

Perceived adequacy of social support in relation to self-esteem among nursing students

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Abstract

Self-esteem is one among the most extensively studied individual variations, because of its apparent association to several significant outcomes; which can simultaneously affect psychological and psychosocial health, identity development, relationships and physical health. Social support includes the assistance that individual want from family, peers and significant others at any time of need or help. According to several studies, social support and self-esteem are correlating concepts that serve as protective factors against improve mental health problems at the college years. The aim of the study is to investigate the relationship between perceived adequacy of social support and global self-esteem among college nursing students. Moreover, this study utilized a quantitative cross-sectional design. The Multidimensional Scale of Perceived Social Support, and The Self-Esteem Scale were used to gather data. The findings indicated that a statistically significant correlation between the perceived social support and the total score for global self-esteem. To conclude, the findings of the study revealed that perceived social support and self-esteem have a significant correlation. However, further study is recommended in other cultures to enhance generalizability of the findings, as well as to the nursing curricula may need to include some aspects about enhance of self-esteem, and the importance of influence of self-esteem.

Keywords: self-esteem, social support, perceived social support, nursing students, and Saudi Arabia.

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I. Introduction

1.1. Back ground:

Self-esteem, commonly known as self-worth is multi-dimensional; it can simultaneously affect psychological and psychosocial health, identity development, relationships and physical health (Allen & Sherman, 2011, Orth, et al., 2012). Some researchers believe that self-esteem relies on however a personal feel regarding himself (individualistic approach), while others believe it promote and based on other people's opinion in ones surrounding (collectivistic approach) (Becker, et al., 2014).

Global self-esteem, it can be known as a general value that a person places on him or herself and should be distinguished from appraisals of specific traits or abilities. Global self-esteem is considered as a factor that affect mental and physical health, professional aspiration, job satisfaction, and educational success according to the identify of psychiatrists, psychologists, sociologist and educators (Baumeister, et al., 2003). Moreover, global self-esteem is one of the most extensively studied individual variations, because of its apparent association to several significant outcomes (Suls, J., & Krizan, Z, 2005). While, it has been determined that people with high self-esteem oriented to take a lot of social support (Nolen-Hoeksema & Davis, 1999) As well as, the individuals who have high self-esteem they able to be success, productive, and happy and be healthful, they spend more time to cope with challenges and difficulties (Coleman and Hendry.,1990).

The quality of support from social relationships. It can be described as the level in which that support from social relationship is available according to a person believes, this support can be available from significant others, family members and peers, and by any form including informational or emotional (Allen & Finkelstein, 2003, Schaefer, et al., 1981).

On the other hand, individuals who have a higher support by their social relations are psychologically and physically healthier than others who are relatively lower support (Barrera, 1986). However, there is relationship between emotional problems, general psychological stress and low social support (Demaray, et al., 2005). In similar vein, it has been observed that level of social support correlated to self-esteem (Muhlenkamp & Sayles, 1986).

Moreover, it has been recognized that perceived social support and self-esteem are the major predictor factors that associate importantly to several forms of adjustment of the adolescents and regressive attitude (Geuzaine, et al., 2000; Mizell, 1999). According to previous studies gender differences may influence the outcome of social support (Chubb, et al., 1997, Dumont & Provost, 1999, Colarossi, 2001). Besides, showed a

positive relationship between self-esteem and perceived social support (Lipschitz-Elhawi & Ltzhaky, 2005). As well as, there is study that reported that provided family support has strong effect on self-esteem. (Brage & Meredith, 1994, cited in Colarossi & Eccles, 2000). In a similar vein, people with lower self-esteem often have lower perceived social support (Lakey & Cassidy, 1990, cited in Moradi & Funderbunk, 2006). Moreover, students have higher perceived social support will have high self-esteem (Meehan, et al., 1993, cited in Moradi & Funderbunk, 2006).

This study, will attempt to explore how perceived adequacy of social support factors would have impact on people global self-esteem levels. Besides, researching on the relationship between global self-esteem and perceived adequacy of social support factors would likewise enable family, educators, and mental health professionals to arrange an appropriate intervention techniques to assist the individual with lower level of self-esteem. The global self-esteem crucial for the development of a person as Perceived positive social support has been found to lead to better mental health and have protective impact against discrimination (Fischer & Shaw, 1999). According to all of the above, the purpose of this study will be to investigate the relationship between perceived adequacy of social support and global self-esteem among students in university.

1.2. Problem Statement:

Regarding general life experiences, college is a unique transitional period and may be the most stressful time in students' lifetimes (Mattanah et al., 2010; National Mental Health Association, 2001). Some college stressors include missing family and friends, feeling isolated, experiencing conflict in relationships, finding a balance between social life and school work, and finances (Kisch, Leino, & Silverman, 2005; Mowbray et al., 2006). Social support is an important attribute during college time. Family and friends relationship is considered to have an important source of influence on self-esteem and life satisfaction (Helsen, Vollebergh, Meeus, 2000). While, self-esteem stands for having a positive look of self. Many theorists who have searched about the self agree that self-esteem is a basic construct in social development and psychological well-being (Robins and Trzesniewski, 2005). As well as, perceived low support has been associated with more problematic behaviors and emotional difficulties (Demaray & Malecki, 2002). Cross-sectional research suggests that perceived social support is more strongly related to self-esteem (Goodwin, Costa, & Adonu, 2004). The present study mainly focus on the perceived social support and to detect its impact on self-esteem among academic nursing students. However, specific investigation on the relationship between perceived adequacy of social support and self-esteem among college students in Riyadh has not been studied.

