



Faculty of Cognitive Sciences and Human Development

**UNVEILING THE IMPACT OF PERCEIVED SOCIAL SUPPORT AND
PSYCHOLOGICAL WELL-BEING AMONG UNDERGRADUATE STUDENTS
DURING THEIR FINAL YEAR PROJECTS.**

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**UNVEILING THE IMPACT OF PERCEIVED SOCIAL SUPPORT AND
PSYCHOLOGICAL WELL-BEING AMONG UNDERGRADUATE STUDENTS
DURING THEIR FINAL YEAR PROJECTS.**

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ABSTRACT

This study aims to investigate the relationship between perceived social support and psychological well-being among Malaysian undergraduate students during their final year projects. Utilizing a survey method, data were collected from a sample of 166 students and analyzed using quantitative techniques. The study employed the Multidimensional Scale of Perceived Social Support (MSPSS) to measure perceived social support and the Ryff Scales of Psychological Well-Being (RPWB) to assess psychological well-being. The findings revealed that high levels of perceived social support are positively correlated with better psychological well-being, indicating that students who felt supported by family, friends, and academic peers experienced less stress and higher levels of happiness and life satisfaction. The research also examined demographic factors such as gender, age, race, socioeconomic status, and residential status, revealing significant differences based on age, academic performance, and residential status. Younger students, high achievers, and those living in hostels reported higher levels of perceived social support. These findings highlight the crucial role of social support networks in enhancing students' psychological well-being and academic success during this challenging period. The study suggests that educational institutions should focus on fostering strong social support systems to improve students' overall psychological well-being and academic performance.

Keywords: perceived social support, psychological well-being, final year project

ABSTRAK

Kajian ini bertujuan untuk menyelidiki hubungan antara sokongan sosial yang dipersepsi dan kesejahteraan psikologi dalam kalangan pelajar ijazah sarjana muda Malaysia semasa projek tahun akhir mereka. Menggunakan kaedah tinjauan, data dikumpul daripada sampel sebanyak 200 pelajar dan dianalisis menggunakan teknik kuantitatif. Kajian ini menggunakan skala *Multidimensional Scale of Perceived Social Support (MSPSS)* untuk mengukur sokongan sosial yang dipersepsi dan *skala Ryff Scales of Psychological Well-Being (RPWB)* untuk menilai kesejahteraan psikologi. Dapatan kajian menunjukkan bahawa tahap sokongan sosial yang tinggi berkait rapat dengan kesejahteraan psikologi yang lebih baik, menunjukkan bahawa pelajar yang merasakan sokongan daripada keluarga, rakan, dan rakan akademik mengalami kurang tekanan dan tahap kebahagiaan serta kepuasan hidup yang lebih tinggi. Kajian ini juga meneliti faktor demografi seperti jantina, umur, bangsa, status sosioekonomi, dan status kediaman, dan mendapati perbezaan signifikan berdasarkan umur, prestasi akademik, dan status kediaman. Pelajar yang lebih muda, berprestasi tinggi, dan yang tinggal di asrama melaporkan tahap sokongan sosial yang lebih tinggi. Hasil ini menekankan kepentingan rangkaian sokongan sosial dalam meningkatkan kesejahteraan psikologi dan kejayaan akademik pelajar semasa tempoh yang mencabar ini. Kajian ini mencadangkan agar institusi pendidikan memberi tumpuan kepada membina sistem sokongan sosial yang kuat untuk meningkatkan kesejahteraan psikologi keseluruhan dan prestasi akademik pelajar.

Kata kunci: kesejahteraan psikologi, sokongan sosial yang dipersepsi

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section of the study provides a detailed elaboration and explanation of the study's background, problem statement, study objectives, theoretical or conceptual framework, and study hypothesis. In addition, a discussion of the study's significance will be included, along with definitions of key terms used in the study, and an exploration of the study's limitations.

1.1 Background of Study

In the final years of university education in Malaysia, it is crucial for students to have a positive mental state to tackle the challenges in completing their final projects. When students have good psychological well-being, they can handle life's hurdles better by boosting their knowledge and personal capacity, leading to academic success (Multisari et al., 2022). According to Aulia & Panjaitan (2019) it was revealed that students working on their final year projects or thesis often encounter difficulties leading to issues such as insomnia, loss of appetite, physical illness, insufficient time for rest, financial constraints, and a lack of motivation and these challenges can potentially result in elevated stress levels, with the associated risk of developing depression. According to Schlechter et al. (2022) stress and depression can substantially reduce an individual's psychological well-being, impacting their ability to cope with stress, self-acceptance, personal growth, a sense of purpose in life, positive relationships with others, effective environmental mastery, and autonomy. The current state of psychological well-being among undergraduate students quite complicated, especially academic phases like final year projects. According to Che Rahimi et al. (2021), a recent study found that up to 56% of Malaysian university students was dealing with stress and other

psychological distress, which was way higher than the general population's rate of 29%, this shows that students faced significant mental health challenges, particularly during important academic milestones like final year projects.

