

Assessment of Social Support Effect on Selcuk University Students

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Abstract

The research was planned and implemented to measure the perceived social support by the students of Selcuk University and to measure the problems of the students. 265 (168 Female, 97 Male) students studying at Selcuk University and accepting the research were included in the research. The data were collected between 7 November and 11 December 2019 using the information form containing the demographic characteristics of the students, the Multidimensional Perceived Social Support Scale (MSPSS) consisting of 3 subscale and 12 questions, and a 32- subscale Student Problem Questionnaire. Percentages were determined for each problem area. Considering the job anxiety experienced by students according to their gender; female students were found to be more concerned than male students. When we look at the job anxiety they experienced based on class, it is concluded that 2nd grade students are more anxious than other classes. As a result of the research, when we look at the job anxiety felt according to the faculty, it is concluded that the students of law, science and health Science students have higher anxiety. In order to reduce this anxiety of students they can be supported by establishing advice centers at universities.

Keywords: *Multidimensional scale of perceived social support, undergraduate students, problems experienced.*

Selçuk Üniversitesi Öğrencilerinin Sosyal Destek Etkisinin Değerlendirilmesi

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Öz

Arařtırmaya Selçuk Üniversitesi'nde eğitim gören ve arařtırmayı kabul eden 265 (168 Kadın, 97 Erkek) öğrenci dahil edilmiştir. Veriler, 7 Kasım-11 Aralık 2019 tarihleri arasında öğrencilerin demografik özelliklerini içeren bilgi formu, aile, arkadaş ve özel bir insanın desteği olmak üzere 3 alan ve 12 sorudan oluşan Çok Boyutlu Algılanan Sosyal Destek Ölçeği (MSPSS) ve 32 soruluk Öğrenci Problem Anketinden yararlanılarak toplanmıştır. Her problem alanları için yüzdeler belirlenmiştir. Öğrencilerin cinsiyetlerine göre yaşadıkları iş kaygısına bakıldığında kız öğrencilerin erkek öğrencilere oranla daha fazla kaygı duydukları belirlenmiştir. Sınıf bazında yaşadıkları iş kaygısına bakıldığında ise 2. Sınıf öğrencilerinin diğer sınıflara göre daha fazla kaygılı oldukları sonucuna varılmıştır. Araştırma sonucunda, fakülteye göre hissedilen iş kaygısına bakıldığında ise hukuk, fen ve sağlık bilimleri öğrencilerinin daha yüksek kaygıya sahip oldukları sonucu çıkarılmıştır. Öğrencilerin bu kaygılarının azaltılması için, üniversitelerde danışma merkezleri kurularak öğrenciler desteklenebilir.

Anahtar Kelimeler: Çok boyutlu algılanan sosyal destek ölçeği, üniversite öğrencileri, yaşanan problemler

Introduction

People can communicate their feelings and thoughts with each other interactively. It is thought that this communication state has a positive effect on the personalities of individuals. In other words, social support can be defined as the fact that the individual receives financial and moral help from people around him.

The individuals throughout their life interact with the people around them. They need to establish relationships with people and get their support. The support that individuals receive from people in stressful life events such as; in holding on to life, overcoming the problems, developing the ability to solve problems has a very important value (Gallagher and Vella-Brodrick, 2008).

People may need social support throughout their life. However, the feeling of social support may increase more during adolescence and undergraduate years. Because this period in which individuals have increased responsibilities towards themselves and other people is the transition period to adulthood (Okanlı, 1999).

University admission and being a student in undergraduate is an important period in terms of social support for human life. This period is a beginning for students' occupational dreams. It is a period in which expanding communication with different people, mostly in a different city and away from family (Doğan and Cebioğlu, 2011, p.11; Öztürk and Mutlu 2010 p.1772)

According to Gizir (2005), it can be concluded that this period has an important value for life since students have a different environment and transition process to adulthood. The individual tries to learn to live independently by encountering situations such as adapting to new environments, communicating with different people. This is a pretty and developmental situation for students, but it also covers many problems.

Social support is a situation that cannot be concretely explained and perceived by people as feeling. Because of this situation, the content of social support felt by people has come to the fore rather than the amount of social support perceived by people. In the studies conducted about social support perceived by undergraduate students have revealed that the perceived social support levels of students have a positive effect on their academic suc-

cess and coping with their problems in solving their psychological problems (Baltacı, İşleyen and Özdemir, 2012, p. 25-36).