1.3 Significance of the Study

The relationships in term of social support are how much and to what level can it fit in relationships. The social support includes the assistance that individual want from family, peers and significant others at any time of need or help. It helps during crisis times, which is not only to progress the quality of life (Kumar R, et al., 2014). Moreover, the self-image that progress upon one's beliefs and buffers is reflects self-esteem. It is a personality sign which is permanent in nature and stable. Self-esteem includes various beliefs regarding self- such as one's appraisal of own physical characteristics, i.e. appearance, the emotions that one carry and also the positive self-attitude and behavior (Kumar R, et al., 2014).

Overall, social support and self-esteem are correlating concepts that serve as protective factors against improve mental health problems at the college years (Mattanah et al., 2010). Moreover, it has been proven that social support is serve as a buffer against major health problems among college students (McCarthy & Salotti, 2006, Merianos, et al., 2013) and is interrelated with feelings of well-being (Wodka & Barakat, 2007). High self-esteem has been associated with social support including feelings of-wellbeing and positive attitudes (Papikonou, 2007).

1.4 Purpose of the Study

The purpose of this study is to investigate the relationship between perceived adequacy of social support and global self-esteem among college nursing students.

1.5 Research Questions

This study has three main questions:

- 1- What are the social support as perceived by studied college students?
- 2- What are results of measuring global self-esteem of studied college students?
- 3- Is there a correlation between perceived social support and global self-esteem of studied college student's personal characteristics?

1.6 Conceptual Definition

1.6.1 Social Support

Social support is the perception and actuality that one is cared for, has assistance available from other people, and that one is part of a supportive social network (House, 1981).

1.6.2 Self-Esteem

Rosenberg's (1965), defined self-esteem as a favorable or unfavorable attitude toward the self (p. 15). Moreover, self-esteem is defined as a person's overall sense of his or her value or worth (Adler & Stewart, 2004).

1.7 Operational Definition

1.7.1 Social Support

Assessing social support is measured by Multidimensional scale of perceived social support (MSPSS) which involved in the current study to assess the adequacy of an individual's social support.

1.7.2 Self-Esteem

Assessing self-esteem is measured by Rosenberg Self-Esteem Scale. It has ten-item scale, that measures global self-worth using both positive and negative feelings about the self will include in this study.

1.7.3 College Student

College student the term "student" is usually defined as person who studies in any shape or form as well as who is studying at a university or other place of higher education. Moreover, college is a place of higher education usually for people who have finished twelve years of schooling and where they can obtain more advanced knowledge and get a degree.

II. Methodology

It includes the study design, population and subjects, setting, sampling technique, pilot study, validity and reliability, data collection procedure, data analysis. Lastly, instruments used to measure the observed variables are described.

2.1 Study Design:

Design of this study is a quantitative, cross sectional and correlative design. This Correlational design was chosen because in order to describe relationships between variables, through testing whether a relationship exists (Shavelson, 1988). This study therefore tested whether a relationship exists between adequacy of social support, and self-esteem among nursing students in King Saud University, as the topic under discussion is lacking studied in Saudi Arabia.

2.2 Study Setting

The study was carried out at nursing college, King Saud University in the city of Riyadh in Saudi Arabia. King Saud University is a governmental university in Riyadh, Saudi Arabia, founded by King Saud bin Abdul-Aziz as Riyadh University, as the first university in the Kingdom of Saudi Arabia.

2.3 Study Sample

The population of this study was included the nursing students. A representative sample from all nurse's student enrolled either in under or post graduate were included.

2.4 Inclusion criteria included : Student enrolled in different levels under graduate ,Student enrolled in various levels post graduate, Female nursing students, Age range between 20 to 35 years old.

2.5 Sample size

The sample size calculated after statistical analysis target population. Sample size calculated according to power analysis. Total target population as mentioned in the college recorded in the second semester were 400 after power analysis the selected participants calculated to be accorded as 200 participants after data collection saturation and considering the response rate according to (Common Statistical Formulas, 2019).

2.6 Instruments(Tools)

The following instruments were included in the survey to measure the variables of the study. While, no need of permission for these scales, it is both free to use and available online.

- **The Multidimensional Scale of Perceived Social Support (MSPSS):**

This tool developed by (Zimet, Dahlem, Zimet & Farley, 1988). Was used to assess the perceived social support. This scale assess the adequacy of social support received according to 3 items (Family, friends and significant others). This tool was utilized by Zimet, Dahlem, Zimet & Farley, (1988); Zimet, Powell, Farley, Werkman & Berkoff, (1990); Canty-Mitchell & Zimet, (2000); and Wang, Wan, Huang, Huang & Kong, (2017).

It includes twelve items. Each item is rated on a seven-point scale, from one which means very strongly disagree to seven which mean, very strongly agree). The scale is split into more sub variables like family as Fam, friends as Fri and significant others as SO. It can be used on any type of sample. Besides, to calculate subscale scores: "Significant Other Subscale": Add together items 1, 2, 5, & 10, then divide by 4. And, "family Subscale": Add together items 3, 4, 8, & 11, then divide by 4. Also, "friends Subscale": Add together items 6, 7, 9, & 12, then divide by 4. Then, total Scale: Add together all 12 items, then divide by 12. As a result, any mean

total scale score ranging from 1 to 2.9 could be considered low support; a score of 3 to 5 could be considered moderate support; a score from 5.1 to 7 could be considered high support.

The reliability of the total scale before, was .88. Cronbach's coefficient alpha, internal reliability obtained through the scale as a whole and also for each subscale. For the Significant Other, Family, and Friends subscales, the values were .91, .87, and .85, respectively. Validity calculated for the scale, as a whole, $\gamma = -.25$, $p < .01$. The reliability coefficients after for the total scale is .870. For the Family, Friends, and Significant Other subscale the value is .844, .834, and .930 respectively. Validity calculated for the scale within the range (.454*-.844**) and were all statistically significant at the significance level of (0.01).