According to recent research, perceived social support provides substantially more compelling evidence of correlations than received social support (Eagle et al., 2018). Understanding social determinants of health, like social support, crucial because they significantly influence how people live and how these conditions affect their health outcomes (Alegria et al., 2018). Social support, broadly defined as the feeling of being cared for and being part of a supportive network, can be further divided into perceived support and received support (Eagle et al., 2016). Other studies indicated that social support serves as a protective factor against mental health conditions, including anxiety, tension, and depression influence (BMJ Mental Health, 2022). A meta-analysis demonstrated that higher levels of perceived social support correlate with lower psychiatric symptoms, including depression, suggesting that social support acts as a stress buffer through emotional sustenance, active coping assistance, and social influence (BMJ Mental Health, 2022). Similarly, social support and resilience together significantly moderate the negative impact of stress, particularly during the COVID-19 pandemic, showcasing the importance of family, friends, and community support in maintaining mental health (BMC Psychiatry, 2022). Research published in the *British Journal of Psychiatry* reinforced the idea that social support is crucial in protecting against depression across different life stages, with strong support from spouses and family being particularly effective (British Journal of Psychiatry, 2020). Alegria et al. (2018) emphasized the protective function of social support in reducing the impact of stress on psychological well-being.

Moreover, studies have shown that perceived social support is closely linked to psychological well-being, for instance, according to Adyani et al. (2019) study on social relationships and health indicated that perceived social support is associated with psychological well-being. According to Holliman et al. (2022) previous study explored the correlation between social support and psychological well-being among university students revealed a noteworthy association, indicating that social support significantly predicted mental well-being within the university environment. This research underscored the importance of interpersonal connections in nurturing favourable mental health results among students. Previous study has established a positive relationship between social support and the psychological well-being of students working on their final year project (Aulia & Panjaitan, 2019). Thus, the greater the social support received by students, the higher their psychological well-being is likely to be. In the context of undergraduate students during their final year projects, understanding the dynamics between perceived social support and psychological well-being becomes important.

In summary, the background of this study focuses on the importance of perceived social support in improving psychological well-being among Malaysian university students, particularly during final year projects. As many students experience stress and psychological distress during this time, social support has been shown to reduce stress and improve mental health. Understanding these interactions is crucial to creating a supportive academic atmosphere that helps students achieve intellectually and personally.

1.2 Problem Statement

According to World Health Organization (2022) defines mental health as a state of well-being where individuals effectively use their capabilities, contributing positively to their communities. Health and mental well-being are shaped by various factors biological, psychological, social, cultural, economic, and spiritual underscoring that they're not solely biological or psychological but also deeply intertwined with social dimensions (Stoewen, 2017). Social elements significantly influence the occurrence, prevalence, and persistence of mental health conditions. Thus, understanding social factors is crucial, and one such influential factor is social support the level of support an individual perceives and report receiving (Livingston et al., 2022; Brance et al., 2023). Perceived social support involves interactions among people, playing a pivotal role in an individual's health more than the support itself, it's the belief in having such support that holds significance. Perceived social support offers both physical and psychological benefits, especially during stressful events, alleviating psychological distress (Parr & Stevens, 2019)

In the final stretch of academic journey, undergraduate students face a myriad of challenges while navigating through their final year projects (FYPs), including sleep disturbances, financial constraints, and varying levels of motivation (Aulia & Panjaitan, 2019). Untackled, these issues can heighten stress, raising the risk of depression. According to Schlechter et al. (2022) it notes that depression significantly harms psychological well-being, impacting stress coping, self-acceptance, personal growth, life purpose, positive relationships, environmental mastery, and autonomy. The consequences extend beyond academics, affecting various aspects of a student's life. Existing research emphasizes the positive correlation between perceived social support and the psychological well-being of students undertaking final year projects (Adyani et al., 2019; Aulia & Panjaitan, 2019). However, the nuanced

interplay between perceived social support and psychological well-being specifically among undergraduate students during the final year project phase remains inadequately explored.

Thus, the lack of a complete understanding of how perceived social support influenced the psychological wellbeing of undergraduate students engaged in final year projects indicated a significant gap in current knowledge. This research aimed to address the gap by examining the unique dynamics of social support and its perceived impact on the psychological well-being of undergraduate students during the challenging period of completing their final year projects. The insights gained contributed not only to academic understanding but also informed targeted interventions to enhance the wellbeing of students navigating this pivotal phase of their educational journey.

1.3 Research Objectives

1.3.1 General Objective

- This study aims to understand the relationship between perceived social support and psychological well-being among undergraduate students during final year projects.

1.3.2 Specific Objectives

1. To measure the level of perceived social support among undergraduate students during final year project.
2. To measure the level of psychological well-being among undergraduate students during final year project.
3. To investigate the relationship between perceived social support and psychological well-being among undergraduate students during final year project.
4. To identify differences in perceived social support among undergraduate students based on gender, age, race, cgpa, socioeconomic and residential status.

1.4 Research Questions

1. What is the level of perceived social support among undergraduate students during final year project?
2. What is the level of psychological well-being among undergraduate students during final year project?
3. Is there any relationship between perceived social support on psychological well-being among undergraduate students during final year project?
4. How does perceived social support among undergraduate students vary based on gender, age, race, cgpa, socioeconomic and residential status?

1.5 Research Hypotheses

1. Levels of perceived social support among undergraduate students are high.
2. Levels of psychological well-being among undergraduate students are high.
3. There is significant relationship between perceived social support and psychological well-being of undergraduate students during their final year project.
4. There is significant difference in perceived social support among undergraduate students based on gender, age, race, cgpa, socioeconomic and residential status.

