

**SOCIAL SUPPORT AND SUBJECTIVE WELL-BEING  
AMONG UNDERGRADUATE STUDENTS IN SCHOOL  
OF HEALTH SCIENCES UNIVERSITI SAINS MALAYSIA**

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## **LIST OF ABBREVIATIONS**

SS – Social support

SWB – Subjective well-being

USM – Universiti Sains Malaysia

# **SOCIAL SUPPORT AND SUBJECTIVE WELL-BEING AMONG UNDERGRADUATE STUDENTS IN SCHOOL OF HEALTH SCIENCE UNIVERISIT SAINS MALAYSIA**

## **ABSTRACT**

Life in university is a steppingstone and a new challenge for student in learning process. University is a place where students are started to be independent, learning new things and being introduced with various academic syllabus, university activities and curriculum that differs from school. Learning system in university are much complex and packed causing students' mental health easily disturbed. Social support is vital to ensure a person have an individual or group which they trust and rely on, consist of family, friends or significant others. The general objective of this study is to assess the social support and subjective well-being among undergraduate students in School of Health Sciences USM. A cross-sectional study was conducted involved 333 participants using self-administered questionnaire. The data were analyzed using descriptive statistics and Chi Square test using Statistical Package Social Science (SPSS) version 26.0. Majority of students have high level of social support 184 (%55.3), 140 (42%) recorded moderate social support meanwhile only 9 (2.7%) recorded low social support. The mean value for subjective well-being is (mean= 4.67, SD= 1.478). Chi Square revealed that there is significant association between social support and subjective well-being ( $p < 0.001$ ). In summary, the result of this study showed that social support has an impact towards subjective well-being since it is importance for the formation of student to overcome challenges and psychological and behavioral problems in university.



# **SOKONGAN SOSIAL DAN KESEJAHTERAAN SUBJEKTIF DALAM KALANGAN PELAJAR SARJANA MUDA PUSAT PENGAJIAN SAINS KESIHATAN UNIVERSITI SAINS MALAYSIA**

## **ABSTRAK**

Kehidupan di universiti merupakan suatu titik langkah dan cabaran baharu bagi pelajar dalam proses pembelajaran. Universiti merupakan tempat di mana pelajar mulai berdikari, mencuba perkara baharu dan diperkenalkan dengan pelbagai sillibus akademik, aktiviti universiti, dan kurikulum yang berbeza berbanding persekolahan. Sistem pembelajaran di universiti lebih kompleks dan padat menyebabkan mental pelajar mudah terganggu. Sokongan sosial adalah penting bagi memastikan seseorang mempunyai individu atau kumpulan yang mereka percayai dan bergantung, terdiri daripada keluarga, kawan-kawan mahupun seseorang yang istimewa. Secara general, objektif kajian ini adalah untuk menilai sokongan sosial dan kesejahteraan subjektif dalam kalangan pelajar sarjana muda di Pusat Pengajian Sains Kesihatan USM. Kajian keratan rentas telah dijalankan melibatkan 333 orang peserta menggunakan boring soal selidik. Data tersebut dianalisa menggunakan statistik deskriptif dan ujian Chi Square menggunakan Statistical Package Social Science (SPSS) versi 26.0. Majoriti pelajar mempunyai nilai sokongan sosial yang tinggi 184 (55.3%), 140 (42%) mempunyai nilai sokongan sederhana dan hanya 9 (2.7%) mempunyai nilai sokongan yang rendah. Nilai min bagi kesejahteraan subjektif (Mean= 4.67, SD= 1.478). Ujian Chi Square menunjukkan bahawa terdapat statistic yang signifikan antara sokongan sosial dan kesejahteraan subjektif ( $p < 0.001$ ). Secara ringkas, keputusan kajian ini mendedahkan bahawa sokongan sosial memberi impak terhadap kesejahteraan sebagaimana ia adalah penting dalam membentuk pelajar untuk mengatasi cabaran, masalah psikologi dan tingkah laku di universiti.