It was observed that undergraduate students with a high level of social support higher enthusiasm for life and decreased negative thoughts such as “If I feel bad, everyone should feel it” (Avcı and Yıldırım, 2014, p.157).

Academic anxiety, course choices, relationships with peers and teachers, and difficulties in meeting personal and educational needs cause stress in undergraduate students (Grayson and Meilman; transmitters, Perrine, Lisle and Tucker, 1995, p.41).

According to Aydın, Kahraman and Hiçdurmaz (2017), the increase in perceived social support positively affects the individual's overcome with stress, one's thoughts about occupation life and feeling psychologically strong. It is thought that this situation will positively affect the academic development and emotional mood on risky individuals. Since it is known that the social support perceived by people provides a positive perspective in psychological states and increases in performances, it will be appropriate to consider this finding in consultancy.

On the other hand rapid changes in technology, economics and sociology were revealed that not only the school development of the students but also their sociological and personal development should be examined. For this reason, it is necessary to create educational programs that give importance to students' abilities and interests (Demir, 1996, p.24).

According to Lucas (1993), student counseling centers should be considered to account for students' assessments and problems should be presented. If the programs are developed accordingly, it has been observed that individuals will provide significant feedback in dealing with problems.

In recent years, the increase in student diversity in universities, personal and sociological change in students and due to occupation anxiety, problems must be determined clearly and accurately. For this aim, it is necessary to create mentoring programs in universities where students can get support. (Bishop, Bauer and Becker, 1998, p.205; Gallagher, Golin and Kelleher, 1992, p.301).

Methods based on scientific methods are used to determine this social support need.

'The Multidimensional Scale of Perceived Social Support' of Zimet, Dahlem, Zimet and Farley (1988) has three subscales (family, friend and a

special person). The most important feature of the scale is the ease of use and subjective assessment of perceived social support.

Eker and Arkar (1995) in their study by looking at the validity of the scale in Turkey, was concluded availability in Turkey.

The motivation of our study, this scale which determines the level of social support perceived by students and valid in our country have not been applied to the students of Selcuk University which have different cultural wealth because of the high number of formal students.

Undergraduate students have some problems such as stress, environmental change and social anxiety. Students in this state need social support. The aim of this study is to determine the perceived social support levels of Selcuk University students to examine.

Method

The material of the research was obtained through online and face-to-face survey methods for students studying formal education at Selcuk University in the 2019-2020 academic year.

With the stratified random sampling method, a sufficient number of enterprises were determined by the students studying at Selcuk University (Classes and gender were determined as layers).

The stratified sampling method reported by Smblođlu, Smblođlu, (2005) was used to evaluate the different sizes in the population to collect the data to be collected in determining the sample size. In the study, the sample volume was determined in the 95% Confidence interval with a 5% margin of error. For this purpose, two new questionnaire forms were prepared based on the questionnaire forms applied in previous studies in similar or nearby areas.

In the research; developed by Zimet, Dahlem, Zimet and Farley (1988) in which to, adapted by Eker and the Arkar to Turkey Multidimensional Scale of Perceived Social Support has been applied. The scale consists of 12 questions and includes 3 sub-factors related to the resource, each of which consists of 4 questions. 11, 4, 3, 8 for the family factor; 10, 5, 2, 1 for a Significant other and 7, 6, 12 for the Friend factor only 9. By collecting the points of the questions, the scores of the subscales were determined.

In the research, the Student Problem Questionnaire, developed by Gizir (2005) and consisting of 32 questions, was applied.