1.6 Conceptual Framework

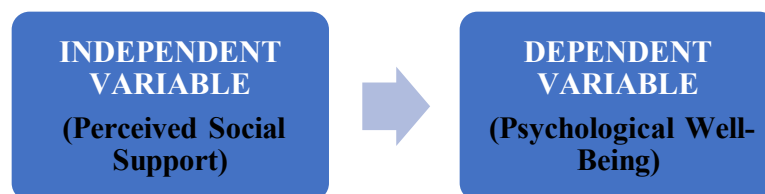


Figure 1.6: Conceptual framework of the study

Figure 1.6 Illustrates the relationship among the variables, with perceived social support being the independent variable (IV), and psychological well-being the dependent variable.

1.7 Significance of Study

This research was important for current undergraduate students who did their Final Year Projects (FYPs) at university. As these students dealt with stress, possible depression, and financial issues, it was crucial to understand how social support like family, friends, and significant others affected their psychological well-being. Through the identification of the impact of social support, targeted interventions were developed to enhance the psychological well-being of students during that challenging phase.

This study didn't just stick to academic; the outcomes of this research held wider implications for educational institutions and policies. Identifying specific sources and mechanisms of support that influenced undergraduate students' psychological well-being during their critical academic phase helped create a specific plan for the future. These interventions included enhanced counselling services, peer mentorship initiatives, or skill-building workshops, which aimed to bolster resilience and well-being among students navigating similar academic challenges. This research aimed to uncover how the perception of social support affected the psychological well-being of students working on their final year projects. It aimed to pave the way for improved understanding and potentially beneficial strategies for supporting students in comparable academic settings.

1.8 Definition of Terms

1.8.1 Perceived Social Support

Conceptual Definition:

Perceived social support can be described as an individual's subjective assessment of the information available, fostering the belief that they are being supported and actively engaged within a network of support. This encompasses the individual's sense of feeling connected,

valued, and reassured within their social environment, contributing to an overall perception of being bolstered by the interactions and resources available in their social network (Uchino et al., 2016).

Operational Definition:

The Multidimensional Scale of Perceived Social Support (MSPSS) questionnaire is applied to gauge perceived social support. The questionnaire assesses multiple facets of perceived support, including support from Family, Friends, and Significant Other. It delves into the individual's subjective perception of support within these domains. The questionnaire results are then utilized to quantify the overall perceived social support, where higher scores indicate a lower perception of support, and lower scores signify a higher perceived level of social support. This method enables a nuanced examination of social support dimensions, providing insights into the individual's perceived quality and extent of support within their social connections.

1.8.2 Psychological Well-Being

Conceptual Definition:

Psychological well-being is a holistic concept capturing an individual's positive mental and emotional states, encompassing aspects such as life satisfaction, positive relationships, personal growth, self-esteem, and a sense of purpose. It goes beyond the absence of mental ailments, signifying an overall feeling of happiness, contentment, and fulfilment in life. This crucial aspect of health is characterized by positive emotions, psychological functioning, and a sense of meaning, highlighting an individual's capacity to navigate life's challenges and cultivate their potential (Dhanabhakya & Sarath, 2023)

Operational Definition:

In this study, Ryff Psychological Well-Being Scale is applied to measure psychological well-being. The questionnaire covers six dimensions, including autonomy, personal growth, positive relationships, purpose, and self-acceptance. Higher scores on the Ryff scale indicate better psychological well-being, representing positive mental health and life satisfaction. Lower scores, on the other hand, are associated with lower psychological well-being (Ryff & Keyes, 1995).

1.8.3 Undergraduate Students**Conceptual definition:**

Undergraduate students are those who are currently enrolled in three- or four-year bachelor's degree programs. This educational pursuit functions as an essential prelude for graduates to enter a variety of professional domains with ease (Thurrott, 2023)

Operational Definition:

The specific group under consideration for this study includes undergraduate students in Malaysia who are enrolled in various educational institutions.

1.8.4 Final Year Project**Conceptual Definition:**

A final year project is an academic activity that students often take on as their final assignment during their final semester of a degree program. It functions as a thorough, independent research project or practical assignment that enables students to put the knowledge and abilities they have learned during the course of their studies in practice. A final year project's format and requirements differ depending on the discipline and institution (Bell & Waters, 2018).

Operational Definition:

The specific group under consideration for this study includes Malaysian undergraduate students who are enrolled in various educational institutions and actively involved in their final year projects.

1.9 Summary

The present study focused on exploring the relationship between perceived social support and psychological well-being among undergraduate students in Malaysia during their final year project. The background of study focused on the importance of perceived social support in improving psychological well-being, while the problem statement identified a specific research gap: the exploration of the relationship between perceived social support and psychological well-being among students during their final year projects. The research objectives involved exploring the relationship between perceived social support and psychological well-being among undergraduate students during their final year projects. Additionally, the study examined how perceived social support varied based on demographic factors such as gender, age, race, socioeconomic, and residential status. The research questions and hypotheses focused on measuring levels of perceived social support and psychological well-being, investigating their correlation, and identifying demographic differences. A conceptual framework was also provided in this chapter, which included independent and dependent variables. Finally, the study was significant in understanding how social support affected the psychological well-being of undergraduate students during their final year projects, providing insights for targeted interventions to alleviate stress and improve student well-being. The findings informed educational institutions and policies, leading to the development of enhanced support services and programs for students who faced similar academic challenges.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this paper's literature review section was to critically evaluate and summarise the body of past academic research social support, psychological well-being of students in completing their final year project (FYP) and relationships between both. This review offered a thorough overview of the present knowledge landscape by looking at variety of reliable sources including academic journals, books, and pertinent research projects.

