

1 **Original Research Paper**

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

3 **Haryana**

4 **Abstract**

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

7 **Study Design:** A cross – sectional study was conducted on 460 adolescents of 11th and 12th
8 standard in Haryana.

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

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

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

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

23
24 **Keywords:** Adolescents, Peer – relationship, Pro – social behavior, Social – support quantity
25 (SSQN), Social - support satisfaction (SSQS) and Victimization.

26 **Introduction**

27 Social support is a range of interpersonal relationships that have an impact on the
28 individual's functioning and generally includes support satisfaction. An individual's social
29 support system includes peers, friends, and family members, but the most important social
30 support sources are family, peers, and teachers. The adolescent attempts to create a balance
31 between his/her ideas and his/her family's and society's ideas. Therefore, adolescence is an
32 important period that must be understood by both the family and society. During adolescence,
33 the feeling of belonging is quite significant and a significantly increased amount of time is
34 spent outside of the family with friends, which, in turn, is an important transitional step for
35 socialization. Social support has received considerable attention in child and adolescent
36 literature.

37 A small group of similarly aged, fairly close friends and sharing the same activities is
38 known as peer – group. As the children enter adolescence, the quality of peer – relationship
39 start to change. The adolescents start to identify themselves with small gang and get involved
40 in bullying and victimization. Malhi et al., (2015) found that nearly one fourth of the students
41 were victims of bullying. Physical bullying was reported by 8 %, relational bullying by 12 %,
42 and 4 % reported being victims of both physical and relational bullying. Boys reported more
43 direct victimization while girls were more likely to be victims of relational bullying. Priya &
44 Muralidaran (2014) suggested that adolescents' development depends on the perceived
45 competence and the experience of social support from family, peers and others. Parental
46 involvement in the lives of adolescent and children also facilitates young people to cope with
47 stressors and to maintain physical and mental health. For adolescents to solve problems
48 concerning their peers and family, adapt to their environment and keep themselves
49 psychologically well, social support is important.

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51 **Objectives**

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

54 **Material and Methods**

55 The study was conducted in Hisar district of Haryana state. The study was planned on
56 two groups of adolescents, one having transition from school to university atmosphere and
57 another continuing their 11th and 12th in the same school atmosphere and falling in the age
58 group 16 – 17 years. To draw the urban sample, two colleges *i.e.*, I.C. College of Home Sciences
59 and College of Agriculture, C.C.S. Haryana Agricultural University, Hisar were purposively selected
60 as these institutions admit children after 10th class. To draw the rural sample, three villages
61 namely Neoli Kala, Behbalpur and Mangali were randomly selected having schools admitting
62 both girls and boys. Researcher contacted the principal and class teachers and they took the
63 consent of the students, only those who consented to participate were selected. In total 348
64 adolescents from rural and 112 adolescents from urban area constituted the sample for
65 present study.

66 **Tools/ Instrument**

67 **Social Support Questionnaire**

68 Social Support Questionnaire (SSQ) developed by Sarson et al., (1987) was used to
69 assess the social – support perceived by adolescents. It consists of six statements for
70 calculating number of people (1st, 3rd, 5th, 7th, 9th, 11th) from which adolescents perceive
71 social – support and six items for calculating degree of satisfaction (2nd, 4th, 6th, 8th, 10th,
72 12th). Adolescent write the relation with them from which they perceive social – support and
73 adolescent's degree of satisfaction rated on a six point scale: 1= very satisfied, 2= fairly
74 satisfied, 3= a little dissatisfied, 4= a little satisfied, 5= fairly satisfied and 6= very satisfied.

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76 **Scoring Procedure**

77 As per the SSQ administration manual following scoring procedure was adopted. First count
78 the total number of people for each of the odd – numbered items. Add the totals together (Max. =54).
79 Divide by 6 for per item SSQ Number score, or SSQN. Add the total satisfaction scores for the 6 even
80 numbered items (Max. = 36). Divide by 6 for per item SSQ Satisfaction score or SSQS. Family score
81 and non – family score was computed by using the method of SSQN for all people described as
82 family members, or not described as family members respectively.