SPSS 25 (IBM Corp. Release Date 2017. IBM SPSS Statistics, Version 25.0. Armonk, NY: IBM Corp.) statistical software was used to evaluate the data descriptive statistics (mean, standard deviation, median, minimum, maximum, number and percentage value) are given for categorical and continuous variables in the study. In addition, the homogeneity of variances, which is one of the prerequisites of parametric tests, was controlled by the "Levene" test. The normality assumption is examined by the Shapiro-Wilk test. When the differences between the two groups meet the prerequisites of the parametric test, "Student's Test"; If there are no prerequisites, "Mann Whitney - U test" was used. One-way Variance Analysis and Tukey HSD test, which is one of the multiple comparison tests, were used for group comparison of three or more. In cases where the prerequisites of the parametric test could not be provided Kruskal Wallis; Bonferroni-Dunn test, which is multiple comparison tests, were used. If the relationship between the two continuous variables does not meet the prerequisites of the parametric test with the Pearson Correlation Coefficient, it was evaluated with the Spearman Correlation Coefficient. Relationships between categorical variables were analyzed with Fisher's Exact Test and Chi Square test. In cases where the expected frequency is less than 20%, "Monte Carlo Simulation Method" was evaluated to include these frequencies in the analysis. $p < 0.05$ and $p < 0.01$ levels were accepted as statistically significant. The study was approved by the Local Ethics of Selcuk University, Faculty of Veterinary Medicine (Approval number: 2020/05 Date: 16/01/2020).

Results

The descriptive statistics results of the students participating in the study using one scale and question form are presented in Table 1.

Table 1. Descriptive statistics of undergraduate students

		n	%
Gender	Female	168	63,4
	Male	97	36,6
The place where you live the longest	Province	174	65,7
	District	64	24,2
	Town	10	3,8
	Other	17	6,4
Faculty	Faculty of veterinary medicine	156	58,9
	Engineering faculty	19	7,2
	Communication faculty	16	6,0
	Faculty of Economics and Administrative Sciences	8	3,0
	Faculty of Sciences	8	3,0
	Faculty of Literature	15	5,7
	Faculty of Health Sciences	21	7,9
	Faculty of Law	8	3,0
Class	Other Faculties	14	5,3
	Preparatory	52	19,6
	1	93	35,1
	2	85	32,1
	3	27	10,2
	4	2	0,8
	5	1	0,4
Accommodation	6	5	1,9
	Dorm	135	50,9
	Homestay	66	24,9
	Student House	60	22,6
	With relatives	4	1,5
Total		265	100,0

Female students constitute 63,4% of the students participating in the research. 65,7% of the students lived in the longest city. 58,92% of them are students of the Faculty of Veterinary Medicine and 35,1% of the first class students. 50,9% of the students continue their education by staying in the dormitory.

Table 2. Comparison Multidimensional Scale of Perceived Social Support Scale and its sub-factors in terms of gender variable belonging to students

	Female n=168	Male n=97	Test Statistic	p
Family	23,59±4,35	22,78±5,53	-0,674	0,500 ^ε
Friends	22,29±5,27	21,51±5,75	-1,040	0,298 ^ε
Significant Other	18,30±8,28	16,60±7,95	-1,602	0,109 ^ε
Total Scale	64,19±12,66	60,90±15,64	-1,427	0,154 ^ε

*p<0,05 ^ε Mann Whitney-U test

There is no statistically significant difference in the total scale in terms of the gender variable of students ($p < 0,05$). However, when the total scale and other sub-factors are analyzed, it is seen those female students get higher scores than male students.

Table 3. Comparison Multidimensional Scale of Perceived Social Support Scale and its sub-factors in terms of a place where you live the longest variable belonging to students

Group	Province	District	Town	Other	Test	p
Variable	n=174	n=64	n=10	n=17	Statistic	
Family	23,42±4,84	23,29±4,43	23,6±3,02	21,82±6,77	0,564	,905 ^ψ
Friends	21,90±5,67	22,4±5,32	20,9±3,17	22,23±4,91	2,972	,396 ^ψ
Significant Other	18,01±8,45	17,4±7,55	16,5±7,97	16,05±8,31	1,795	,616 ^ψ
Total Scale	63,34±14,22	63,10±13,08	61,0±8,75	60,11±16,24	1,277	,735 ^ψ

** $p < 0,05$ ^ψ Kruskal Wallis Test;

There no statistically significant difference was found in the Total Scale in terms of the longest living variable of the students ($p < 0,05$).