2.1 Theories related to social support and psychological well-being.

Social Support Theory is a psychological framework that underscores the importance of social connections in contributing to individuals' well-being, especially during stressful or challenging times (Cullen et al., 1999; Butler, 2017; Diao, 2019). Lakey & Cohen (2020) propose three key theoretical perspectives for exploring social support: (1) the stress and coping perspective, (2) the social constructionist perspective, and (3) the relationship perspective.

Langford (2018) conducted research to conceptualise social support, and the researchers determined that the primary characteristics of social support are appraisal, emotive, instrumental, and informational. The contrast in definitions for perceived social support and received social support was conceptualised by Barrera (1986). Contemporary researchers, including Vangelisti (2019), continue to employ these definitions. As defined by Uchino et al. (2016), perceived social support is the individual's personal interpretation of the available provision of information that fosters the belief that one is being supported and engaged within a supportive social network. Conversely, received social support is the actual amount of social support received from social relationships.

In addition to Social Support Theory, **Ryff's Psychological Well-Being Theory 1996** is another influential perspective that delves into the dimensions of psychological well-being. Developed by Carol Ryff, this theory identifies six key factors contributing to well-being: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance (Fernandes et al., 2018)

According to Gao and McLellan (2018) , psychological well-being is often seen in two ways: firstly, through positive emotions like happiness (known as the hedonic perspective), and secondly, by achieving optimal functioning in personal and social aspects of life (known as the eudaimonic perspective). Van Dierendonck and Lam (2022) provided empirical evidence suggesting that implementing intervention programs tailored to address specific aspects of well-being, particularly those consistent with Ryff's theoretical framework, can yield significant improvements in eudaemonic well-being, highlighting the effectiveness of comprehensive approaches grounded in Ryff's model. Ryff (1996) played a crucial role in creating a theory and measurement scales for psychological well-being (PWB), defining it as a combination of feeling good and functioning effectively (Fernandes et al., 2018)

Individuals with high PWB often express happiness, capability, satisfaction with life, and a sense of support (Zhao and Wei, 2019). The positive effects of high PWB also extend to better physical health, possibly influenced by brain patterns, chemicals, and genetics. Ryff (1996) identified key dimensions of PWB, including self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth.

The foundation of PWB, as explained by Ryff (1996), draws from various fields such as mental health, self-actualization, optimal functioning, maturity, and developmental lifespan. Recognizing the need for measurement tools, Ryff highlighted the importance of assessing

PWB through both cognitive judgments about satisfaction and emotional responses to life events. Simply put, PWB involves how individuals think about their lives and how they emotionally reacted to them (Fernandes et al., 2018).

2.2 Perceived Social Support

Perceived Social support, extensively explored as a determinant of health in various literature, plays a vital role in assisting individuals in coping with challenging life events, such as chronic illnesses and tragic occurrences like bereavement (Farzan et al., 2023). The significance of social support endures, even years after cancer treatment, highlighting its importance for cancer survivors (Deegan et al., 2023). However, the association between social support and health outcomes varies, with some studies reporting modest or weak connections (Lu et al., 2023), leading to ongoing debates on its overall effect, particularly in the context of psychological well-being.

Recognizing the diverse sources of social support is crucial in understanding its impact. Chang et al. (2018) explored different sources among Chinese adolescents, distinguishing parents, teachers, and friends as significant contributors to perceived social support. In studies by Shaigerova et al. (2022) and Lee et al. (2020), various sources, including friends, family, and significant others, were analyzed concerning mental health indicators. Across age groups, the sources of perceived social support differ, with adults commonly relying on friends, family, and significant others, while young children or adolescents focus more on support from peers, parents, and teachers. This developmental stage dependency underscores the dynamic nature of social support.

The multifaceted nature of social support is crucial for maintaining overall well-being. Drageset (2021) emphasizes its role in providing emotional aid, a sense of belonging, practical assistance, advice, and information. Lah Lo-oh & Bate-Arrah Ayuk's (2018) study highlighted

social support as feeling appreciated, esteemed, nurtured, and cherished within one's social circle, originating from family, friends, educators, or community connections. This includes practical aid, evaluating diverse situations, effective coping strategies, and emotional support. Zhou and Friedman (2020) defined social support as various interactions and resource exchanges among individuals, encompassing family, peers, and significant others.

Consistent findings across studies highlight the positive impact of adequate social support on psychological well-being. It has been shown to alleviate symptoms of post-traumatic stress disorder (PTSD), stress, and depression while enhancing overall well-being and maintaining mental stability (Kostak et al., 2019). The effect of perceived social support on depression has been extensively studied, as demonstrated by (Kostak et al., 2019; Shensa et al., 2020).

2.3 Perceived social support among undergraduate students

The concept of social support is multifaceted, encompassing the emotional and psychological backing individuals receive or perceive from family, friends, and their community (Zimet et al., 1988). Perceived social support entails the belief that assistance would be available if needed, consisting of emotional and instrumental support (Day & Livingstone, 2003; Trepte & Scharkow, 2016). The effectiveness of social support relies on the alignment between the source, type, timing, and individual needs (Cohen & McKay, 1984; Cutrona & Russell, 1990).