## **CHAPTER 1: INTRODUCTION**

### **1.1 Background of the Study**

Social support is described as the network of social resources that an individual perceives (Zhou, 2014). It provides emotional, instrumental or informational resources to help an individual cope with stress and life events. Social support consists of people who having a family, friends, or a group of people that they can count on in specific times of trouble. Social support is significant in life as it helps to maintain good physical and mental health. It is proved that high quality of social support may contribute to prevent the developing of trauma-related psychopathology, increase self-control and improve resilience to stress (Pilcher & Bryant, 2016).

Subjective well-being (SWB) is how people evaluate their own life, (Diener et al., 2017) It determines how someone label the satisfaction of life and how they determine and feel what is a good life. Mentioned by Bradburn, 1969, subjective well-being also can be defined as denoting a preponderance of positive affect over negative affect. It focuses on the emotional pleasantness. The SWB is significant in life to maintain health and wellness either in short or long term. The previous study showed that people with positive SWB were associated with decreased mortality, increased longevity, improved immunity, reduced stress and able to overcome stress-inducing situation (Lasselin et al., 2016; Martín-María et al., 2017).

Social support has become one of the determinants for SWB (Das et al., 2020). According to Zimet et al. (1990), there were three categories of social supports such as family, friend, and special person. A study discovered that perceived social support predicted 43% of SWB, family support is significant and it is major contributed to SWB (Gülaçtı, 2010)

## **1.2 Problem Statement**

University life can be stressful and challenging due to the changes in living arrangements, social activities, studies, and environment to some extent become a pressure and may contribute to social isolation and loneliness. According to Matud et al. (2020), lack of social relationship contributed to physical and mental health problems and loneliness has association with presence of physical and mental health problem. In addition, it reduced immune system, low quality of sleep, increased psychological stress and increased symptoms of depression and anxiety (Vasileiou et al., 2019).

One of many reasons that contribute to loneliness is the absence of social support. Some students often spend their time alone since they have no friends or people they can communicate with and rely on. Factors that influence lack of social support in a family are financial income, unhealthy environment, separation, and parents' negligence. Commonly, students that lack social support from friends are those whom they do not have any friends due to socially anxious, low self-esteem and lack of confidence to pursue relationship. A study reported that 32.4% of students experience moderate loneliness, while 3.2% reported severely lonely (Diehl et al., 2018). Social support has become a significant level to determine an individual's well-being and satisfaction of life, reduces anxiety and increase subjective well-being (Lazányi, 2017; Huang et al., 2021)

Subjective well-being is also related to mental health and happiness. The increasing demand of counseling and specialized mental health services in institutions is concerned where a study reported that 88% of 274 institutions increase severe psychological problem including learning disabilities, self-injury incidents, eating disorders, substance uses and sexual assaults (Pedrelli et al., 2015). Therefore, it is crucial to assess the onset of mental health problems to prevent the risk of severe complications health related in the future.

### **1.3 Research Question**

- i. What is the level of social support among undergraduate students in School of Health Sciences in Universiti Sains Malaysia?
- ii. What is the level of social well-being among undergraduate students in School of Health Sciences in Universiti Sains Malaysia?
- iii. Is there any association between social support and social well-being among undergraduate students in School of Health Sciences in Universiti Sains Malaysia?

### **1.4 Research Objective**

#### **1.4.1 General Objective**

The general objective of this study is to assess social support and subjective well-being among undergraduate students in School of Health Sciences in Universiti Sains Malaysia.

#### **1.4.2 Specific Objective**

- i. To identify the level of social support among undergraduate students in School of Health Sciences in Universiti Sains Malaysia.
- ii. To identify the level of subjective well-being among undergraduate students in School of Health Sciences in Universiti Sains Malaysia.
- iii. To determine the association between social support and subjective well-being among undergraduate students in School of Health Sciences in Universiti Sains Malaysia.

### **1.5 Research Hypothesis**

Hypotheses 1 ( $H_0$ ) : There is no association between social support and subjective well-being among undergraduate students in School of Health Science in Universiti Sains Malaysia.

( $H_1$ ) : There is an association between social support and subjective well-being among undergraduate students in School of Health Science in Universiti Sains Malaysia.