83 **Peer – Relationship Questionnaire**

84 Peer – Relationship Questionnaire (PRQ) for children developed and standardized by
85 Rigby & Slee (1993) was used to assess the peer – relationship. PRQ comprised of 20
86 statements having 3 sub – scales i.e., bully scale comprising of six statements i.e., 4th, 9th,
87 11th, 14th, 16th and 17th, victim scale having five statements i.e., 3rd, 8th, 12th, 18th and 19th and
88 pro – social scale contained a total of 4 statements i.e., 5th, 10th, 15th and 20th.

89 **Scoring Procedure**

90 As per the PRQ administration manual following scoring procedure was adopted. The scoring
91 of the scale was done on the basis of four point scale: Never – 1, Once in a while – 2, Pretty often – 3,
92 Very often – 4. Adolescents were required to select one answer for each item. All the responses of
93 Peer - relationship Questionnaire (PRQ) were scored and calculated, the sum of these items was the
94 total raw score and the achievable scores ranged 1 – 4 on each item.

95 **Data analysis**

96 As per the objectives of the study, all students who consented to participate from the age
97 group 16 – 17 years were included in the study. SPSS Programme was run to analyze the data.
98 Independent sample t- test, One – Way ANOVA and correlation was used to examine the
99 effect of social – support on peer – relationship of adolescents.

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103 **Results and Discussion**

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

105 Gender wise distribution of social – support status among adolescents has been shown
106 in table one. A higher percentage of female adolescents reported good number of social –
107 support (53.80%) as compare to male adolescents (41%). Table also point out that females
108 (53.80%) got more social – support as compare to males (41%). The reason for female
109 contributing to the highest level of seeking support and satisfaction may be that girls are
110 emotionally very weak and share their problems and stressors openly with other people in
111 their families and outside families, whereas, boys from the very beginning are taught to be
112 strong headed, hence controlling their fears and stressors. So, the socialization process from
113 the very beginning differs for both males and females leading to support for females than
114 their counterparts. The results get strength from the results of Chopra et al., (2015) who
115 reported that female adolescents perceived more social support and were more satisfied in
116 comparison to male adolescents. The studies that have results to explain these gender
117 differences are in line with study by Sharma & Gulati (2014) who also revealed that female
118 students have a higher satisfaction level as compared to male students due to higher the levels
119 of perceived social support from family, friends and other members of the society.

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

121 Table two highlight the results related to comparison of social – support among
122 adolescents against peer – relationship using Duncan multiple difference comparison test.
123 Significant differences were observed in social – support quantity ($F_{(3,456)} = 1.98$) and social
124 – support satisfaction ($F_{(3,456)} = 3.27$) at 0.05 level of significance on the basis of
125 victimization. Mean scores depicted that adolescents who were victimized at low level
126 reported to received better social – support quantity ($M = 8.99$) and the adolescents who were
127 victimized at moderate level were more satisfied with the received social – support. The

128 reason behind this may be that if they get social-support at the time they need, adolescents
129 can communicate or share their problem easily with them. This will make the chances of
130 being victimized less and also satisfy the adolescents with the perceived social-support. The
131 results are in line with the study by Janicke et. al., (2009) who also revealed that the
132 adolescents who perceived social-support when required, they reported less victimization.