Table 4. Comparison Multidimensional Scale of Perceived Social Support Scale and its sub-factors in terms of faculty variable belonging to students

Group	Faculty of veterinary medicine	Engineering Faculty	Communication Faculty	Faculty of Economics and Administrative Sciences	Faculty of Sciences	Faculty of Literature	Faculty of Health Sciences	Faculty of Law	Other Faculties	Test Statistic	P
Variable	n=156	n=19	n=16	n=8	n=8	n=15	n=21	n=8	n=14		
Family	23,62±4,27	21,74±6,09	22,56±6,3	22,62±8,6	24,37±4,03	25,33±2,35	23,71±3,27	19,75±4,52	22,0±7,50	4,4	,61
Friends	22,12±5,24	20,94±5,88	25,0±3,98	20,37±8,22	21,87±5,43	23,26±3,91	21,61±5,13	17,87±7,58	21,28±6,61	8,2	,21
Significant Other	17,74±8,12	14,42±7,70	21,18±8,05	18,25±1,03	22,37±7,04	18,26±8,96	17,09±7,06	12,25±8,86	17,85±8,28	8,4	,20
Total Scale	63,49±12,88	56,84±15,13	68,75±12,75	61,25±22,96	68,62±13,94	66,86±11,77	62,42±10,86	49,87±11,70	61,14±11,978	8,5	,19

* $p < 0,05$ ^ψ Kruskal Wallis Test;

There is no statistically significant difference in the Total Scale in terms of Faculty variable belonging to students ($p < 0,05$). However, the highest score on the family subscale was the Faculty of Letters, the highest score on the

friend subscale was the Faculty of Communication, the science faculty students on a special human subscale and the highest score on the total scale were Science faculty students.

Table 5. Comparison Multidimensional Scale of Perceived Social Support Scale and its sub-factors in terms of class variable belonging to students

Group	Preparatory	1	2	3	4-5	6	Test Statistic	p
Variable	n=52	n=93	n=85	n=27	n=3	n=5		
Family	23,44±4,59	22,73±4,65	23,78±4,88	23,92±5,84	23,6±0,5	20,4±4,56	8,845	,115 ψ
Friends	21,21±5,90	21,66±5,50	22,70±4,99	22,25±6,43	24,0±0,0	22,20±2,8	3,480	,626 ψ
Significant Other	16,13±8,11	17,35±8,29	18,71±8,03	19,11±8,31	23,6±0,5	11,2±7,19	7,924	,160 ψ
Total Scale	60,78±14,05	61,75±13,78	65,21±13,17	65,29±16,46	71,3±1,1	53,8±6,26	11,004	,051 ψ

*p<0,0 ψ Kruskal Wallis Test;

There is no statistically significant difference in the Total Scale in terms of the Class variable belonging to the students (p <0.05).

Table 6. Comparison Multidimensional Scale of Perceived Social Support Scale and its sub-factors in terms of accommodation variable belonging to students

Group	Dorm	Homestay	Student House	With relatives	Test Statistic	P
Variable	n=135	n=66	n=60	n=4		
Family	23,58±4,7	23,59±4,73	22,33±5,18	23,25±4,27	3,656	,301 ψ
Friends	22,29±4,95	21,95±5,53	21,33±6,52	23,25±3,30	0,164	,983 ψ
Significant Other	16,68±8,34	17,60±8,12	19,98±7,78	18,5±5,19	6,341	,096 ψ
Total Scale	62,56±13,24	63,15±14,79	63,65±14,87	65,0±4,89	0,893	,827 ψ

*p<0,05 ψ Kruskal Wallis Test;

No statistically significant difference was found in the Total Scale in terms of the variable of accommodation for students (p<0,05).

The relationship between gender and overlapping of exams was statistically significant ($\chi^2=9,709$, $p=0,046$) (p<0,05). With 39,9%, female students stated that they were more affected by overlapping exams than male students.

The relationship between faculty and exams based on memorization is statistically significant. 57.1% of veterinary faculty students and 52,1% of 265

students participating in the research think that the exams are based on memorization with the answer "I totally agree" ($\chi^2=64,991$, $p=0,001$) ($p<0,05$).

The relation between the class and inconsistency in the evaluation of exams was found to be statistically significant. 71.0% of the students participating in the research stated that they thought there was an inconsistency in the evaluation of the exams with the answer "I agree". Similarly, there was a significant relationship with faculty and the elective courses and the curriculum intense. 43.6% of the students of the Faculty of Veterinary Medicine think that the curriculum is overloaded ($\chi^2=46,213$, $p=0,004$); ($\chi^2=47,704$, $p=0,037$), ($\chi^2=63,276$, $p=0,001$).

