postali, 2022).

In contrast, poor perceived social support from important people, family, and friends has been noted as a substantial risk factor for postnatal depression in the context of postnatal women (Muhammad et.al.,2021). Perceived social support was shown to have a substantial impact on stress, anxiety, and depression among Nepalese nursing students, with depression showing the highest association (Priscilla &Samson).

However the results of the study showed that perceived social support had the highest relative contributions to anxiety. Perceived social support has demonstrated a significant impact on anxiety (Zhu, 2023). A multitude of studies have illustrated an inverse correlation between perceived social support and anxiety, signifying that heightened levels of social support are linked to diminished levels of anxiety (mine,2022). Furthermore, perceived social support has been observed to partially mediate the connection between maternal personality traits and pregnancy-related anxiety (Tiberiu, 2020). It has also been noted that the accessibility of online learning systems has an adverse influence on anxiety, notwithstanding the inconclusive effect of perceived social support on access difficulties (Ayşe, 2022). In general, these findings propose that perceived social support plays a pivotal function in mitigating anxiety levels, and interventions that aim to elevate social support could be advantageous in anxiety management (Priscilla, 2020)

One study discovered that the perception of social support exhibited an inverse correlation with depression within the university student population, indicating that social support can function as a safeguard against stress and depression (Yaolin, 2023). In addition, another study identified a negative correlation between parental social support and academic stress among students, suggesting that augmented levels of parental support may potentially decrease stress levels (Romualdas, 2022). These findings underscore the significance of social support in alleviating stress among university students and accentuate the necessity for interventions and strategies that cultivate social support to bolster student well-being (Prashanth, 2016).

Finally, there was a significant difference in the mental health level to be more in students in private universities in Hargeisa Somaliland in the satisfaction of students as

private University students are said to be more satisfied with their higher education institutes. This corroborates the assertion of Nadia, undergraduate medical students from all types of universities, including private ones, may experience mild to severe depression and anxiety (2017).

CHAPTER VI

Conclusion and Recommendation

Conclusion

It could be concluded from the findings of the study that perceived social support was inversely associated with depression and anxiety students and that perceived social support had a significant impact on students' mental health of higher education institutes in Somaliland. This implies that the results of the study answered all the research questions by indicating that perceived social support had a significant effect on depression, anxiety and stress.

Hence the researcher concludes that all the research questions were answered. This study's findings contribute to the current understanding of perceived social support and student mental health; the study's findings indicate the significance of perceived social support in contributing on student's mental health. The research results provide opportunities for university administration to provide the necessary steps to help students while studying in their compass and to recognize importance of social support from family friends or significant others thereby ensuring that the support offered to the student is at the optimum potential while attending the particular institution of higher education.

Hopefully this study will stimulate additional research on how social support can assist higher education institutions in helping with student's mental health, while also expanding the research framework by examining and identifying moderators and mediators that could strengthen the existing association between perceived social support and student's mental health.

Recommendations

This study recommends for future researchers to examine the environmental elements that affect how people perceive social support and how those perceptions affect their mental health, to also explain the mediating and moderating variables which might clarify or affect the connection between DASS and perceived social support by looking into self-esteem, coping mechanisms, and other related variables.

And finally to consider using qualitative research alongside quantitative designs in order to learn more about how people experience perceived social support and how that support affects their mental health.

the researcher also suggests for educational institutes to include mental health education and awareness into school curricula and to teach students the value of mental health and how to get assistance when necessary and also to train the faculty and the staff how to spot the indicators of mental health distress and how they can help the students and direct them to the right services.

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APPENDICES**Appendix A****BİLİMSEL ARAŞTIRMALAR ETİK KURULU**

04.09.2023

Dear Amal Ahmed Osman

Your application titled **“Mental Health and Its Association with Perceived Social Support During university years in Somaliland”** with the application number NEU/ES/2023/1027 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.



Prof. Dr. Aşkın KİRAZ

The Coordinator of the Scientific Research Ethics Committee

Appendix B

Questionnaire

Dear sir/madam

I am a master in the department of Guidance and psychological counseling faculty of Education in NEAR EAST UNIVERSITY. I am conducting on the Impact perceived social support on student's mental health in a higher education institute in Hargiesa. Therefore, I kindly request to respond to the statements in the following questionnaire, your participation in facilitating this study will be highly appreciated. The data shall be used for academic purposes and it will be treated with confidentiality.

if you have questions or concerns you can contact me through this email:

20224956@std.neu.edu.tr

Section A: General information

Direction: Please tick in the blanks provided as your response.