## 1.6 Conceptual and Operational Definitions

Definition for operational terms used in this research proposal are shown below:

Table 1.6 *Conceptual and operational definition*

Social Support	Network of social resources perceives by an individual and use as mutual assistance, guidance, and validation about life experiences and decisions (Zhou, 2014). In this study, the perceive social support from family, friends or significant others is determined using Multidimensional Scale of Perceived Social Support questionnaires.
Subjective well-being	Life satisfaction relies on the standards of the respondent evaluate and define their good life (Diener et al., 2017). Researchers use SWB to reflect the cognitive assessments of life satisfaction, domain satisfaction, positive and negative emotions. SWB become a potential contribution to monitor the population's economic, social and health condition (Krueger & Mueller, 2012). In this study, the SWB of undergraduate students are measured using Satisfaction of Life Scale questionnaire.
Undergraduate	A student at a college or university who has not yet received a bachelor's degree. An individual that is taking diploma or degree course in Health Campus USM, whether in School of Medicine, School of Dental from Year 1 to Year 5 or School of Health Sciences from Year 1 to Year 4.

## **1.7 Significance of the Study**

Subjective well-being (SWB) is significant to shape an individual life satisfaction. Life satisfaction mitigate the negative effects of stressful life events and work against the development of psychological and behavioral problem. Individuals with a higher level of SWB are more sociable, altruistic and active (Chattu et al., 2020). The enhancement of SWB among university students will lead to production of healthy physical and mental, high quality conflict resolution skills and excellent social activities among graduates.

A stressful life events among university students related to the lack of social support and low level of SWB might produce a low-quality graduates. Therefore, it is important to establish an effective social support system among university students. Collaborative relationship between university health center and behavioral health services or interpersonal courses for students to improve their social skills to helping them enhance better communication and interaction with their sources of social support: family, friends or significant others (Huang et al., 2021).

Within this finding, university students will be able to understand the importance of social support associated with SWB to improve the satisfaction of life. Improving life skills in conflict management, life stressors, interpersonal relationships, and communication is significant. Therefore, intervention to establish and increase social support and SWB is needed in university students.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter will review social support and subjective well-being. It also presents the information on association socio-demographic with social support and subjective well-being. Lastly, it describes the theoretical framework chosen for this study, Structural Equation Model (SEM).

### **2.2 Social Support**

Social support (SS) can be defined as “network of social resources that an individual perceives” (Zhou, 2014). It is a multidimensional concept, referring to the involvement of several aspects of social and psychological support an individual receives and perceives from family, friends, and significant others (Salimi & Bozorgpour, 2012). There are five different categories of social support systems which are informational, emotional, esteem, social network support and tangible support. Informational support covering a form of advice, sharing information and assist on decision making. Emotional support involves physical comfort, empathy such as hugging and listening. Esteem support provides self-confidence, encouragement, strength, and trust. Tangible support refers to taking responsibility on behalf of someone else, to them to deal with their other problem (Ko et al., 2013).

According to McLean et al. (2022), students perceived low (32%), moderate (33%) and high (35%) social support in life. The same study also reported that the prevalence of social support was higher in female than male students (McLean et al., 2022). Social support presents a relationship towards one’s life outcome and being considered as psychological coping resources that affect positive outcomes of an individual personal resources such as self-esteem and self-efficacy and overcome the



negative effect. During early period of commencing university, perceived social support from family and significant others among students are slightly higher compared to friends due to adaptations of social interaction with peers (Warshawski et al., 2018).

The instrument that can be used to assess the perceive of social support is the Multidimensional Scale of Perceived Social Support (MSPSS), containing three sources of social support: family, friends, and significant others. Recognized as adults in university, social support among peers has been a central for students and plays a role in supporting and experiencing positive influence in university life. In addition, peers connection provide an individual moral and material resources in reducing stress, relieve negative emotions, character development, socialization, and the acquisition of sexual identity, group membership, and feelings of sharing and responsibility (Mai et al., 2021). Previous study also reported that lack of social support affected feelings of belonging which caused isolation and loneliness (Diehl et al., 2018).

### **2.3 Subjective Well-Being**

Subjective well-being (SWB) refers to an individual's levels of well-being, consisting of life satisfaction and emotional states in positive and negative affect in life (Diener, 2009). SWB consists of three areas of hallmark. Firstly, it is subjective based on individual experiences such as health, comfort, virtue, or wealth. Second, SWB includes positive measures. It is not just the absence of negative factors, as is true of most mental health measures. However, the relationship between positive and negative indices is not fully understood. Thirdly, SWB includes a whole assessment of a person's life (Diener et al., 2017). Although the effect or satisfaction in certain domain can be measured, the emphasis is usually placed on an integrated judgement of the person's life which can

cover from weeks to their entire life. Rather, researchers must expose the correlation of SWB in various time frames.