It was concluded that the relationship with the class and the excessive course load and the intensive curriculum was statistically significant. 62.4% of the 2nd year students think that the lessons are overloaded ($\chi^2=56,483$, $p=0,001$), ($\chi^2=38,42$, $p=0,031$) ($p<0,05$).

Both the relation gender and faculty with the anxiety of not finding a job, anxiety to be financially unable to find a job and anxiety about not finding a job for the oriented to the profession were found statistically significant. Female students stated that they were worried about not finding more jobs than male students. This anxiety was determined to be high among students of the Faculty of Law, Science and Health Sciences. In addition, both the relationship between class and accommodation with anxiety to be financially unable to find a job and anxiety about not finding a job for the oriented to profession were found statistically significant. In terms of class, it was observed that second grade students were more concerned about not finding a job. They stated that the students staying at the dormitories had more anxiety not to find a job. ($\chi^2=20,654$, $p=0,001$), ($\chi^2=15,398$, $p=0,004$), ($\chi^2=12,738$, $p=0,013$); ($\chi^2=51,885$, $p=0,015$), ($\chi^2=73,595$, $p=0,001$); ($\chi^2=36,581$, $p=0,048$), ($\chi^2=38,222$, $p=0,033$); ($\chi^2=22,460$, $p=0,033$), ($\chi^2=27,395$, $p=0,007$) ($p<0,05$).

The relationship between the class and the lack of time due to the density of the courses was found statistically significant. Grade 2 students stated the insufficiency of time due to the intensity of the lessons with 55,3% ($\chi^2=54,369$, $p=0,001$) ($p<0,05$).

Table 7. Problems experienced frequency table

		I totally disagree		I do not agree		I'm undecided		I agree		I totally agree	
		n	%	n	%	n	%	n	%	n	%
Problems I Have at the Faculty	Giving too many homework away from creativity	34	12,8	62	23,4	58	21,98	70	26,4	41	15,5
	Exams based on memorization	13	4,9	10	3,8	73	27,5	31	11,7	138	52,1
	Evaluation is inconsistent	18	6,8	37	14	70	26,4	71	26,8	69	26
	Exam questions not parallel with the courses	35	13,2	75	28,3	57	21,5	63	23,8	35	13,2
	Overlapping of exams	35	13,2	35	13,2	67	25,3	32	12,1	96	36,2
	Unhealthiness of the relative system	45	17	52	19,6	46	17,4	72	27,2	50	18,9
Problems With Courses	Too much theoretical knowledge	13	4,9	33	12,5	74	27,9	33	12,5	112	42,3
	The lectures that don't be related to profession	32	12,1	49	18,5	49	18,5	48	18,1	87	32,8
	Excessive lecture intensity	17	6,4	30	11,3	55	20,8	32	12,1	131	49,4
	Superficial teaching of some courses	37	14	44	16,6	59	22,3	42	15,8	83	31,3
	Elective courses are inadequate	45	17	51	19,2	54	20,4	46	17,4	69	26
Future Concerns	Curriculum intensity	17	6,4	37	14	63	23,8	47	17,7	101	38,1
	I'm concerned about finding work	51	19,2	40	15,1	39	14,7	37	14	98	37
	I'm concerned about finding a financially viable job	42	15,8	31	11,7	57	21,5	33	12,5	102	38,5
	I'm anxiety about not finding a job for the oriented to profession	57	21,5	42	15,8	46	17,4	31	11,7	89	33,6
	I'm concerned about not having enough professional training	35	13,2	27	10,2	61	23	50	18,9	92	34,7
	I don't know what to do after graduation.	61	23	33	12,5	49	18,5	60	22,6	62	23,4
In Friendship Relations Problems You Have	To be superficial the relationship's	18	6,8	23	8,7	85	32,1	69	26	70	26,4
	Relationships based on benefit	18	6,8	19	7,2	83	31,3	42	15,8	103	38,9
	Extreme competition	21	7,9	31	11,7	66	24,9	59	22,3	88	33,2
	Excessive individualism and selfishness	16	6	22	8,3	74	27,9	42	15,8	111	41,9
	The grouping among the students	10	3,8	28	10,6	80	30,2	27	10,2	120	45,3
	Not having time to develop friendships	31	11,7	35	13,2	76	28,7	51	19,2	72	27,2
With Social Activities Related Problems	Miscommunication	20	7,5	40	15,1	77	29,1	49	18,5	79	29,8
	Lack of time due to the intensity of the lessons	15	5,7	39	14,7	75	28,3	27	10,2	109	41,1
	Insufficient sports facilities and activities	13	4,9	28	10,6	55	20,8	50	18,9	119	44,9
	The activities are not announced adequately	13	4,9	34	12,8	74	27,9	51	19,2	93	35,1
	The grouping in community	12	4,5	25	9,4	65	24,5	59	22,3	104	39,2
Other Problems	22	8,3	20	7,5	51	19,2	73	27,5	99	34,7	