Section A: General information

1. Gender:

a) Male b) Female

2. University:

a) private university b) public university

3. Age:

a) 18-20 b) 21-23 c) 24-26 d) 27-29 e) 30 or Above

4. Educational level:

a) 1st year b) 2nd year c) 3rd year d) 4th year e)

Master f) Phd

5. Socioeconomic status :

a) High b) middle c) low

Section (B): DASS21

Please indicate your opinion by marking the appropriate box on the four-point scale

where:

(0) never (1) sometimes (2) often (3) almost always

1.	I found it hard to wind down	0	1	2	3	
2.	I was aware of dryness of my mouth	0	1	2	3	
3.	I couldn't seem to experience any positive feeling at all	0	1	2	3	
4.	I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)	0	1	2	3	
5.	I found it difficult to work up the initiative to do things	0	1	2	3	
6.	I tended to over-react to situations	0	1	2	3	
7.	I experienced trembling (e.g. in the hands)	0	1	2	3	
8.	I felt that I was using a lot of nervous energy	0	1	2	3	
9.	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3	
10.	I felt that I had nothing to look forward to	0	1	2	3	
11.	I found myself getting agitated	0	1	2	3	
12.	I found it difficult to relax	0	1	2	3	

13.	I felt down-hearted and blue	0	1	2	3	
14.	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3	
15.	I felt I was close to panic	0	1	2	3	
16.	I was unable to become enthusiastic about anything	0	1	2	3	
17.	I felt I wasn't worth much as a person	0	1	2	3	
18.	I felt that I was rather touchy	0	1	2	3	
19.	I was aware of the action of my heart in the absence of physical exertion (e.g. sense of heart rate increase, heart missing a beat)	0	1	2	3	
20.	I felt scared without any good reason	0	1	2	3	
21.	I felt that life was meaningless	0	1	2	3	

Section C: perceived social support

(1) Very Strongly Disagree (2) Strongly Disagree (3) Mildly Disagree (4) Neutral (5) Mildly

Agree (6) Strongly Agree (7) Very Strongly Agree

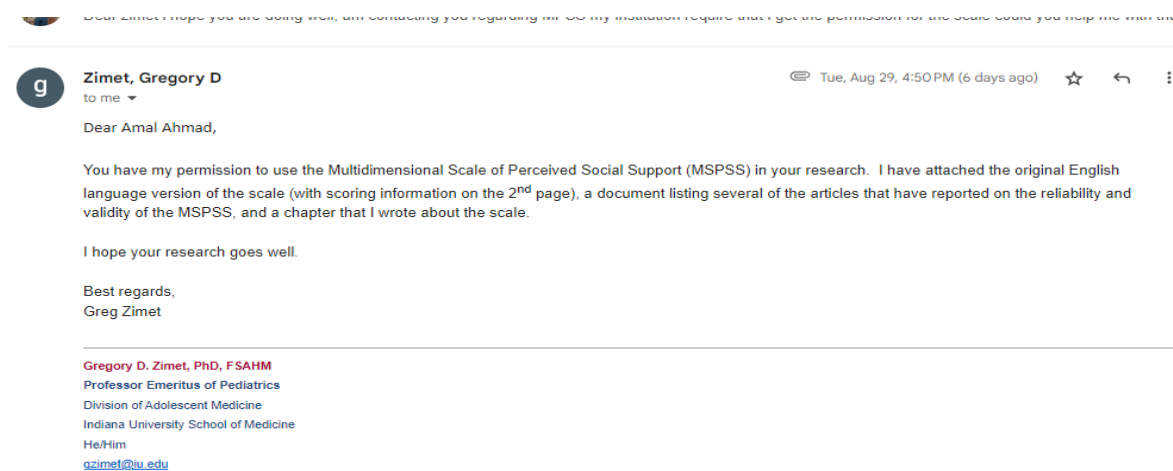
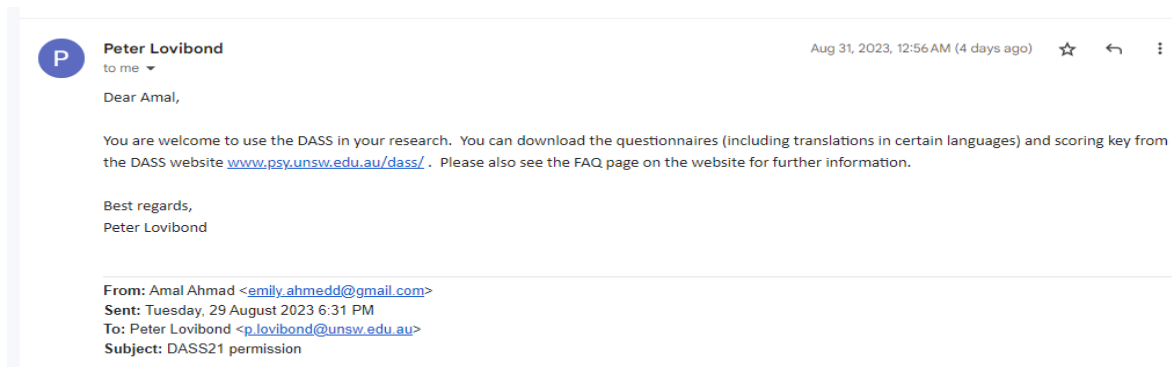
1.	There is a special person who is around when I am in need.	1	2	3	4	5	6	7
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2.	There is a special person with whom I can share my joys and sorrows.	1	2	3	4	5	6	7
3.	My family really tries to help me.	1	2	3	4	5	6	7
4.	I get the emotional help and support I need from my family.	1	2	3	4	5	6	7
5.	I have a special person who is a real source of comfort to me.	1	2	3	4	5	6	7
6.	My friends really try to help me.	1	2	3	4	5	6	7
7.	I can count on my friends when things go wrong.	1	2	3	4	5	6	7
8.	I can talk about my problems with my family.	1	2	3	4	5	6	7
9.	I have friends with whom I can share my joys and sorrows.	1	2	3	4	5	6	7