Factors that contributed to SWB such as psychological health, social relationship and environment significantly affect the SWB (Malkoç, 2011). An individual psycho-social environment potentially significant to their psychological happiness. In the study also mentioned that physical health does not correlate with SWB due to less physical problem among younger adults, therefore they may underestimate the importance of physical health.

People with high level of SWB reflected great impact towards their life such as becoming more social, altruistic, and productive. Besides that, SWB also can improve the immune system, one's coping mechanism towards a conflict, and plays an important role as educational aspirations, academic engagement, study choices and academic achievement.

#### **2.4 Association of Social Support and Subjective Well-Being**

A study show that 43% of social support contributed to subjective well-being (SWB) (Gülaçtı, 2010). Perceived social support from three main sources: family, friends or significant others increased life satisfaction and decreased the negative affect of life. A trusted group of people reduce the stress's psychological and physiological consequences by letting an individual rely on them. It makes someone feel they are not alone and always having a source for them to count on.

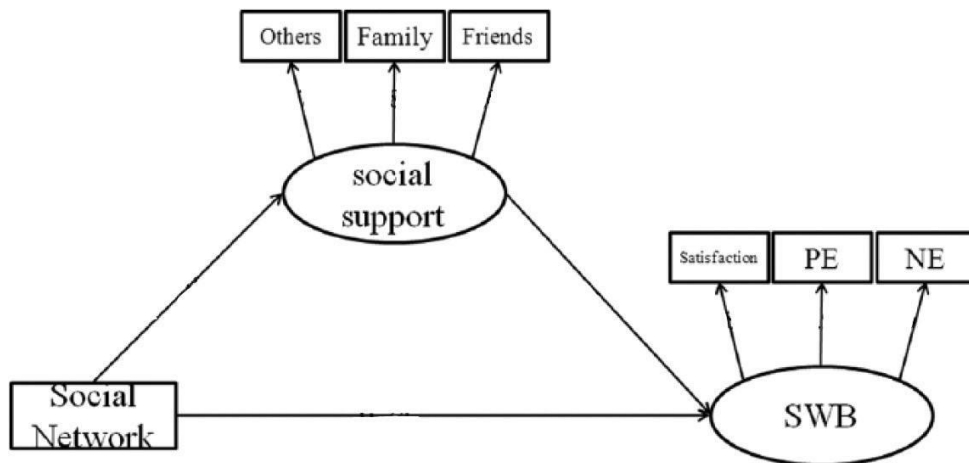
A study showed that parental autonomy contributed to academic consequences such as academic adjustment, persistence and academic achievement (Duchesne & Ratelle, 2010). Among university students, parenteral support may be involved in student's academic decision and emotional support during life crisis and decision making.

Besides that, a student that studies far away from family may develop a reduced amount of support from family, therefore the social support from friend or significant others may take place as the highest social support sources among university students. This source of support contributes to student's adjustment during the transition to university (Lamis et al., 2016).

Decrease in social support affects the level of SWB. Absence in amount of social support may lead to mental health problems. In a study found that depressive people with poorer social support have worse outcomes in terms of symptoms, recovery, and social functioning. (Wang et al., 2018) . Approximately 11.9% of college students suffering from anxiety disorder, 6.7% suicidal ideation, 1.6% having suicidal plan and 0.5% making suicidal attempt reported among 8155 students (Downs & Eisenberg, 2012). Life stressor, poor conflict management with low social support among students contributed to these complications which can affect the harmony life in future.

Intervention programs to increase social support and SWB among university students should be stressed to ensure production of high quality, physically and mentally healthy graduates can be produced. Educations for parents should be taken as a base of their learning strategies in parenthood to provide adequate support in their children. Some parents believe that their roles in their children's education become negligible since their children enter adulthood and widen the social network. However, social support from family is still significant and needed. Friends or significant others play a role in filling up holes in support during studies where support from family may be affected. Supporting, helping, and anticipating academic and psychological needs increase social support and SWB.

