

Original Research Paper

Effect of Social – support on Peer-relationship among Adolescents in Haryana

Abstract

Aim: To verify the relationship between social-support and peer-relationship among adolescents in Haryana.

Study Design: Social Support Questionnaire (SSQ) developed by Sarson et al., (1987) and Peer – Relationship Questionnaire (PRQ) by Rigby and Slee (1993) were used to assess the social – support and peer – relationship among adolescents respectively.

Place and duration of study: The study was conducted in Haryana, between July 2013 and December 2013.

Methodology: A cross – sectional study was conducted on 460 adolescents of 11th and 12th standard in Haryana.

Results: Female adolescents (53%) received more social – support in terms of quantity (SSQN) and were more satisfied than their counterparts i.e., male adolescents (41%). Adolescents who were victimized at low level reported better social – support ($M = 8.99$). Results further exposed that social – support quantity increases, the pro – social behavior ($r = 0.09, p < 0.05$) within peers during adolescence also increases. Social – support from family members increases, the victimization ($r = -0.12, p < 0.05$) decreases and as social – support from non – family members' increases, chances of victimization ($r = 0.12, p < 0.05$) also increases.

Conclusion: If adolescents do not get social – support at the time they need either from family members or non – family members, they will become victim earlier.

Keywords: Adolescents, Peer – relationship, Pro – social behavior, Social – support quantity (SSQN), Social - support satisfaction (SSQS) and Victimization.

Introduction

Social support is a range of interpersonal relationships that have an impact on the individual's functioning and generally includes support satisfaction. An individual's social support system includes peers, friends, and family members, but the most important social support sources are family, peers, and teachers. The adolescent attempts to create a balance between his/her ideas and his/her family's and society's ideas. Therefore, adolescence is an important period that must be understood by both the family and society. During adolescence,

37 the feeling of belonging is quite significant and a significantly increased amount of time is
38 spent outside of the family with friends, which, in turn, is an important transitional step for
39 socialization. Social support has received considerable attention in child and adolescent
40 literature.

41 A small group of similarly aged, fairly close friends and sharing the same activities is
42 known as peer – group. As the children enter adolescence, the quality of peer – relationship
43 starts change. The adolescents start identifying themselves with small gang and get involved
44 in bullying and victimization. Wang et. al., (2009) described the prevalence of U.S.
45 adolescents involved (either as a victim or perpetrator) in bullying by type as 20.8% physical,
46 53.6% verbal, 51.4% social, and 13.6% electronic. Priya and Muralidaran (2014) suggested
47 that adolescents’ development depends on the perceived competence and the experience of
48 social support from family, peers and others. Parental involvement in the lives of adolescent
49 and children also facilitates young people to cope with stressors and to maintain physical and
50 mental health. For adolescents to solve problems concerning their peers and family, adapt to
51 their environment and keep themselves psychologically well, social support is important.

52 **Objectives**

- 53 • To find out the extent of social – support status among adolescents in Haryana.
- 54 • To find out the effect of social – support on peer-relationship among adolescents.

55 **Material and Methods**

56 The study was conducted in Hisar district of Haryana state purposively selected due to
57 easy accessibility. The study was planned on two groups of adolescents, one having transition
58 from school to university atmosphere and another continuing their 11th and 12th in the same
59 school atmosphere. To draw the rural sample, three villages namely Neoli Kala, Behbalpur
60 and Mangali were randomly selected having schools admitting both girls and boys. All the
61 adolescents studying in 11th and 12th standard falling in the age group 16 – 17 years from
62 both selected colleges of university were included in study to represent urban sample. In total
63 348 adolescents from rural and 112 adolescents from urban area constituted the sample for
64 present study.

65 **Tools/ Instrument**

66 Social Support Questionnaire (SSQ) developed by Sarson et al., (1987) was used to
67 assess the social – support perceived by adolescents. It consists of six statements for
68 calculating number of people from which adolescents perceive social – support and six items
69 for calculating degree of satisfaction.