1 0.	There is a special person in my life who cares about my feelings.	1	2	3	4	5	6	7
1 1.	My family is willing to help me make decisions.	1	2	3	4	5	6	7
1 2.	I can talk about my problems with my friends.	1	2	3	4	5	6	7

Appendix C

Permission to use the scale



Appendix C
Turnitin Similarity Report

IMPACT OF PERCIEVED SOCIAL SUPPORT ON STUDENT'S
MENAL HEALTH IN SOMALILAND

ORJİNALLİK RAPORU

% **15**
BENZERLİK ENDEKSİ

% **10**
İNTERNET KAYNAKLARI

% **9**
YAYINLAR

% **6**
ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

Appendix D

CV

Name: amal osman

- Nationality: Somali
- Date of birth: 15/07/1994
- Gender: Female
- Phone number: (+90) 05338572108
- Email address: emily.ahmedd@gmail.com
- Instagram: simplyy_.amy
- Home: yenikent , lefkosa (Cyprus)

ABOUT ME

I am an enthusiastic, self-motivated, reliable, responsible and hard working person. I am a mature team worker and adaptable to all challenging situations. I am able to work well both in a team environment as well as using my own initiative.

WORK EXPERIENCE

Volunteer position

Somaliland Family Health Association (04/01/2016 – 06/01/2018)

City: Hargeisa

Country: Somaliland

While I was working with SOFHA I participate in raising awareness on FGM by attending to rural areas and help people understand the effects of FGM on girls we also Attended to public schools in Somaliland to raise awareness about HIV and other related health topics.

Volunteering position

Hargiesia Group Hospital (03/02/2016 – 03/2018)

City: hargiesia

Country: Somaliland

Responsibilities included 1. Making sure to give the prescribed medication every morning to the patients in the hospital on time 2. Took assessment for the psychiatrist

before he sees the patient and wrote information from both parent and the patient/ person responsible.

Interpreter

ONCALL Language Services (01/05/2021 – 30/09/2022)

City: Nicosia

Country: North Cyprus

I was a full time interpreter (Somali to English) language and currently working as a freelancer, interpreting for clients based in the UK, I would interpret health related topics, domestic abuses, child protection services, I also interpreted for immigrants based in European countries.

EDUCATION AND TRAINING

Psychology

Frantz Fanon University (01/01/2015 – 16/12/2017)

Address: jig-jiga yar, hargeisa (Somaliland)

Master in Business Administration

Near East University

Address: lefkosa (Cyprus)

Website: <https://neu.edu.tr/>

Psychological counseling and guidance

Near *East University* [17/10/2022 – Current]

Address: lefkosa (Cyprus)

LANGUAGE SKILLS

Mother tongue(s): Somali

Other language(s):

English

Listening: C2 Reading: C2 Writing: C1

Turkish

Listening: B1 Reading: B1 Writing: A2

Arabic

Listening: B1 Reading: C2 Writing: B2

DIGITAL SKILLS

Microsoft Word / Microsoft Excel / Social Media / PowerPoint / Google Drive /

Facebook / Good listener and communicator / customer service / teamwork / Motivated /

Decision-making / content creation