Numerous studies highlight the positive impact of social support on various outcomes among students from diverse disciplines and backgrounds (Cornelius et al., 2018; Pluut et al., 2018). Specifically, social support from family, friends, and the academic community significantly influences students' capacity to navigate the challenges associated with university

life (Cage et al., 2021; Mishra, 2020). Moreover, it is linked to more successful educational experiences (Maymon et al., 2019; Scanlon et al., 2020).

Extensive evidence underscores the role of social support in enhancing psychological well-being and acting protectively against mental health problems (Cohen, 2004; Hartung et al., 2015; Santini et al., 2015; Tough et al., 2018). Higher levels of social support correlate with improved psychological well-being, lower mental health risks, and better quality of life for students across various demographics and age groups (Poudel et al., 2020; Poots & Cassidy, 2020). Notably, social support is consistently associated with decreased depression, anxiety, and improved life satisfaction among students (Ibrahim et al., 2013; Vungkhanching et al., 2018).

In addition to emotional outcomes, social support networks significantly impacted students' academic performance and success in higher education (Awang et al., 2014; Brouwer et al., 2016). These networks influence students' integration into academic life, affecting both retention rates and academic achievements (Masserini & Bini, 2021). Family support plays a vital role in academic persistence, while peer support and support groups are linked to positive academic outcomes, including better understanding of course materials (Kim et al., 2018; Gallop & Bastien, 2016; Masserini & Bini, 2021)

2.4 Psychological well-being among undergraduate students

Psychological well-being was described as a positive mental state, including life satisfaction and overall happiness. When prolonged sadness affected daily activities, it significantly harmed mental well-being. It encompassed feelings of positivity, the ability to maintain meaningful relationships, and resilience in facing life's challenges (Guo et al., 2022; Dhanabhakym & Sarath, 2023). Guo et al. (2022) emphasized that universities should support undergraduate students' psychological well-being, as they often faced challenges like adapting

to new environments, strained relationships, and employment stress and these issues negatively impacted their mental health upon entering university. Studies showed that those with higher psychological well-being led more fulfilling lives, showed greater dedication, and had higher productivity (Kurniasari et al., 2019). Thus, undergraduates with strong psychological well-being adapted better to campus life and achieved academic success.

From other studies, the importance of psychological well-being for students tackling final projects has been underscored by various researchers (Poulou & Norwich, 2019; Aydin, 2020). Psychological well-being, associated with increased knowledge and self-capacity to confront life challenges, significantly contributes to academic success.

In Malaysia, although limited, the examination of students' psychological well-being during final projects remains critical within the local academic context. Studies from neighbouring countries, such as Thailand and Indonesia, echo similar trends indicating lower psychological well-being related to emotional management challenges, loneliness, and difficulties in maintaining positive relationships (Rahman et al., 2020; Kurniasari et al., 2019). Psychological well-being, an essential element in psychological functioning (Shafaei et al., 2018; Eskisu, 2021), is marked by individuals' resilience and their ability to overcome adversity through personal attributes like attitude, effort, belief, and proactive approaches.

Comparative studies between students in developed countries like America and Australia, and those in developing nations like Malaysia reveal disparities in psychological well-being (Calderon et al., 2021). Malaysian students, facing academic pressures and socio-cultural factors specific to Malaysia, might encounter higher stress levels and lower happiness. Understanding the localised Malaysian context was crucial as it brought unique challenges that impacted students' psychological well-being. Recognised psychological well-being's various

aspects, such as positive thinking, life purpose, quality relationships, and personal development held significance within the Malaysian academic setting.

Components of student psychological well-being include self-acceptance, environmental mastery, life purpose, positive relationships, personal growth, and autonomy (Kilgo et al., 2019). Malaysian students experienced high psychological well-being, which included traits such as self-confidence, trusting relationships, personal growth, and independent coping mechanisms that were tailored to Malaysia's academic and socio-cultural dynamics (Ehret & Muris, 2018). Understanding local factors that influenced psychological well-being among Malaysian students during final projects was crucial. In-depth studies revealed unique challenges and paved the way for custom-tailored interventions to bolster their psychological well-being during that phase (Hazli & Jamil, 2018).

2.5 Relationship between perceived social support and psychological well-being

A growing body of literature underscores the pivotal role of social support in mitigating the adverse effects of stress and bolstering well-being among university students. Adyani et al. (2019) emphasized the positive correlation between social support and psychological well-being, indicating that higher levels of social support are associated with better mental health outcomes.

Studies by Aulia & Panjaitan (2019) further elaborated on the significance of social support specifically during the final year project phase. They highlighted the importance of family, friends, and significant others in providing emotional, informational, and instrumental support, which contributed significantly to students' overall well-being during this critical period.

Research by various scholars has consistently demonstrated the strong association between social support and psychological well-being among university students (Kent de Grey et al. 2018). According to research Adyani et al. (2019) study on social relationships and health indicated that social support associated with psychological well-being. Previous study has established a positive relationship between social support and the psychological well-being of students working on their final year project (Aulia & Panjaitan, 2019). Thus, the greater the social support received by students, the higher their psychological well-being is likely to be.

Recent research demonstrated a positive correlation between social support received by domestic students and the psychological well-being (PWB) of international students in U.S. universities (Luo et al., 2019). Additionally, Brunsting et al. (2021) found that perceptions of social support significantly impact changes in PWB among graduate and undergraduate international students. Previous studies focusing on international students highlighted the contribution of social support to their psychological adjustment (Lashari et al., 2018).