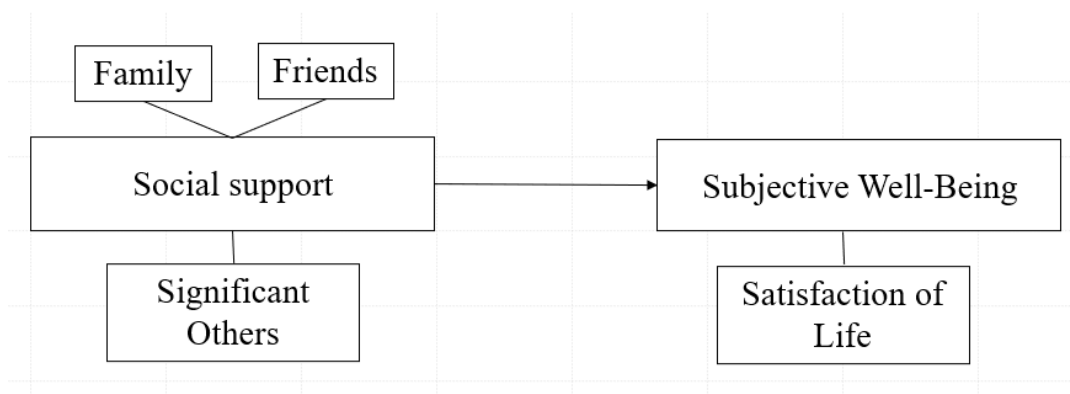
## 2.7 Theoretical and Conceptual Framework of the Study



**Figure 2.1** Structural Equation Model of SWB Associates With Size of Social Network and Social Support of Elderly from (X. Wang, 2016).

According to Structural Equation Model (SEM) above, social networks can influence the SWB indirectly through social support, and social networks can influence directly SWB through social support. Social support consists of three sources: family, friends and significant others influence the subjective well-being (SWB). SWB in this model consists of three scales: satisfaction of life, positive effect and negative effect.

Using SEM, this study explores the modifying factors which are the socio-demographic factors include gender, ethnicity and year of study and social support associated with subjective well-being. Perceived social support refers to how an individual receives psychological support from three categories of perceived social support sources: family, friends, and significant others. SWB is defined as how people experience and evaluate their lives. It is a measure of overall life satisfaction, happiness, and well-being. One of sources of SWB is presence of social support. Perceiving social support can contribute to high SWB (Huang et al., 2021).



**Figure 2.2** Social Support and Subjective Well-Being model.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Research Design**

The cross-sectional study design used to assess the social support and subjective well-being among undergraduate students in School of Health Sciences USM. This approach believed that is appropriate to obtain data on social support and subjective well-being among undergraduate students.

### **3.2 Research Location**

The study setting was conducted in Health Campus Universiti Sains Malaysia (USM). This university consists of undergraduate and postgraduate students.

### **3.3 Research Duration**

Expected duration on this study was about eight months after received an approval from the Human Ethics Committee, USM which is from January 2023 to August 2023.

### **3.4 Research Population**

The target population of this study are undergraduate students in School of Health Sciences in USM from Year 1 until Year 4.

Bachelor Nursing  
Diploma Nursing  
Medical Radiation  
Forensic Science  
Audiology  
Speech Pathology  
Exercise and Sport Science  
Biomedicine  
Nutrition  
Dietetics  
Environmental and Occupational Health

### 3.5 Sampling Plan

#### 3.5.1 Subject Criteria

Inclusion criteria      • Undergraduate health sciences students in USM

Exclusion criteria      • Medically diagnosed with any psychiatric illness.

Students that have been diagnosed with any psychiatric illness by the doctor, commonly undergone treatment with mental health service, which involved psychiatrist, counselor, or any related mental health social support. Therefore, the social support received by students with psychiatric illness, disrupted the perceived of social support of the tree main sources which are family, friends, and significant others.

#### 3.5.1 Sample Size Estimation

Sample size was calculated for each objective. The researcher has chosen the relative greater number of respondents at the end to fulfill the research objectives.