When we look at the problems experienced by the students in the faculty, 52,1% of the students stated that the exams are based on memorization and when they look at the problems related 49,4% of the students stated that the courses are extremely intense related to the.

Considering the concerns students have with the future, it that 38,5% of them are anxious about finding a financial, looking at the problems in friendship relations, 45,3% of them have problems due to grouping among students and it has been concluded that 44,9% of students experience problems related to social activities due to the lack of sports facilities and activities.

Table 8. Relationships between Students' Multidimensional Perceived Social Support Scale and its sub-Factors

n=265		Family	Friends	Significant Other
Friends	r	,477*		
	p	0,001		
Significant Other	r	,293**	,271**	
	p	0,001	0,001	
Total Scale	r	,708**	,719**	,799**
	p	0,001	0,001	0,001

There is a statistically significant relationship of 47,7% between friends and family positively.

There is a statistically significant relationship in the positive direction between significant other/family (29,3%) and significant other/friend (27,1%).

There is a statistically significant relationship in the positive direction between total scale/family (70,8%), total scale/friend (71,9%) and total scale/significant people (79,9%).

Discussion and Conclusion

When the results of the research are examined, it is seen that the family support, which is one of the social support sub-factors perceived by the students of Selcuk University, is higher than that of a friend and a private person. Similarly, there are studies showing that the support that students receive from the family is higher. In the study carried out by Aydın, Kahraman and Hiçdurmaz (2017) on nursing students, they concluded that

students received support from a special person during the year due to the intensive curriculum.

When the problems experienced at the faculty are examined in the Student Problem questionnaire, it is seen that female students are more affected by the fact that the exams overlap. It is concluded that the students of the Faculty of Veterinary Medicine have the idea that the exams are based on memorization.

In the problems related to the lessons, it was revealed that the 2nd year students had the thought that the course load was too high in the curriculum. Regarding this result, regardless of the faculty, it can be thought that the 2nd class students have a high course density and students are negatively affected by this situation.

Looking at their future concerns, it is seen that students are concerned about not finding a suitable job for their profession. Especially, this anxiety was observed to be higher in female students. In the study of Tayfun and Korkmaz (2016), it can be said that female students are affected by gender discrimination in employment and their job anxiety is higher. It was observed that 2nd class students had higher anxiety to find a job compared to other classes. It can be thought that 2nd grade students have higher stress and job anxiety due to the intensity of the lessons. Since the students in this class are thought to have higher future and professional concerns compared to other classes, it would be useful to provide counseling for occupational awareness in addition to the courses. On the basis of faculties, it is seen that the majority of the Faculty of Law and Science students have anxiety to find a job.

When looking at the problems related to social activities, 2nd grade students stated that they could not spare time for social activities due to the intensive classes. In general, 2nd grade students makeup 32.1% of the students in the study and stated that they have problems due to the intensity of the lessons. The intensity of 2nd grade can be spread to other classes and students can be supported in this class in terms of both job and socially.

Limitations of Research

The results obtained are valid only for these university students since the research involves Selcuk University students. When the faculty distribution

of the students included in the research is examined, there is a difference in the number of students. In addition, it is seen that the students of the Faculty of Veterinary Medicine are intense in the number of students who are sampled since students are taken from each faculty on a voluntary basis. Sampling was created by a stratified random sampling method. The participation of these classes remained low, as the class was determined as a layer and only 5th and 6th grades were found in some faculties.

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