- **Self-Esteem Scale (SES):**

The Self-esteem Scale is one of the most often used methods to assess self-esteem which developed by Rosenberg in 1965. This tool was utilized by Gray-Little, Williams & Hancock, (1997); Baumeister, Campbell, Krueger & Vohs, (2003); Ciarrochi, Heaven & Fiona, (2007); and Fromont, Haddad, Heinmüller, Dujardin & Casini, (2017); because of its advantage which include that it a short scale and is easy to complete.

This tool contains 10 items, and individuals are asked to answer every item on a four-point Likert scale starting from zero (strongly agree) to three (strongly disagree), with composite scores ranging from 10 to 40, and higher scores indicating a higher level of self-esteem. By means of this scale, high self-esteem is defined as self-admiration and a high feeling of self-worth. Low self-esteem reflects self-denial, unhappiness with oneself, and lack of self-respect.

The tool has high reliability before: test-retest correlations are typically in the range of .82 to .88, and Cronbach's alpha for various samples are in the range of .77 to .88, which must be regarded as good. Validity calculated as 0.55 using Pearson product. The reliability coefficients after, within the range (.908-.925). The total reliability coefficient of the items was valued at (.924). These values reliability coefficients indicate the applicability of the questionnaire as well as the reliability of its results. Validity calculated for the scale within the range (.534*-.849**), which indicates that the degree of internal consistency of the questionnaire's items are high.

- **The Questionnaire**

The questionnaire consists three main parts:

- **Part one:** Includes of socio-demographic data of the participants members.
- **Part two:** Perceived social support consists of (12) items with four level Likert scale (Strongly Disagree–Disagree–Agree - Strongly Agree), divided into three sub-dimensions:

1.1 First dimension:

The source of the social support is "Family" consists of (4) items.

1.2 Second dimension:

The source of the social support is "Friends" consists of (4) items.

1.3 Third dimension:

The source of the social support is "Significant others" consists of (4) items.

- **Part three:** Global self-esteem consists of (10) items.

The seven level Likert scale has been used (Very Strongly Disagree - Strongly Disagree - Mildly Disagree - Neutral - Mildly Agree - Strongly Agree - Very Strongly Agree).

2.7 Pilot study

First of all, pilot testing was conducted by student researcher to test visibility, understandability and face validity of the mean study and study tools. Moreover, the pilot study will help to determine the estimate time for filling the questionnaire, disclosure if there any questions that is unintelligible to the participants before start collecting the main questionnaire, and also to promote the visibility of the study (Polit and Beck., 2010).

2.7.1 Characteristics of the pilot sample

The frequencies and percentages of the research sample were calculated according to the variables.

1- Characteristics of sample members

Table (1): Characteristics of sample members (N=20)

Characteristics		No.	%
Age	• 20 – 24	10	50%
	• 25 – 28	4	20%
	• 29 – 35	6	30%
Study degree:	• Bachelor's degree	10	50%
	• Master degree	10	50%
Academic Level:	- Bachelor's degree		
	• Level 1 - level 4	4	20%
	• Level 5 – level 8	6	30%
	- Master degree		
	• Level 1 - level 2	7	35%
	• Level 3 – level 4	3	15%

Table (1) shows that (50%) of the sample are 20-24 years old; while (30%) are 29-35; and (20%) are 25-28 years old. Besides that, out of the 20 participants 50.0% of the sample study in the bachelor's degree stage, while 50.0% of the sample study at the master degree stage. According to academic level in bachelor's degree shows that (30%) are studying at level 5 - level 8; (20%) are at level 1 - level 4; While in Master degree (35%) are at level 1 - level 2; and (15%) are at level 3 - level 4.

Duration of pilot study was around two weeks. Time consumed for filling the two instruments was around 5 to 10 minutes. Participants reporting no exhaustion, and insured the clarity and easiness filling the instruments. Hence, visibility of the study was assured.

2.8 Validity of the study instrument:

2.8.1 Internal Consistency of the Research Instrument:

The internal consistency was calculated based on the responses by pilot sample members (n = 20), and that is by calculating the Pearson correlation coefficient between the scores of each Item and the total score of the parts to which the item belongs, and that is as shown in Table (2):

Table (2): Pearson Correlation Coefficients between the scores of each item and the total score of it is respective axes

Part two: Perceived social support					
First dimension: The source of the perceived social support is "Family"					
Statement No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient
1- My family really tries to help me.	.558*	3- I can talk about my problems with my family.	.737**	-	-
2- I get the emotional help and support I need from my family.	.817**	4- My family is willing to help me make decisions.	.587**	-	-
Second dimension: The source of the perceived social support is "Friends"					
1- My friends really try to help me.	.647**	3- I have friends with whom I can share my joys and sorrows.	.818**	-	-
2- I can count on my friends when things go wrong.	.799**	4- I can talk about my problems with my friends.	.831**	-	-
Third dimension: The source of the perceived social support is "Significant other"					
1- There is a special person who is around when I am in need.	.779**	3- I have a special person who is a real source of comfort to me.	.904**	-	-
2- There is a special person with whom I can share my joys and sorrows.	.846**	4- There is a special person in my life who cares about my feelings.	.653**	-	-

Part three: Global self-esteem					
1- On the whole, I am satisfied with myself.	.636**	5- I feel I do not have much to be proud of.	.788**	9- All in all, I am inclined to feel that I am a failure.	.788**
2- At times I think I am no good at all.	.849**	6- I certainly feel useless at times.	.834**	10- I take a positive attitude toward myself.	.534*
3- I feel that I have a number of good qualities.	.556*	7- I feel that I'm a person of worth, at least on an equal plane with others.	.723**	-	-
4- I am able to do things as well as most other people.	.690**	8- I wish I could have more respect for myself.	.835**	-	-

**Statistically significant at the significance level of (0.01)

*Statistically significant at the significance level of (0.05)

Based on Table (2), it is evident that correlation coefficients between items and the total scores of the questionnaire's parts to which they belong were all statistically significant at the significance level of (0.01). The values of all correlation coefficients were high, as for the part two, "Perceived social support", they were within the range (.558*-.904**), while for the part three, "Global self-esteem", they were within the range (.534*-.849**), which indicates that the degree of internal consistency of the questionnaire's items are high.