The sample size was determined using a single proportion formula for the first objective **(to identify the level of social support among undergraduate students in School of Health Sciences Universiti Sains Malaysia).**

$$n = \left(\frac{z}{\Delta}\right)^2 p (1 - p)$$

Whereby,

n = required sample size,

z = 1.96 for 95% confidential interval,

$\Delta$  = desired level of precision,  $\pm 5\%$

P = anticipated population proportion = 0.32 (McLean et al., 2022)

Calculation:

$$n = \left(\frac{1.96}{0.05}\right)^2 0.32 (1 - 0.32)$$

$$n = 334.4$$

$$n = 334 \text{ participants}$$

The minimal sample size is 334, considering a 10% drop out, the sample size calculated is:

$$n = 334 + 10\%$$

$$n = 334 + 33$$

$$n = 367 \text{ participants}$$

The sample size was determined using a single proportion formula for the second objective **(to identify the level of subjective well-being among in undergraduate students in School of Health Sciences Universiti Sains Malaysia).**

$$n = \left(\frac{z}{\Delta}\right)^2 p (1 - p)$$

Whereby,

n = required sample size,

z = 1.96 for 95% confidential interval,

$\Delta$  = desired level of precision,  $\pm 5\%$

P = anticipated population proportion = 0.43 (Gülaçtı, 2010)



Calculation:

$$n = \left(\frac{1.96}{0.05}\right)^2 0.43 (1 - 0.43)$$

$$n = 376.63$$

$$n = 377 \text{ participants}$$

The minimal sample size is 377, considering a 10% drop out, the sample size calculated is:

$$n = 377 + 10\%$$

$$n = 377 + 38$$

$$n = 415 \text{ participants}$$

The sample size was determined using two-proportion formula for the third objective (**to determine the association between social support and subjective well-being among undergraduate students in School of Health Sciences Universiti Sains Malaysia**).

$$n = \frac{p_1(1 - p_1) + p_2(1 - p_2)}{(p_1 - p_2)^2} (Z_\alpha + Z_\beta)^2$$

Whereby,

$n$  = required sample size

$p$  = Anticipated population proportion

$P_1$ : High perceived social support = 0.01 (Brannan et al., 2013)

$P_2$ : Low perceived social support = 0.14 (Brannan et al., 2013)

$Z_\alpha$  = level of statistical significance, ( $Z_\alpha = 1.96$ )

$Z_{\beta}$  = Power of study, 80% ( $Z_{\beta} = 0.84$ )

Calculation:

$$n = \frac{0.01(1 - 0.01) + 0.14(1 - 0.14)}{(0.01 - 0.14)^2} (1.96 + 0.84)^2$$

$$n = 60.44$$

$$n = 60 \text{ participants.}$$

The minimal sample size is 60, considering a 10% drop out, the sample size calculated is:

$$n = 60 + 10\%$$

$$n = 60 + 6$$

$$n = 66 \text{ participants.}$$

The greatest number of sample sizes selected in this study to ensure all the objectives can be achieved. Therefore, **415 participants** that fulfilled the research criteria be involved in data collection. When the data collection does not achieve the number of sample size estimation within the 6 months, it will be clarified in the limitation of the study.

### **3.5.2 Sampling Method**

The sampling method that used is stratified random sampling. The sample was selected among undergraduate students in School of Health Sciences and the sample size estimation divided equally for each year of study. Each individual has the same probability of being chosen during the sampling process to avoid bias.

### **3.7 Research Instrument**

This study aimed to assess the social support and subjective well-being among undergraduate students in School of Health Sciences USM. Then, a self-administered will be used to achieve the objectives of this study.

#### **3.7.1 Instrument**

The instrument used in a structural questionnaire focused on social support and subjective well-being among undergraduate students in School of Health Sciences USM. (Appendix CCO). The Multidimensional Scale of Perceived Social Support (MSPSS) questionnaires were adapted, and permission to use the tool was obtained from the original authors (Zimet et al., 1990). The Satisfaction with Life Scale questionnaire Diener et al., (1985) does not required permission as author has granted permission to use.

#### **Section A: Perceived Social Support**

This section contained a 12-item self-administered questionnaire designed to measure the perceived adequacy of social support from three different categories which are family, friends and significant others. Each of these categories were assessed with

four items. The available responses are in the form of a 7-point Likert-type scale (1=very strongly disagree to 7=very strongly agree).