2.6 Improvements in Present study

The present study enhanced understanding of the relationship between perceived social support and psychological well-being by focussing on undergraduate students during their final year project. This focus addressed a specific academic phase, such as the final year, characterised by unique stressors that had been underexplored in current literature. This study was particularly useful and valuable for Malaysian students, as it addressed a gap in local studies and provided a perspective for comparison with students from other developed countries. Furthermore, the study examined how perceived social support was influenced by demographic parameters such as gender, age, and socioeconomic position, offering a more comprehensive understanding of the impact on various student groups. This detailed analysis aimed to inform practical interventions and policies, such as enhanced counselling services and

peer mentorship programs, to better support students during the demanding final year project phase. The findings contributed to a deeper understanding of the complex dynamics between perceived social support and psychological well-being and helped address the inconsistencies and gaps identified in existing research.

2.7 Summary

This literature review explored the relationship between perceived social support and psychological well-being among undergraduate students, with a specific focus on their final year projects. In this chapter, key theories such as Social Support Theory and Ryff's Psychological Well-Being Theory were examined to understand how perceived social support affected psychological well-being. The study also compared perceived and experienced social assistance and their effects on psychological well-being. Emphasised were the benefits on students' psychological well-being and academic achievement, highlighting the importance of social support in academic environments. Furthermore, it contrasted results from other nations with the limited study on the psychological well-being of Malaysian students during final projects. The study emphasised the critical role of perceived social support in improving psychological well-being and advocated for more research and practical approaches to help students properly during their last year projects.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methodology that was used in this study. The discussion started with research design, population, sampling, and sampling procedure. The methodology was then discussed in detail, covering the instrumentation aspect, study validity and reliability, normality, ethics of the study, data collection, and data analysis procedure.

3.1 Research Design

In this research, a quantitative approach was used to determine the relationship between the impact of perceived social support and psychological well-being of Malaysian undergraduate students while completing their Final Year Projects (FYP). A quantitative methodology involved the development of more systemic procedures for testing, proving, and verifying hypotheses. According to Arabaine (2023), the strength of quantitative research is its ability to generalize findings to a larger population. Collecting data from a representative sample of users allowed for insights to be gained that could be applied to a larger group of people. The nature of this study involved hypotheses testing as the study aimed to explain the influence and relationship between manipulative variables and dependent variables. The study aimed to enhance understanding of the impact of perceived social support (independent variable) and psychological well-being of undergraduate students (dependent variable) while they completed their Final Year Projects (FYP). Therefore, quantitative approaches allowed researchers to analyse the data statistically. The research design used in this study was a cross-sectional survey design. It was chosen for this study because a cross-sectional survey had its

strength in the data collection, whereby, the data would collect at a single point in time. This design could avoid and reduce time-consuming during data collection.

3.2 Population and Sample

3.2.1. Sampling techniques

According to Bhardwaj (2019) in a non-probability sample, the likelihood that any given member of the population will be chosen for the sample is unknown. For this study, non-probability sampling was employed to select a specific group of undergraduate students who are completing their final year projects (FYPs). Within the scope of non-probability sampling methods, specifically utilizing purposive sampling, this study intentionally selects a distinct cohort of students actively engaged in completing their final year projects (FYPs). In purposive sampling, individuals were deliberately selected for the sample based on the specific goals or criteria of the study, and this method is also referred to as judgmental sampling (Bhardwaj, 2019). By employing purposive sampling, this study aimed to deliberately choose participants based on predetermined criteria, ensuring representation of individuals whose experiences during this crucial academic phase that offer valuable insights into the study's focus on perceived social support and psychological well-being.

Another sampling that will be utilized in this study was snowballing sampling. According to Bhardwaj (2019) this sampling method was employed when one participant refers or identifies additional participants, particularly in situations where it is challenging to directly identify individuals for inclusion in the sample. In this study, the students shared a QR code with another student that also doing their FYP to expand the sample. This method involved participant recruiting others creating a chain-like effect sample recruitment.

3.2.2 Sampling location

The population for this research study consisted of undergraduate students enrolled in Malaysian universities. The total number of undergraduate students in Malaysia is approximately 377,103, as indicated by the latest records and available data (Ministry of Higher Education, 2023). This figure highlights the diverse academic programs available in both public and private universities. To determine the appropriate sample size for this research, the widely recognized approach proposed by Krejcie and Morgan (1970) was employed. According to their guidelines, for a population of 377,103 a sample size of 384 would be sufficient to provide a representative representation of the population while ensuring a reasonable level of statistical accuracy. Therefore, the target sample size for this study would be 384 undergraduate students in Malaysia that are doing their final year projects.

3.3 Instruments

This study utilised a self-reported questionnaire method as the research tool. Jones et al. (2018) found that questionnaires were a suitable instrument for data collection because they were cost-effective, convenient for respondents, and easy to acquire data from. In addition, Nayak and Narayan (2019) emphasised the suitability of online surveys as a means of data collection. They highlighted the cost-effectiveness, time efficiency, convenience, ability to handle substantial datasets, and straightforward data acquisition offered by online surveys. The questionnaires used for this study were adapted from previous research. These included the Multidimensional Scale Perceived Social Support (MSPSS) and the Ryff Scales of Psychological Well-Being (RSPWB- 18 items). In addition, a question was included to determine if the student was currently undertaking a final year project or not.

3.3.1 Instrument Structure

The online questionnaire was adapted from past research and comprises between three sections and distributed among Malaysian undergraduate students that undertaking their final year projects (FYPs).