2.8.2 Construct Validity of “perceived social support”:

The construct validity for the questionnaire part was validated by calculating correlation coefficients between the total score of each part and the total score of the questionnaire. The results were as shown in the following table:

Table (3): Correlation Coefficients between the total score of each dimension and the total score of the part two

S	Axis	Correlation Coefficient
1	First dimension: The source of the perceived social support is “Family”	.844**
2	Second dimension: The source of the perceived social support is “Friends”	.503*
3	Third dimension: The source of the perceived social support is “Significant other”	.454*

**Statistically significant at the significance level of (0.01)

Based on Table (3), it is evident that values of correlation coefficients between dimensions of the part two and the total score of the part two were all high. They were within the range (.454*-.844**) and were all statistically significant at the significance level of (0.01), which indicates that the degree of construct validity of the dimensions of the part two is high.

2.9 Reliability Coefficient of the Research Instrument

2.9.1 Reliability Coefficient of “perceived social support”

Table (4): Reliability Coefficients between the total score of each dimension and the total score of the part two

S	Axis	Reliability Coefficient
1	First dimension: The source of the perceived social support is “Family”	.844
2	Second dimension: The source of the perceived social support is “Friends”	.834
3	Third dimension: The source of the perceived social support is “Significant other”	.930
Total Score of the First Dimension		.870

Based on Table (4), it is evident that reliability coefficients of the part two' dimensions were all high, as their values were within the range (.834-.930). The total reliability coefficient of the questionnaire's part two was valued at (.870). These values of reliability coefficients indicate the applicability of the questionnaire as well as the reliability of its results.

2.9.2 Reliability Coefficient of “Global self-esteem”

Table (5): Reliability Coefficients between the total score of each item and the total score of the part three

Part three: " Global self-esteem "					
Statement No.	Correlation Coefficient	Statement No.	Correlation Coefficient	Statement No.	Correlation Coefficient
1- On the whole, I am satisfied with myself.	.920	5- I feel I do not have much to be proud of.	.915	9- All in all, I am inclined to feel that I am a failure.	.918
2- At times I think I am no good at all.	.915	6- I certainly feel useless at times.	.919	10- I take a positive attitude toward myself.	.925
3- I feel that I have a number of good qualities.	.922	7- I feel that I'm a person of worth, at least on an equal plane with others.	.920	-	-
4- I am able to do things as well as most other people.	.923	8- I wish I could have more respect for myself.	.908	-	-
Total Score	.924				

Based on Table (5), it is evident that reliability coefficients of the part three ' items were all high, as their values where within the range (.908-.925). The total reliability coefficient of the part three ' items was valued at (.924). These values reliability coefficients indicate the applicability of the questionnaire as well as the reliability of its results.

2.10 Methods of Data Collection

- 1) All the necessary official approval was obtained before starting collecting data from the deanship for graduate studies at King Saud University and Institutional Review Board (IRB) in collage of medicine at King Saud University for this study.
- 2) Participants was recruited after revising registered names of student from college authority. During that, the student researcher discussed and read the purpose of the study, informed consent, confidentiality, anonymity, and answered the questions that the participants had. Moreover, the student researcher explained that there no anticipated harm or discomfort from participating in this study. As well as, they were told that they could withdraw from the study at any time.
- 3) The pilot study was started in 12/06/1440, 17/02/2019, according to a representative sample, and the participants consisted of (20) students (Bachelor- Master) each with (10) female students representing the study community as well as from different people not included in the main study, to test visibility and understandability of the tool.
- 4) The empirical and actual work study conducted after analysis of pilot results. The data was collected through a survey questionnaire which takes about 5-10 minutes to complete it, with 200 participants. Furthermore, the student researcher briefly discussed the purpose of the study, informed consent, confidentiality, anonymity.
- 5) The questionnaire was explained, distributed and collected hand by hand after asked a permission from faculty member to take approximately 5 to 10 minutes after end the lecture. This style was adopted through the all classes of post and undergraduate levels of nursing students during working days of the college.
- 6) Duration of this study estimated, one month from February to March 2019.
- 7) The statistical analysis done using SPSS 25 version.

2.11 Data Analysis

The data analyzed using measurement of variability. The statistical software package of SPSS version 25 used for data entry and analysis. The results of the study analyzed descriptive and inferential and reflected in tables and charts representing the items contained in the instrument.

In pilot study, was analyzed by the Pearson correlation coefficient to measure the validity of the study instrument, and reliability coefficient of the research instrument.

2.12 Ethical Consideration

First of all, the instruments in this study were freely available for use, as well as the permission was taken through the author's website (Appendix, D).