70 Peer – Relationship Questionnaire (PRQ) for children developed and standardized by
71 Rigby and Slee (1993) was used to assess the peer – relationship. PRQ comprised of 20
72 statements having 3 sub – scales i.e., bully scale comprising of six statements i.e., 4th, 9th,
73 11th, 14th, 16th and 17th, victim scale having five statements i.e., 3rd, 8th, 12th, 18th and 19th and
74 pro – social scale contained a total of 4 statements i.e., 5th, 10th, 15th and 20th.

75 **Results and Discussion**

76 **Social – support status of adolescents across gender**

77 Gender wise distribution of social – support status among adolescents has been shown
78 in table one. A higher percentage of female adolescents reported good number of social –
79 support (53.80%) as compare to male adolescents (41%). Table also point out that females
80 (53.80%) got more social – support as compare to males (41%). The reason for female
81 contributing to the highest level of seeking support and satisfaction may be that girls are
82 emotionally very weak and share their problems and stressors openly with other people in
83 their families and outside families, whereas, boys from the very beginning are taught to be
84 strong headed, hence controlling their fears and stressors. So, the socialization process from
85 the very beginning differs for both males and females leading to support for females than
86 their counterparts. The results get strength from the results of Chopra et al., (2015) who
87 reported that female adolescents perceived more social support and were more satisfied in
88 comparison to male adolescents. The studies that have results to explain these gender
89 differences are in line with study by Sharma and Gulati (2014) who also revealed that female
90 students have a higher satisfaction level as compared to male students due to higher the levels
91 of perceived social support from family, friends and other members of the society.

92 **Comparison of social – support of adolescents across peer – relationship**

93 Table two highlight the results related to comparison of social – support among
94 adolescents against peer – relationship using Duncan multiple difference comparison test.
95 Significant differences were observed in social – support quantity ($F_{(3,456)} = 1.98$) and social
96 – support satisfaction ($F_{(3,456)} = 3.27$) at 0.05 level of significance on the basis of
97 victimization. Mean scores depicted that adolescents who were victimized at low level
98 reported to received better social – support quantity ($M = 8.99$) and the adolescents who were
99 victimized at moderate level were more satisfied with the received social – support. The
100 reason behind this may be that if they get social-support at the time they need, adolescents
101 can communicate or share their problem easily with them. This will make the chances of
102 being victimized less and also satisfy the adolescents with the perceived social-support. The
103 results are in line with studies by Jimenez et. al., (2009) and Janicke et. al., (2009) who also

104 revealed that the adolescents who perceived social-support when required, they reported less
105 victimization.

106 **Correlation between social - support and peer - relationship among adolescents**

107 Results related to correlations between social - support and peer - relationship among
108 adolescents is displayed in table three. Pearson correlation analysis divulged positive and
109 significant correlational values between social – support quantity and pro – social behavior (r
110 = 0.09, $p < 0.05$) whereas social – support from family members is negatively as well as
111 significantly correlated with victimization ($r = -0.12$, $p < 0.05$). Moving towards relationship
112 between non – family members’ social – support and victimization from peers, results
113 revealed significant as well as positive correlation ($r = 0.10$, $p < 0.05$). Results exposed that
114 as social – support quantity increases, the pro – social behavior within peers during
115 adolescence also increases. This speaks about the rich traditional values of Indian culture,
116 especially in rural areas as the maximum respondents of the present study were from rural
117 area. In rural areas still we have closely knitted emotional ties as majority of the families are
118 medium sized. Living together requires pro – social skills for survival.

119 Results revealed that as social – support from family members increases, the
120 victimization decreases and as social – support from non – family members’ increases,
121 chances of victimization also increases. During adolescence, the feeling of belonging is quite
122 significant (Yesilyaprak, 2005) and a significantly increased amount of time is spent outside
123 of the family with friends, which, in turn, is an important transitional step for socialization.
124 Those who trust their families and have strong relationships with them have been observed to
125 maintain good relationships with their peers as well (Aydin, 2005). For adolescents to solve
126 problems concerning their peers and family, adapt to their environment, and keep themselves
127 psychologically well, social support is important (Altunbas, 2002). Pherson et al., (2014)
128 revealed that positive parent–child relations, extended family support, social support
129 networks, religiosity, neighborhood and school quality appear to be particularly important for
130 overall development. Mahanta and Aggarwal (2013) too found that social support such as
131 advice and encouragement increase the probability for students to become more prone play
132 an active role in handling stress and problem solving, thus leading to high levels of
133 satisfaction among adolescents.

