The Relationship Between Anxiety and Social Support Among

Filipino TertiaryStudents

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Abstract

In the Philippines, anxiety and social support among college students have been a cause of worry. Especially today, when the pandemic has produced significant issues in our nation and other areas of the world, not only in terms of the economy and human way of life but also of an individual's mental health. Thus, this study investigates the relationship between anxiety and social support among college students. Based on the statistical analysis, social support and anxiety have a significant relationship (r=.119).

Keywords: Anxiety, Social Support, College Students, Online Learning, Covid-19 Pandemic

Introduction

Anxiety and social support among college students have been a source of concern in the Philippines. Especially now that the pandemic has caused major problems not only in our country but also in other parts of the world, not only in terms of the economy and the human way of life but also of an individual's mental health. People, particularly students, suffer from anxiety as a result of a lack of social support (Fu, 2021). This has caused effects on an individual's stability that is considered to be an important factor in a student's anxiety level. The effects of social isolation and self-quarantining make students feel more vulnerable and lonely, leading to a rise in anxiety symptoms (Basheti, 2021). Therefore, being a college student is associated with many stressors and transitional events, and the current pandemic has added to their problem, causing them to stay indoors for an extended period. As a result of these factors, academic performance and social functioning suffer (Song et al. 2019).

Furthermore, students who have an anxiety disorder can be identified by their physical and emotional stability. It is harder for them to live their regular lives, such as interfering with their activities and social lives. Anxiety is also associated with depression. As both the disorders frequently coexist over the same time, 41.6 percent of people who had major depression for a year also had anxiety disorders (Kalin, 2020). In addition, Nordstorm (2014) stated that people with anxiety worry that they will disgrace or humiliate themselves in a social or performance scenario, and when they are confronted with that circumstance, their anxiety levels increase, making it difficult for them to complete everyday duties and activities. As a result, it is important to consider students' mental health because the duration of time they are isolated can be a cause of anxiety. Thus, social support is a valuable resource for persons in difficult social settings, and it has been connected to personal wellbeing. (Tambag et al., 2018). Additionally, Ginzburg (2021) found that a decreased risk of emotional distress, as evaluated by severe despondency and dejection, was connected to social support.

Discouragement and tension side effects displayed an incredibly critical relationship with family working, social help, and adapting style, according to Shao et al. (2020). While, Li (2021) made a study that showed personal support and counselor support were both shown to have substantial negative relationships with anxiety, although family support had no such connections. On the other hand, according to the studies of Kugbey et al. (2015) Support from peers was found to be a good predictor of depression. The level of anxiety was not found to be significantly predicted by any type of social support. Moreover, the level of stress faced by the students was found to be significantly predicted by social support from friends and family.

Moreover, this study investigates the relationship between anxiety and social support among college students. Thus, it will give sufficient knowledge and comprehension of how anxiety becomes a part of a college student's daily life. The findings offer a developmental perspective on the anxiety that can help educators, family members, and students create strategies to reduce anxiety-related

Research question

This study investigates the relationship between anxiety and social support among college students. Specifically, it sought to answer the question:

1. Is there a significant relationship between anxiety and social support among college students?

Literature Review

Anxiety

Anxiety is an unpleasant emotional state characterized by dread and uneasiness that develops in response to an actual or imagined threat. It is marked by fear and discomfort and has physiological linkages. Moreover, anxiety is considered as the body's warning mechanism, preparing us to behave physically and emotionally in potentially harmful circumstances (Maloney et al. 2014).

According to an article by Healthline (2021) anxiety may be caused by a combination of hereditary and environmental causes. Trauma, stress, personality, other mental health illnesses, hereditary factors, gender dysphoria, medicine, life events, and medical reasons are all examples of these elements. Anxiety does not go away in persons with anxiety disorders, and it might worsen with time. Work, homework, and maintaining relationships may become difficult because of symptoms.

In an article by Fleming (2018) Anxiety, affect an estimated 275 million individuals worldwide. This equates to around 4% of the world population, with populations ranging from 2.5 percent to 6.5 percent in each country. Females account for around 62 percent of anxiety sufferers (170 million), compared to 105 million males.

According to LeBlanc (2019), more than 63% said they had experienced excessive anxiety in the previous 12 months. In the same report, 23% stated they had been medicated for anxiety by a psychologist or psychiatrist in the preceding year.

 Moreover, University students are at a stage in their lives where anxiousness is prevalent. Unlike high school, college places a higher emphasis on not just on curriculum but also socialization, homesickness, school prices, and living expenditures, among several other things. (Vitasari, 2010, as cited by Mohamad, 2021).