The ethical approval was obtained before starting collecting data from the Institutional Review Board (IRB) in collage of medicine at King Saud University in 24/05/1440, 30/01/2019 (Appendix, C), the deanship for

graduate studies at King Saud University in 02/04/1440, 10/12/2018 (Appendix, C), and also from scientific research unit in collage of nursing at King Saud University by e-mail in 09/06/1440, 14/02/2019 (Appendix, C). The anonymity and confidentiality of participants responses was ensured in this study. No names or personal identifying information was written on the questionnaire. Besides, a cover letter was attached with the questionnaire, that explained the purpose of the survey, voluntary participation, confidentiality, anonymity of the response.

During that, the student researcher discussed and read the purpose of the study, informed consent, confidentiality, anonymity, and answered the questions that the participants had. Moreover, the student researcher explained that there no anticipated harm or discomfort from participating in this study. The potential participants were informed about the study and voluntarily agreed to participate and signed in the consent form. They were told that they could withdraw from the study at any time (Appendix, B).

Then, the student researcher has carried a box with only a thin hole on the top through which the subjects put their closed surveys. The completed surveys were saved in a locked cabinet, only the researcher and supervisor have the right to access the data in order to keep confidentiality.

III. Results

First: Characteristics of the study sample:

Table (6): Characteristics of sample members (N=200)

Characteristics	No.	%
Age		
• 20 – 24	116	58%
• 25 – 28	46	23%
• 29 – 35	38	19%
Study degree:		
• Bachelor's degree	129	64.5%
• Master degree	71	35.5%
Academic Level:		
- Bachelor's degree		
• Level 1 - level 4	35	17.5%
• Level 5 – level 8	94	47%
- Master degree		
• Level 1 - level 2	27	13.5%
• Level 3 – level 4	44	22%

Table (6) shows that (58%) of the sample are 20-24 years old; while (23%) are 25-28; and (19%) are 29-35 years old. Besides that, out of the 200 participants 64.5% of the sample study in the bachelor's degree stage, while 35.5% of the sample study at the master degree stage. According to academic level in bachelor's degree shows that (47%) are studying at level 5 - level 8; (35%) are at level 1 - level 4; While in Master degree (22%) are at level 3 - level 4; and (13.5%) are at level 1 - level 2.

Part one:First question: "What are the perceived adequacy of social support for the participants"?

To answer this question the average arithmetic and standard deviation for each of the dimensions of the part two were calculated, then these dimensions were ranked in a descending order based on the average arithmetic, as shown in table (7) below:

Table (7):Explaining " The perceived adequacy of social support for the participants"

L	Axis	Average arithmetic	Standard deviation	Axis order
1	The perceived of social support as "Family"	5.80	1.460	1
2	The perceived of social support as "Friends"	5.64	1.378	2
3	The perceived of social support as "Significant Other"	3.92	2.157	3
Total score of the first axis		5.12	1.136	---

Table (7) shows that "The perceived adequacy of social support for the participants" was high as the average arithmetic of the part two was (5.12) with a (1.136) standard deviation; and the standard deviations of the first axis dimensions ranged between (1.378-2.157) which are high values, which shows the divergent opinions of the sample about these dimensions.

The first dimension "The perceived of social support as Family" came in first place where the general average arithmetic of the first axis was (5.80) with a (1.460) standard deviation; followed by the second dimension "The perceived of social support as Friends" in the second place with a (5.64) average arithmetic and a (1.378) standard deviation; while the third dimension "The perceived of social support as Significant Other" with a (3.92) average arithmetic and a (2.157) standard deviation.

Demonstrated of each of the dimensions of the part two to identify "Perceivedadequacy of social support for the participants" from the point of view of nursing students.

A) " The perceived of social support as Family"

To answer this question, the average arithmetic and standard deviation, for each statement of the first dimension "The perceived of social support as Family", were calculated, and then the statements were ranked in a descending order based on the average arithmetic, as shown in table (12) below:

Table (8): The recurrences, percentages, average arithmetic, and standard deviations of the responses of the participants about "The perceived of social support as Family"

Statement	Response degree								Average	Standard deviation
		Very strongly disagree	Strongly Disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree	Very Strongly Agree		
1 My family really tries to help me.	R	7	5	5	18	14	48	103	5.92	1.565
	%	3.5	2.5	2.5	9.0	7.0	24.0	51.5		
2 I get the emotional help and support I need from my family.	R	9	2	10	15	9	52	103	5.90	1.612
	%	4.5	1.0	5.0	7.5	4.5	26.0	51.5		
3 I can talk about my problems with my family	R	8	15	5	13	25	52	82	5.58	1.749
	%	4.0	7.5	2.5	6.5	12.5	26.0	41.0		
4 My family is willing to help me make decisions	R	6	4	8	17	18	62	85	5.81	1.504
	%	3.0	2.0	4.0	8.5	9.0	31.0	42.5		
The total average arithmetic of the first dimension " The perceived of social support as Family"									5.80	1.460

Table (8) shows that "The perceived of social support as Family" was high from the point of view of the participants, as the general arithmetic of the first dimension was (5.80) with a (1.460) standard deviation; and the standard deviations for the statements of the first dimension ranged between (1.749-1.565).

The statement of "My family really tries to help me" came in first place with (5.92) average arithmetic and (1.565) standard deviation; followed by statement of "I get emotional help and support I need from my family" came in second place with an average arithmetic of (5.90) and a (1.612) standard deviation; while the statement of "My family is willing to help me make decisions" came in third place with an average arithmetic of (5.81) and a (1.504) standard deviation; followed by the statement of "I can talk about my problems with my family" came in last place with a (5.58) average arithmetic and a (1.749) standard deviations.