3.3.1.1 Section A: Demographic

For this section, the demographic of the participants was the main focus. It included four questions about the background details of the respondents, such as their gender, year of study, programme type, CGPA, and universities and state. Furthermore, an additional question was included to determine if the student had been undertaking a final year project or not. Demographic information was one of the important parts of the questionnaire because it allowed researchers to better understand certain background characteristics of the research participants.

3.3.1.2 Section B: Instrument

Multidimensional Scale Perceived Social Support (MSPSS)

Section B consisted of questions that assessed perceptions of social support adequacy from three specific sources: family, friends, and significant other. This section consisted of 12 items that the respondents had to rate based on the given scale. This section used a Seven-point Likert scale. In previous research, a mean scale score ranging from 1 to 2.9 was considered low support, while a score of 3 to 5 was considered moderate support and a score from 5.1 to 7 was considered high support. The total score for this section ranged from 12 to 60, indicating a heightened level of perceived social support for higher scores and a lower level of perceived social support for lower scores (Talwar & Rahman, 2013; Zimet, 2017).

1	2	3	4	5	6	7
Very strongly disagree	Strongly disagree	Mildly disagree	Neutral	Mildly agree	Strongly agree	Very strongly agree

Table 3.3.1.2: Seven-Point Likert Scale (MSPSS)

The reliability scores for the entire scale indicated a Cronbach's α of .85, demonstrating high internal consistency. In addition, the subscale reliabilities for significant other, family, and friends were Cronbach's α values of .72, .85, and .75, respectively. The values indicated moderate to high internal consistency within each specific subscale (Talwar & Rahman, 2013; Zimet, 2017).

3.3.1.3 Section C: Instrument

Ryff Scales of Psychological Well-Being (RSPWB- 18 items)

Section C consisted of 18 items that were designed to assess six dimensions of well-being and happiness: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The respondents were asked to self-report their level of agreement with 18 statements adapted from the Ryff scale developed by Ryff in 1989. This section adopted a Seven-point Likert scale.

1	2	3	4	5	6	7
Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree

Table 3.3.1.3 (a): Seven- Point Likert Scale (RSPWB)

The subscales reliabilities for autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance were reported to be Cronbach's $\alpha = .71, .77, .78, .77, .70$ and $.78$ respectively (Bayani et al., 2008; Celestine, 2021).

According to Price et al. (2018), this study ensured the validity of its instruments by using the face validity approach. A thorough examination was conducted to confirm that the instruments accurately captured the intended constructs. In addition, the study assessed the reliability of measurements by using Cronbach's alpha tests through SPSS. The Multidimensional Scale Perceived Social Support (MSPSS) and Ryff Scales of Psychological Well-Being (RSPWB-18 items) demonstrated high Cronbach's alpha values, indicating a strong level of internal consistency and reliability within the scales. The findings of this study indicated that the instruments used demonstrated strong reliability, with higher Cronbach's alpha values indicating greater consistency among the measured variables.

Alpha Coefficient Range	Strength of Association
<0.6	Poor
0.6 to 0.7	Moderate
0.7 to 0.8	Good
0.8 to 0.9	Very good
0.9	Excellent

Table 2.3.1.3 (b): Rules of Cronbach's Alpha Coefficient Size

3.4 Procedures

In this phase, the initial step involved employing purposive sampling, targeting 384 Malaysian undergraduate students who were currently engaged in their final year projects. A self-reported questionnaire was facilitated via Google Forms, which was divided into three sections. Section A focused on gathering demographic information, while Section B utilised the Multidimensional Scale of Perceived Social Support (MSPSS) to assess perceived social support. Section C included the Ryff Scales of Psychological Well-Being (RSPWB-18 items), which assessed psychological well-being. The questionnaire was designed using a Likert scale and administered to the selected participants to gather their responses.

The distribution of the Google Form was done through various platforms, including WhatsApp, Telegram, Facebook, and Instagram. However, in order to ensure data validity and relevance to undergraduate students, specific instructions and clarifications were provided to control non-related respondents. Respondents chose to participate voluntarily at their own convenience and availability. The survey questionnaire intentionally left out any questions asking for personal information to ensure confidentiality and anonymity.

In order to ensure robust data quality, Google Forms was utilised with the "Required" setting activated for all questions, minimising the likelihood of missing data and deliberate omissions. After completing the data entry, the negative questions in the questionnaires were reversed using the reverse code functionality of Social Sciences Statistical Packages (SPSS). This step aimed to maintain consistency and relevance in the dataset.

3.5 Data Analysis Procedures

The data collected from respondents were collected and analysed using version 28.0 of the IBM Statistical Packages for Social Sciences (SPSS). The analysis included descriptive

data and inferential data. SPSS was used to construct charts to analyse data collected. In summary, the researcher used descriptive analysis to analyse the demographic content and inferential analysis to analyse the rest of the data collected.

3.5.1 Descriptive Data Analysis

In this study, the descriptive data analysis aimed to provide a comprehensive summary of the demographic characteristics obtained from the survey responses. These characteristics included age, gender, year of study, programme type, and universities. The information was presented in table form, bar graph, and pie chart. It involved examining measures of central tendency (such as mean, median, and mode), dispersion (standard deviation, variance, range), and frequency distribution to depict the participants' demographic traits.