### **Section B: The Satisfaction of Life**

This section contained 5-items questionnaires designed to measure global cognitive judgements of satisfaction with one's life. The available responses are in the form of a 7-point Likert-type scale (1=very strongly disagree to 7=very strongly agree).

#### **3.7.2 Translation of Instrument**

The questionnaires were established in English. As the study population are undergraduate students who are well educated, can communicate, and comprehend English, therefore the questionnaire is no need to be translate.

#### **3.7.3 Validity and Reliability**

Validity and reliability are both significant aspects in developing a research instrument to ensure the quality and measurement of the data collected for the study. Validating an instrument played a role in reducing error in the measurement process. Reliability estimates the stability of measures, internal consistency of measurement instruments and interrater reliability instruments scores (Kimberlin & Winterstein, 2008). In other words, reliability is when participants should have approximately the same responses each time the test is completed.

For this study, the questionnaires do not need to be used in our country. Therefore, the previous study has validated the questionnaire before.

### 3.8 Variables

#### 3.8.1 Variable Measurement

#### 3.8.2 Variable Scoring

In total, there are 27 items in the google form. Part A consists of 12 items and Part B is 5 items. In Part B, the perceived social support is measured, responses from the 7-point Likert-type (1=very strongly disagree to 7=very strongly agree) are derived by summing across the item, then dividing by 12, resulting in a mean total score that can be referenced to the 7-points response scale.

**Table 3.2** Scores for perceived social support

Total Score		Mean Score	
Score	Level of Perceived SS	Mean	Level of Perceived SS
12 – 35	Low	1 – 2.9	Low
36 – 60	Moderate	3 - 5	Moderate
61 - 84	High	5 - 7	High

In Part B, satisfaction of life is measured by answering 5-items which also measured from 7-point Likert scale type (1=very strongly disagree to 7=very strongly agree). The range score is between 5-35.