B)"The perceived of social support as Friends"

To answer this question, the average arithmetic and standard deviation, for each statement of the second dimension "The perceived of social support as Friends", were calculated, and then the statements were ranked in a descending order based on the average arithmetic, as shown in table (9) below:

Table (9): The recurrences, percentages, average arithmetic, and standard deviations of the responses of the participants about "The perceived of social support as Friends"

Statement	Response degree								Average arithmetic	Standard deviation
		Very strongly disagree	Strongly disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree	Very strongly Agree		
1 My friends really try to help me	R	8	2	4	27	24	67	68	5.79	1.493
	%	4.0	1.0	2.0	13.5	12.0	33.5	34.5		
2 I can count on my friends when things go wrong	R	4	7	12	23	28	57	69	5.56	1.536
	%	2.0	3.5	6.0	11.5	14.0	28.5	34.5		
3 I have friends with whom I can share my joys and sorrows	R	4	6	6	22	27	44	91	5.65	1.499
	%	2.0	3.0	3.0	11.0	13.5	22.5	45.5		
4 I can talk about my problems with my friends	R	8	9	8	18	28	53	76	5.56	1.667
	%	4.0	4.5	4.0	9.0	14.0	26.5	38.0		
The total average arithmetic of the second dimension "The perceived of social support as Friends"									5.64	1.378

Table (9) shows that "The perceived of social support as Friends" was high from the point of view of the participants, as the general arithmetic of the second dimension was (5.64) with a (1.378) standard deviation; and the standard deviations for the statements of the first dimension ranged between (1.667-1.493).

The statement of "My friends really try to help me" came in first place with (5.79) average arithmetic and (1.493) standard deviation; followed by the statement of "I have friends with whom I can share my joys and sorrows" came in second place with an average arithmetic of (5.65) and a (1.499) standard deviation; while the statement of "I can count on my friends when things go wrong" came in third place with an average arithmetic of (5.56) and a (1.536) standard deviation; followed by the statement of "I can talk about my problems with my friends" came in last place with a (5.56) average arithmetic and a (1.667) standard deviations.

C) "The perceived of social support as Significant Other"

To answer this question, the average arithmetic and standard deviation, for each statement of the third dimension "The perceived of social support as Significant Other", were calculated, and then the statements were ranked in a descending order based on the average arithmetic, as shown in table (10) below:

Table (10): The recurrences, percentages, average arithmetic, and standard deviations of the responses of the participants about "The perceived of social support as Significant Other"

Statement	Response degree								Average arithmetic	Standard deviation
		Very strongly disagree	Strongly disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly agree	Very strongly agree		
1 There is a special person who is around when I am in need	R	53	19	11	39	13	26	39	3.87	2.274
	%	26.5	9.5	5.5	19.5	6.5	13.0	19.5		
2 There is a special person with whom I can share my joys and sorrows	R	46	27	16	23	25	23	40	3.91	2.257
	%	23.0	13.5	8.0	11.5	12.5	11.5	20.0		
3 I have a special person who is a real source of comfort to me	R	37	32	13	38	14	23	43	4.01	2.204
	%	18.5	16.0	6.5	19.0	7.0	11.5	21.5		
4 There is a special person in my life who cares about feelings	R	51	22	17	25	19	22	44	3.91	2.314
	%	26.5	9.5	5.5	19.5	6.5	13.0	19.5		
The total average arithmetic of the third dimension "The source of social support is Significant Other"									3.92	2.157

Table (10) shows that "The perceived of social support as Significant Other" was intermediate from the point of view of the participants, as the general arithmetic of the third dimension was (3.92) with a (2.157) standard deviation; and the standard deviations for the statements of the first dimension ranged between (2.274-2.204).

The statement of "I have a special person who is a real source of comfort to me" came in first place with (4.01) average arithmetic and (2.204) standard deviation; followed by the statement of "There is a special person with whom I can share my joys and sorrows" came in second place with an average arithmetic of (3.91) and a (2.257) standard deviation; while the statement of "There is a special person in my life who cares about feelings" came in third place with an average arithmetic of (3.91) and a (2.314) standard deviation; followed by the statement of "There is a special person who is around when I am in need" came in last place with a (3.87) average arithmetic and a (2.274) standard deviations.

Part two:Second question "What are result of measuring global self-esteem"?

To answer this question, the average arithmetic and standard deviation, for each statement of the part three "Global self-esteem", were calculated, and then the statements were ranked in a descending order based on the average arithmetic, as shown in table (11) below:

Table (11): The recurrences, percentages, average arithmetic, and standard deviations of the responses of the sample about " Global self-esteem "

Statement		Response degree				Average arithmetic	Standard deviation	
			Strongly disagree	Disagree	Agree			Strongly agree
1	On the whole, I am satisfied with myself	R	0.0	2	78	120	3.59	.513
		%	0.0	1.0	39.0	60.0		
2	At times, I think I am no good at all	R	105	55	30	10	1.72	.896
		%	52.5	27.5	15.0	5.0		
3	I feel that I have a number of good qualities	R	1	3	95	101	3.48	.558
		%	.5	1.5	47.5	50.5		
4	I am able to do things as well as most other people	R	3	6	85	106	3.47	.633
		%	1.5	3.0	42.5	53.0		
5	I feel I do not have much to be proud of	R	93	92	13	2	3.45	.632
		%	46.5	46.0	6.5	1.0		
6	I certainly feel useless at times	R	107	67	23	3	1.61	.749
		%	53.5	33.5	11.5	1.5		
7	I feel that I'm a person of worth, at least on an equal plane with others	R	3	6	88	103	3.45	.632
		%	1.5	3.0	44.0	51.5		
8	I wish I could have more respect for myself	R	84	70	28	18	1.90	.956
		%	42.0	35.0	14.0	9.0		
9	All in all, I am inclined to feel that I am a failure	R	123	54	17	6	1.53	.776
		%	61.5	27.0	8.5	3.0		
10	I take a positive attitude toward myself	R	5	9	68	118	3.49	.702
		%	2.5	4.5	34.0	59.0		
The total average arithmetic of the second axis "Global self-esteem "						2.59	.228	

Table (11) above shows that " Global self-esteem " was low from the point of view of the participants, as the general average arithmetic of the second axis was (2.59) and the standard deviation was (.228); and the standard deviations of the statements of the second axis ranged between (.776-.513).