Students with anxiety are more likely to struggle academically and oppose education activities. This might include a lack of participation in class, poor relationships with peers and teachers, and a lack of desire to pursue hobbies or make future plans. Mind can be harmed by anxiety and depression, making it harder to remember new information and remember previously acquired information (International Board of Credentialing and Continuing Education Standards IBCCES, 2020).

Social Support

In discussions of relationships, the term "social support" is frequently used. Social help involves having companions and others, including family, to whom you can turn in the midst of hardship or emergency to furnish you with a more extensive viewpoint and a positive mental self-portrait. The study conducted by Deiner et al., (2018) found that people who have close social relationships have more elevated levels of prosperity and thriving.

Reseach conducted by Santini et al., (2015) initiates that social help is likewise characterized as the recurrence with which others offer help activities; hence, it tends to be perceived as the abstract sensation of being upheld. Social help works on one's personal satisfaction and goes about as a cushion against difficulty. The support of those around us alleviates the stress caused by the difficulties we face. Being a part of an organization or attending a large gathering gives you the impression that you are a part of it.

According to the research conducted by Burholt et al., (2018) observed that various kinds of social help will coincide inside people and join to shape different configural profiles. Customary strategies, like variable-focused techniques, may neglect to represent contrasts in friendly help among heterogeneous gatherings. Notwithstanding the way that many papers on wellsprings of social help have utilized variable-focused strategies. Lately, there has been a developing interest in the typologies of social encouraging groups of people utilizing new strategies (e.g., Latent profile examination, LPA).

The study carried out by Stupinski (2020) states that we need social connections to help us get through times of crisis and vulnerability. Social support in our lives can vary from day to day and come from a variety of sources. Identifying the various types of support can help us broaden our perspective on socialization and realize we have more opportunities for connectedness than we previously thought. Emotional, Informational, Tangible, Self-esteem or

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Affirmational, and Belonging support are the most common types of social support that exist.

According to research of Liu et al., (2014) there is a good connection between saw social help and mental prosperity, creating it a significant defensive instrument that can further develop mental prosperity by keeping up with good enthusiastic sentiments and relieving pressure.

Antonucci et al., (2014) evaluated that as indicated by Social Convoy Theory, people are encircled by both familial and non-familial organizations that take into account the trading of social help, which safeguards against enthusiastic pain and upgrades prosperity. Past examination upholds Social Convoy Theory by showing that social help from accomplices and family is connected with diminished burdensome and uneasiness side effects, positive effect, and life fulfillment in grown-ups.

According to research conducted by Mulvaney-Day et al., (2017) the National Latino and Asian American Survey (NLAAS) information of 2554 Latinos was inspected, and it was found that having family support was related with lower scores on burdensome and nervousness symptomology, and having companion support had a more modest yet critical decrease on burdensome symptomology.

An analysis from Chang et al., and Mulvaney-Day et al., (2017) found out that because Latinos place a high value on close social support networks, social help and strain might be particularly significant for their passionate prosperity. In view of the closeness of family (organic and association) connections and the accentuation on family and companion dedication, family, companion, and accomplice networks are exceptionally esteemed, more so than different organizations (like partners).

Anxiety and Social Support

The association between social support and anxiety is quantified in this study Social support was significantly connected to the mindfulness of each person who experiences anxiety due to the lack of social support On the other hand social support causes self-isolation. As a whole, the findings of this study suggest that having social support was critical for one individual in developing high confidence and avoiding unfavorable encounters. Social support especially coming to own family is very helpful for the maintenance of mental health to increases the individual capacity of coping with stress (Wilson, 2020).

Student have not a social support coming to the parents have a highest previous mental illnesses and health problem. Depression and anxiety was support to self-esteem of students. Students have a part time job and participated in extra curriculum activity was high tendency of having a mental problem. (Lee, 2020)

According to research of Mai (2021), family support is a helpful tool for students to cope with difficult situations, minimize mental disorders, and prevent poor self-esteem, particularly in those who suffer from anxiety, allowing them to preserve their mental health.

Methodology

Research Design

This study employed a descriptive-correlational design to better understand the relationship between anxiety and social support. It aids the study to determine, characterize, and explain particular occurrences by answering questions regarding the relationship between anxiety and social support. (Lappe, 2000 as cited by Mamolo, 2020)

Respondents

This study involved 171 Filipino college students attending online classes during the COVID-19 pandemic in order to fully understand the relationship between social support and anxiety. In addition, convenience sampling, a form of non-random sample approach, was used in the study.