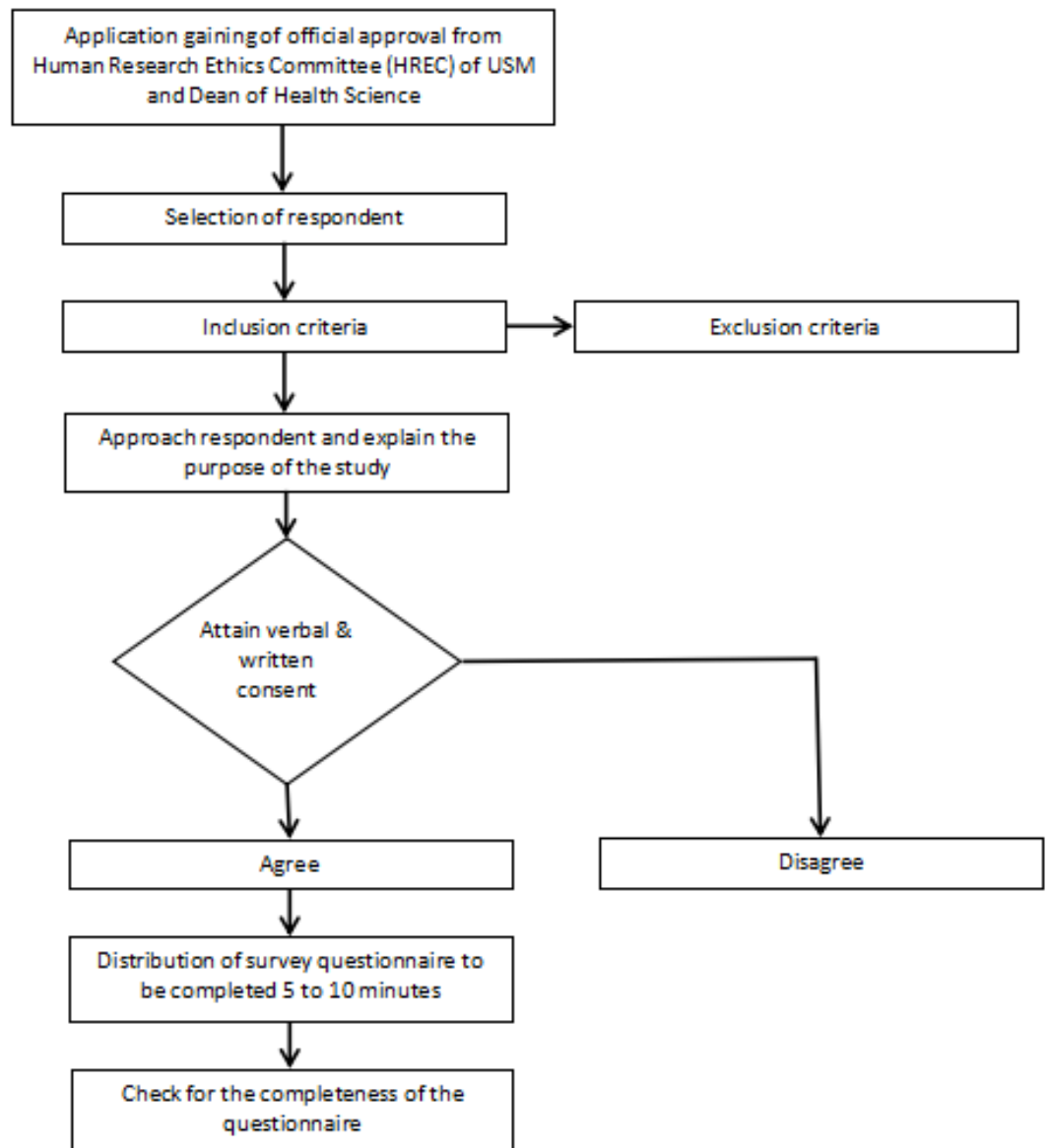
**Table 3.3** Scores for SWB Scale

Total Score: _____ The Satisfaction of Life	
31 – 35	Extremely satisfied
26 – 30	Satisfied
21 – 25	Slightly satisfied
20	Neutral
15 – 19	Slightly dissatisfied
10 – 14	Dissatisfied
5 – 9	Extremely dissatisfied

### **3.9 Data Collection Method**

The data collection was done from January 2023 until March 2023. After receiving approval, the self-centered questionnaire is formatted into the google form. Researcher used google form for data collection and spread through email. Since most of the students does not respond to the email, researcher found another alternative by contacting the class representative via WhatsApp. All students in USM have social media, at least WhatsApp as it is the main medium of communication within campus nowadays. Although all students are currently on campus, the target participants have different time schedules and availability with the researcher. Therefore, it may take a lot of time. In addition, researcher also used google form due to reducing cost on photocopying and availability of internet connection within USM.

### 3.9.1 Flow chart of data collection



**Figure 3.1** Flowchart of data collection

### 3.10 Data Analysis

**Table 3.4** Data Analysis plan

<b>No.</b>	<b>Research Objectives</b>	<b>Test</b>
1.	To identify the level of social support among undergraduate students in School of Health Sciences Universiti Sains Malaysia.	Descriptive statistics
2.	To identify the level of subjective well-being among undergraduate students in School of Health Science Universiti Sains Malaysia.	Descriptive statistics
3.	To determine the association between social support and subjective well-being among undergraduate students in School of Health Sciences Universiti Sains Malaysia.	Pearson Chi Square Test



## CHAPTER 4: RESULTS

### 4.1 Introduction

This study was conducted to assess the social support and subjective well-being among undergraduate students in School of Health Science USM. This chapter present result of the level of social support and level of subjective well-being, association between social support and subjective well-being.

### 4.2 Level of Social Support among undergraduate students in School of Health Science

Most of the participants perceived family as social support with mean= 5.38, SD= 1.27.

**Table 4.2** Type of Social Support Perceived

Type of Social Support	Mean	Standard Deviation
Family	5.38	1.27
Friends	5.04	1.30
Significant Others	5.03	1.58

Most of the participants (n= 184, 55.3%) perceived high level of social support.

The mean level of social support is 2.53 (SD= 0.552).

**Table 4.3** Level of social support among undergraduate students

Variance	n (%)	Mean	Standard Deviation
Low	9 (2.7)		
Moderate	140 (42.0)	2.53	0.552
High	184 (55.3)		