The statement of "On the whole, I am satisfied with myself" came in first place with a (3.59) average arithmetic and a (.513) standard deviation; followed by the statement of "I take a positive attitude toward myself" in second place, with a (3.49) average arithmetic and a (.702) standard deviation; while the statement of "I feel that I have a number of good qualities" came in third place, with a (3.48) average arithmetic and a (.558) standard deviation; the statement of "I am able to do things as well as most other people" came in fourth place, with a (3.47) average arithmetic and a (.633) standard deviation; the statement of "I feel that I'm a person of worth, at last on an equal plane with others" came in fifth place, with a (3.45) average arithmetic and a (.632) standard deviation; followed by the statement of "I wish I could have more respect for myself" came in sixth

place, with a (1.90) average arithmetic and a (.956) standard deviation; the statement of “*At times I think I am not good at all*” came in seventh place, with a (1.72) average arithmetic and a (.896) standard deviation; in eighth place, was the statement of “*I feel I do not have much too be proud of*” with a (1.62) average arithmetic and a (.654) standard deviation; in ninth place, was the statement of “*I certainly feel useless at times*” with a (1.61) and a (.749) standard deviation; and in last place, was the statement of “*All in all, I am inclined to feel that I am a failure*” with a (1.53) average arithmetic and a (.776) standard deviation.

Part three: Third question: "Is there a correlation between received social support and global self- esteem of studied college student’s personal characteristics?"

In order to answer this question, Pearson correlation coefficient between the total scores for the questionnaire's axes. Results of the analysis were as shown in the following table:

Table (12): Results of the Pearson Correlation Coefficients between the Total Score for the Perceived Social Support and the Total Score for global self- esteem among the participants

Perceived Social Support	Total Score for "Global Self- Esteem "	
	Correlation Coefficient	Statistical Significance
"The perceived of social support as Family "	.669**	.000
"The perceived of social support as Friends "	.659**	.000
"The perceived of social support as Significant Other "	.706**	.000
Total score for perceived social support	-.137-	.053

***Statistically significant at the significance level of (0.05)**

Results demonstrated in Table (12) indicate that there is a statistically significant correlation between the perceived social support and the total score for global self-esteem. The correlation coefficient for the first axis, "The perceived of social support as Family", was valued at (.669**), while the correlation coefficient for the second axis, "The perceived of social support as Friends", was valued at (.659**), and the correlation coefficient for the third axis, "The perceived of social support as Significant Other", was valued at (.706**). Moreover, there is no correlation between the total score for perceived social support and the total score for global self-esteem, based on study participants' responses.

IV. Discussion:

The aim of this study was to investigate the relationship between perceived adequacy of social support and global self-esteem among college nursing students at King Saud University. Previous chapter reported the findings of the study. This chapter discusses the main findings including: the perceived of social support as family was the highest support to the students, the global self-esteem was low, and significant correlation between the perceived social support and global self-esteem. Moreover, previous studies around the perceived social support and to detect its impact on self-esteem among academic nursing students.

The perceived social support is largely defined as perceived comfort, caring, assistance and esteem one individual receives from others (Wallston et al., 1983). Besides, self-esteem is the most important factors affecting mental health. It is the individual’s perception of feeling worthy and satisfaction with themselves (Valizadeh et al., 2016).

Participants from diverse levels of academic study were therefore well represented in this population. In reason of being in a public university was chosen because it better reflected the diverse socio-economic backgrounds that students come from. When comparing the percentages of the overall sample with bachelor and masters, some differences were also noted in (Table 6). Because of, in the college there was a larger percentage of bachelor students more than master students.

First findings, indicate that the perceived adequacy of social support for the participants " was high as the average arithmetic of the first axis was (5.12) in (Table 7). This could be due to, the emotional involvement is very high in the Arab countries. Moreover, Islamic value system is based on kindness, compassion and sympathy thus, demonstrate a cohesive society (Papadopoulos, 2018).

Furthermore, the present study showed that the first dimension "The perceived of social support as Family" came in first place where the general average arithmetic of the first axis was (5.80), while the most response 51.5% for Very Strongly Agree to “My family really tries to help me” (Tables 7&8). Besides, the current study showed that the perceived of social support as friends in the second place with a (5.64) average arithmetic, and the most response was 45.5% for Very Strongly Agree to “I have friends with whom I can share my joys and sorrows” (Tables 7&9). As well as, the Significant others, as a perceived of social support was (3.92) as average arithmetic. Most response 26.5% for Very strongly disagree to “There is a special person who is around when I am in need” (Tables 7&10).

In this study, the nursing students have rated the family most as their social support more than friends, and more by friends than by any significant other. The reason could be that the family is the first and foremost attribute since the day the person is born and that is where the person's self-image is created and person feels very much secured being in the family. When there is good interaction and family facilitates each other in every aspect there is always a probability of building up the self-esteem (Helsen, Vollebergh, Meeus., 2000). As well as, that is indicate to the Saudi culture that considered families as an essential support system providing students with closeness, guidance, love, and advices (Long, D. E., 2005). And this is in accordance with study Saudi Arabia, the study was found that more than half of nursing students (58%) received strong family support (Alluqmani, S. A., 2018). In the same way, the Australian study was showed that the most nursing students significant main social support was from family (Lo., 2002). However, our result differ with the study conducted by Tam, Lee, Har and Pook (2011), which discovered a positive correlation between perceived social support and self-esteem with perceived peer support as highest form of perceived social support in adolescents, while, the study limited to receiving support from peers without detail explanation.