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138 Tables

139 Table 1: Social – support status of adolescents across gender

S.No.	Gender	Male (n=184)	Female (n=276)	Total (n=460)
	Social – support			
	Social – support Questionnaire Number (SSQN) (Mean)	5.84±2.42	6.52±2.23	6.25±2.26
1	Quantity of social – support			
	Poor (6 – 22)	36 (19.70)	36 (13.00)	72 (15.70)
	Average (23 – 38)	72 (39.30)	92 (33.20)	164 (35.60)
	Good (39 – 54)	75 (41.00)	149 (53.80)	224 (48.70)
	Social – support Questionnaire Satisfaction (SSQS) (Mean)	5.71±0.69	5.80±0.52	5.77±0.59
2	Quality of social – support			
	Poor (13– 21)	05 (02.70)	05 (01.80)	10 (02.20)
	Average (22 – 29)	08 (04.40)	07 (02.50)	15 (03.30)
	Good (30 – 36)	170 (92.90)	265 (95.70)	435 (94.50)

140 Note: Figures in parentheses indicate percentages

141 Table 2: Comparison of social – support of adolescents across peer – relationship

S.No.	Peer – relationship				
1	Social – support quantity	Bullying			F value
		Low Mean±SD	Moderate Mean±SD	High Mean±SD	
		08.11±02.94 ^a	07.51±02.70 ^a	07.58±02.36 ^a	
2		Victimization			
		Low Mean±SD	Moderate Mean±SD	High Mean±SD	
		08.99±03.36 ^b	08.46±02.53 ^{ab}	08.25±02.50 ^a	
3	Pro – social behavior				
	Low Mean±SD	Moderate Mean±SD	High Mean±SD		
	14.13±02.26 ^a	14.24±02.50 ^a	14.58±02.19 ^a		1.55
4	Bullying				
	Low Mean±SD	Moderate Mean±SD	High Mean±SD		
	07.80±01.32 ^a	08.40±02.50 ^a	07.60±02.38 ^a		0.84
	Social – support	Victimization			

5	satisfaction	Low Mean±SD	Moderate Mean±SD	High Mean±SD	
		06.70±02.06 ^a	09.47±02.80 ^b	08.45±02.66 ^{ab}	3.27*
6		Pro – social behavior			
		Low Mean±SD	Moderate Mean±SD	High Mean±SD	
		14.30±02.79 ^a	13.67±02.64 ^a	14.42±02.30 ^a	0.76

142 *Significant at 5% level

143 Note: Means in the same row that do not share superscripts differ at $p < 0.05$ using Duncan multiple difference
144 comparison.

145 **Table 3: Correlation between social - support and peer - relationship among adolescents**

S.No.	Peer –relationship Social – support	Bullying	Victimization	Pro – social behavior
1	Social – support quantity (SSQN)	-0.06	-0.07	0.09*
2	Social – support satisfaction (SSQS)	-0.04	0.01	0.05
3	Social – support from family members	-0.09	-0.12*	0.06
4	Social - support from non – family members	0.07	0.10*	0.07

146 *Correlation is significant at the 0.05 level

147 **Conclusion**

148• Female adolescents received good social – support from family members as well as non –
149 family members like friends, neighbors, teachers etc. than their counterparts i.e., male
150 adolescents.

151• Adolescents who were victimized at low level reported better social – support quantity and the
152 adolescents who were victimized at moderate level were more satisfied with the received social –
153 support.

154• Social – support quantity increases, the pro – social behavior within peers during adolescence also
155 increases.

156• Social – support from family members increases, the victimization decreases and as social – support
157 from non – family members’ increases, chances of victimization also increases.

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