Instrument

Two devices were utilized to acquire the data. The Depression Anxiety Stress Scales—21 (DASS 21) by Lovibond, S.H. & Lovibond, P.F. (1995) and multidimensional scale of perceived social support. The DASS 21 assesses if depression, anxiety, or stress are present, as well as their severity. Thus, the study utilized the anxiety subscale to measure the anxiety of the respondents. Furthermore, the Multidimensional Scale of Perceived Social Support is a type of assessment with 12 items that examine the degree of the social support supplied by the family, peers, and significant others. (Beyene et al., 2022)

Procedure

Several steps were taken to determine the outcome of this study's investigation into the relationship between anxiety and social support among college students.

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The first step should be to develop the concept and idea before even considering using the data from the respondents. That is why we used questionnaire so that we could draw conclusions based on the information gathered. Each respondent was asked for permission to participate, and they were given more than enough time to do so. Every piece of information and data enter is kept strictly confidential. Following the collection of responses, the data was computed and the information obtained was used to create a presentation of the results.

Ethical Standards

Ethical norms were followed throughout the study. To participate in the study, the subjects supplied their informed permission. Before participating in the study, the participants were provided enough information to comprehend the potential outcomes. Also, without any influence from the researchers, to make an informed and free choice on answering the survey.

Furthermore, because of the COVID 19 pandemic, data was taken in strict conformity with the institution's and government's standards. As an outcome, the survey questionnaire was widely distributed via social media specifically Facebook and Google Forms. The form was double-checked for proper design, genuine questions, and confidential data.

Result

This section presents the statistical findings of the study through research questions. SPSS was also used to obtain the Pearson correlation coefficient. The mean and the relationship between variables were calculated and compared as a result of this.

Relationship between Anxiety and Social Support

Results of the statistical analysis in Table 1 reveal that social support and anxiety have a significant relationship. Therefore, the null hypothesis is rejected.

Anxiety was shown to be positively linked with perceived social support and perfectionism in research by Zhou et al. (2013). Perfectionism's impact on depression and anxiety was greatly mitigated by perceived social support. Social support from all three types of networks (partner, family, and friend) was linked to a reduced risk of emotional distress, as measured by symptoms of despair and anxiety (Ginzburg et al., 2021). According to Jiang (2021) In

the perception of social support and social anxiety, the feeling of coherence performed a partial mediation role. Perceived social support has a direct impact on college students' social anxiety.

Social support improves mental health and quality of life by allowing people to feel valued and connected to their social networks. This sense of being supported is linked to fewer mental health issues and hence functions as a preventative measure against depression (Alsubaie et al., 2019). Moreover, Students' decreased anxiety levels in the FL classroom were attributed to perceived student emotional support. It also shows that cultivating students' positivity orientation is critical since learners who have a greater degree of positivity have a more optimistic view of themselves and their social relationships, which leads to less anxiety in FL learning circumstances (Jin, 2018).

Table 1
Relationship between Social Support and Anxiety

CORRELATION		
	Social Support	*Anxiety*
Social Support	-	.119*
Anxiety	.119*	-

Discussion

Several studies' findings have shed light on the relationship between anxiety and social support. And, according to the findings, the continued prevalence of COVID-19 was the main factor that contributed to the presence of anxiety in every individual. According to the data collected, the number of people experiencing anxiety increased during the pandemic's peak. No one is permitted to enter unless they have a valid reason. As a result, when the pandemic strikes, it appears that everyone is quarantined in their homes or places of residence. The anxiety begins there, where many people are left alone in their accommodations. Because of the escalating problem with COVID-19. This is due to a lack of interaction between an individual and his or her companion, which results in a lack of social support. The students, on the other hand, are more affected because this is the first time they have encountered such a situation. Because the pandemic

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added to the stress they were already experiencing as a result of their studies. As a result, the number of student suicides has risen in recent months. As a result, it is only natural for each person to be aware of what the other is experiencing. So that in such cases, we can help people suffering from anxiety and other mental health problems. Let us not allow others, particularly family members, to make one feel as if he or she is not receiving enough attention and support from us.

Conclusion

In the midst of COVID-19 pandemic, Online learning had an impact on students' perceived social support, resulting in anxiety. Specifically, the less social support individuals receive, the more anxious they are. There is a substantial association between anxiety and social support among college students in the Philippines, as mentioned in the result, strongly suggesting that the null hypothesis is rejected. according to a credible number of respondents.

Based on the data above, a statistical average score of 0.119 was obtained for anxiety and social support, with a significant alpha value of 0.05. Furthermore, high anxiety is linked to a lack of social support, implying that anxiety has a detrimental impact on a student's academic performance. Above importantly, the study's findings demonstrate the relationship between the two variables. As a result, we strongly advise parents of students to provide complete support to their children in order to avoid anxiety. Additionally, parents should remain near to their children in order to observe their behavior, emotions, and health. As a result of the findings, it is recommended that the parents encourage their kid and devote more time to demonstrating that they are receiving support from their parents in order to avoid anxiety.

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