Moreover, these finding are in accordance with Rani, E. K. (2016) in India, who found that among the participants of this study that the support perceived from family was higher as compared to the support obtained from friends and significant other. As well as, found that the participants reported that perceived family provide them with more support as compared to what they can obtain from friends and significant other. Abazar, et al., (2016) & Peyravi, Hajebi and Panaghi (2010), indicated that social support from the family is more important than from friends.

Second findings, participants in the present study expressed their personal perception and own understanding regarding "global self-esteem", which the majority response was 60.0% for strongly agree to "On the whole, I am satisfied with myself", in the Islamic believes... "that when you satisfied with what Allah has apportioned for you, you will be the richest of people", and 61.5% for Strongly disagree to "All in all, I am inclined to feel that I am a failure"; "to consider that Allah does not ask a person to do more than he can afford", in (Table 11).

In Nepal, Shrestha, et al. (2018) found that among 198 nursing students, the result showed 95.3% of nursing students had high self-esteem while only 4.7% had low self-esteem.

Third findings, the results of this study indicated that there is a statistically significant correlation between the perceived social support and the global self-esteem which was demonstrated in (Table 12). According to Turner (1999), self-esteem develops related to social support and is among the predictive of psychological wellbeing (Harter, 1993). As well as, Thoits (1986) argued that relationships with others, especially with intimates or confidants, can significantly lower the risk of psychological disturbance in response to stress exposure. Social support reduces, or buffers, the adverse psychological impacts of exposure to stressful life events and ongoing life strains. It most commonly refers to functions performed (e.g. supporting an individual emotionally, or financially) for a distressed individual by others (e.g., family members, relatives or neighbors).

The hypothesis was supported by the significant correlation between perceived social support and self-esteem. Moreover, the present results are consistent with those of previous studies such as the one done by Lian, T. C. (2008) In Malaysia, who found that among university students, there was a positive correlation between social support and self-esteem. In a similar study, by Tam et al. (2011) discovered that there is a positive correlation between perceived social support and self-esteem among the participants in the study. In addition, our findings are partially consistent with the work of by Alluqmani, (2018), in the study conducted among nursing students in King Saud University, Saudi Arabia, the higher self-esteem was observed to who received strong social support as family. Furthermore, Lipschitz-Elhawi and Ltzhaky (2005), Teoh and Nur Afiah (2010) showed a positive relationship between perceived social support and self-esteem. As well as Huurre (2000) found in the study that who gain high levels of social supports from their parents and peers tend to have higher self-esteem.

V. Conclusions and Implications

The study aim was to explore how perceived adequacy of social support factors would have impact on people global self-esteem levels. Also, to explore the relationship between global self-esteem and perceived adequacy of social support factors would likewise enable family, educators, and mental health professionals to arrange an appropriate intervention techniques to assist the individual with lower level of self-esteem. While uses those questionnaires of Multidimensional Scale of Perceived Social Support and Rosenberg Self Esteem Scale, because most study use it. As well as, the first time to study the relationship between perceived adequacy of social support and self-esteem among nursing students in Saudi Arabia. Moreover, there was three main findings which is: the perceived of social support as family was the highest support to the students, the global self-esteem was low, and significant correlation between the perceived social support and global self-esteem.

Furthermore, it has always been debated whether self-esteem is a stable characteristic (Bachman & O'Malley, 1977) or it fluctuated throughout one's life. Factors like parental marital status, family functioning, and social relationships were all found to affect individual's self-esteem (Mandara, & Murray, 2000). While, this study suggests that self-esteem may be a worthy target of intervention; moreover, that intervening at early stage in life may be of benefit. Swann, Chang-Schneider, and McClarty (2007) argue that the "self-views do matter," and consequently empirical research should be devoted toward the development of interventions to promote self-esteem, that is, self-esteem appears to be generally beneficial.

In this study, it was hypothesized that there is a positive relationship between perceived adequacy of social support and global self-esteem among college students. Moreover, this study draws attention to the responses of the participants about the perceived of social support particularly from family and friends was high. As well as, the present study revealed that there is a correlation between perceived social support and self-esteem, which is emphasized the hypothesize of this study.

Limitations of the study

The participants of this study were only drawn from the nursing college of King Saud University, limiting the generalizability of the findings. Moreover, the measurements used in this study were self-rating instruments, so participants might have given biased responses in view of social desirability, which that may does affect the results. For this study, it was expected that self-esteem would function as an outcome impact of social support. Thus, for future research the impact of the social support as a first variable, and the culture as a second variable should perhaps be investigated on the self-esteem, with wide spread study in multi-culture setting. That is could lead for further assist the development of interventions.

VI. Recommendations

The following recommended, according to the finding study:

- Further research is needed to explore the more complex nature of the balance between support from adults (family) and peers, as each may provide different support functions that would alter the perception of perceived social support, which may lead to higher or lower self-esteem.
- The nursing curricula should include some aspects about enhance of self-esteem, besides the importance of influence of self-esteem on the aspects of personality.
- For future studies, replicating this research in other cultures would be helpful in enhancing the generalizability of the findings, as well as to discover the factors may influence on both high and low self-esteem.
- A longitudinal study to measure changes in self - esteem from younger children in primary school to older children in secondary school would help to improve our understanding of what is happening in early adolescents and how they perceive social support.

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