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

134 Results related to correlations between social - support and peer - relationship among
135 adolescents is displayed in table three. Pearson correlation analysis divulged positive and
136 significant co relational values between social – support quantity and pro – social behavior (r
137 = 0.09, $p < 0.05$) whereas social – support from family members is negatively as well as
138 significantly correlated with victimization ($r = -0.12$, $p < 0.05$). Moving towards relationship
139 between non – family members’ social – support and victimization from peers, results
140 revealed significant as well as positive correlation ($r = 0.10$, $p < 0.05$). Results exposed that
141 as social – support quantity increases, the pro – social behavior within peers during
142 adolescence also increases. This speaks about the rich traditional values of Indian culture,
143 especially in rural areas as the maximum respondents of the present study were from rural
144 area. In rural areas still we have closely knitted emotional ties as majority of the families are
145 medium sized. Living together requires pro – social skills for survival. Bronfenbrenner (1979) in
146 his ecological theory proposed that adolescent development occurs in realms of family, peer support
147 and the school. Hong & Espelage (2012) too highlighted risk factors associated with bullying
148 and peer victimization in school within the context of Bronfenbrenner's ecological framework
149 i.e., within the context of micro (parent – youth relationships, interparental violence, relations
150 with peers, school connectedness and school environment), meso (teacher involvement), exo
151 (exposure to media violence, neighborhood environment), macro (cultural norms and beliefs,
152 religious affiliation) and chronosystem (changes in family structure) levels.

153 Results revealed that as social – support from family members increases, the
154 victimization decreases and as social – support from non – family members’ increases,
155 chances of victimization also increases. During adolescence, the feeling of belonging is quite
156 significant and a significantly increased amount of time is spent outside of the family with
157 friends, which, in turn, is an important transitional step for socialization. Those who trust
158 their families and have strong relationships with them have been observed to maintain good
159 relationships with their peers as well (Aydın, 2005). For adolescents to solve problems
160 concerning their peers and family, adapt to their environment, and keep themselves
161 psychologically well, social support is important. Pherson et al., (2014) revealed that positive
162 parent–child relations, extended family support, social support networks, religiosity,
163 neighborhood and school quality appear to be particularly important for overall development.
164 Mahanta & Aggarwal (2013) too found that social support such as advice and encouragement
165 increase the probability for students to become more prone play an active role in handling
166 stress and problem solving, thus leading to high levels of satisfaction among adolescents.

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179 Tables

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

S.No.	Gender	Male	Female	Total
	Social – support	(n=184)	(n=276)	(n=460)
	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)

181 Note: Figures in parentheses indicate percentages

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192 **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			1.98*
		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			1.55
		Low Mean±SD	Moderate Mean±SD	High Mean±SD	
		14.13±02.26 ^a	14.24±02.50 ^a	14.58±02.19 ^a	
4	Social – support satisfaction	Bullying			0.84
		Low Mean±SD	Moderate Mean±SD	High Mean±SD	
		07.80±01.32 ^a	08.40±02.50 ^a	07.60±02.38 ^a	
5		Victimization			3.27*
		Low Mean±SD	Moderate Mean±SD	High Mean±SD	
		06.70±02.06 ^a	09.47±02.80 ^b	08.45±02.66 ^{ab}	
6		Pro – social behavior			0.76
		Low Mean±SD	Moderate Mean±SD	High Mean±SD	
		14.30±02.79 ^a	13.67±02.64 ^a	14.42±02.30 ^a	

193 *Significant at 5% level

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

196 **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

197 *Correlation is significant at the 0.05 level

198 **Implications**

- 199 1. Adolescents should be asked if they are involved in bullying either as a victim or as a
200 bully.
- 201 2. Family support was found to be negatively associated with adolescents' victimization;
202 therefore, communication gap between family members should be taken care which we
203 generally do not notice in our day to day lives.
- 204 3. Proper clinical examination of those adolescents who had reported moderate/high
205 bullying and victimization is required for planning intervention for them.

206 **Limitations of the study**

- 207 1. The present findings are based on Indian adolescents of Haryana state; there is a need to
208 replicate the findings in different regions having different cultural contexts to have
209 generalized findings.
- 210 2. The current study was conducted at a single time point.
- 211 3. A longitudinal study across different developmental periods would add to our
212 understanding of change and stability in the area of social – support and peer -
213 relationship among adolescents.

214

215 **Conclusion**

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

219• Adolescents who were victimized at low level reported better social – support quantity and the
220 adolescents who were victimized at moderate level were more satisfied with the received social –
221 support.

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

224• Social – support from family members increases, the victimization decreases and as social – support
225 from non – family members' increases, chances of victimization also increases.

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