3.5.2 Inferential Data Analysis

The inferential data analysis thoroughly investigated the relationships between perceived social support variables and psychological well-being among Malaysian undergraduate students involved in their final year projects (FYPs). This analysis was directly aligned with the study's objectives and employed advanced statistical techniques such as Pearson Correlation Analysis, ANOVA, and Independent T-Test. The outcome of these statistical analyses offered valuable insights into the nature and strength of the relationship between social support and psychological well-being during the final year project phase.

Hypothesis	SPSS TEST	JUSTIFICATION
Levels of perceived social support among Malaysian undergraduate students are	Descriptive data analysis	Provide a clear and detailed summary of the levels of perceived social support among undergraduate students, offering insights into

high during their final year projects		central tendencies, variability, and distribution patterns that support the assertion of high social support.
Levels of psychological well-being among Malaysian undergraduate students are high during their final year projects.	Descriptive data analysis	Provide a clear and detailed summary of the levels of psychological well-being among undergraduate students, offering insights into central tendencies, variability, and distribution patterns that support the assertion of high psychological well-being.
There is significant relationship between perceived social support and psychological well-being among Malaysian undergraduate students during their final year project.	Pearson's correlation analysis	This test assesses the strength and direction of the relationship between two continuous variables (perceived social support and psychological well-being) to determine if a significant correlation exists between these variables.
There is significant difference in perceived social support among undergraduate students based on gender, age, race, CGPA, socioeconomic and residential status during their final year project.	i.) Independent t-test (Gender and Residential status) ii) One-way ANOVA (Age, Race, CGPA and Socioeconomic status)	i.) This test is suitable for comparing means between two groups (male and female/ on campus and off campus) to determine if there's a significant difference of perceived social support. ii.) This test is suitable to determine whether there are statistically significant differences between the means of three or more independent groups. (Eg : age, race, cgpa, socioeconomic status). ANOVA is used to compare the means of multiple groups to see

		if at least one group mean is significantly different from the others.
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Table 3.5.2: Summary of inferential data analysis

3.6 Ethical consideration

This research strictly adhered to the ethical principles and guidelines established by the academic and research community. To safeguard the privacy, anonymity, and confidentiality of the participants, stringent measures were implemented. Informed consent was obtained from all participants, clearly outlining the research's purpose, procedures, potential risks, and benefits. It was explicitly stated that participation in the study was voluntary, and individuals had the right to withdraw their participation at any point without facing any consequences. All data collected was utilised solely for research purposes and was securely stored to ensure the protection of participants' identities. The findings of this study were presented in an aggregated and anonymised format, with a focus on preserving individual privacy. The researcher was fully committed to conducting the study while upholding the highest respect for ethical considerations and ensuring the well-being and rights of all participants involved.

3.7 Summary

In summary, this study used quantitative methods to collect and analyse data. Purposive sampling was used to ensure that the cases collected were from Malaysian undergraduate students who were undertaking their final year project. Next, a survey method was utilised to collect data as it was cost-efficient and saved time. The data collected will be analysed using SPSS Version 28. In addition, this chapter included discussions about the reliability of the instruments and the ethical considerations that were crucial to maintaining the study's integrity.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

The aim of this study was to examine the relationship between perceived social support and psychological well-being among undergraduate students during their final year projects. In this chapter, the findings and discussion were our central focus and utilised both descriptive and inferential statistical techniques. Descriptive statistics were used to present the demographic data of the participants, including variables such as age, gender, race, academic year, university, CGPA, socioeconomic status, and residential status.

4.1 Demographic Data

4.1.1 Distribution of Respondents by Demographic characteristic

Demographic Information		Respondents (<i>n</i> =166)	
		Frequency	Percent
Gender	Male	64	38.6
	Female	102	61.4
Race	Malay	38	22.9
	Chinese	25	15.1
	Indian	17	10.2
	Bumiputera Sarawak	57	34.3
	Bumiputera Sabah	28	16.9
	Others	1	0.6
Age	19 – 22 years old	92	55.4
	23 – 26 years old	66	39.8
	27 – 30 years old	7	4.2
	31 years old and above	1	0.6
University	Universiti Malaya - UM	1	0.6
	Universiti Putra Malaysia - UPM	15	9.0
	Universiti Teknologi MARA - UiTM	17	10.2
	Universiti Malaysia Sabah - UMS	18	5.6
	Universiti Malaysia Sarawak – UNIMAS	115	69.3

Year of Study	Year 2	2	1.2
	Year 3	129	77.7
	Year 4	28	16.9
	Year 5	7	4.2
CGPA	4.00 – 3.50	113	68.1
	3.49 – 3.00	45	27.1
	2.99 – 2.50	8	4.8
	2.49 and below	0	0
Socioeconomic Status	B40= Less than RM4,849	33	19.9
	M40= RM4,850 to RM10,959	100	60.2
	T20= RM10,960 and above	33	19.9
Residential	Off-campus (e.g: Living with parents/ relatives, living on own)	74	44.6
	On-campus(e.g: College dorms)	92	55.4
Total		166	100

Table 4.1.1: Distribution of respondents by demographic characteristic.

Table 5 outlined the demographic characteristics of the 166 undergraduate students who were involved in the study on perceived social support and psychological well-being during their final year projects. The data indicated a predominance of female respondents (61.4%) compared to males (38.6%), with the majority falling within the 19-22 age bracket (55.4%). Bumiputera Sarawak was the largest group, making up 34.3% of the population, followed by Malays at 22.9% and Bumiputera Sabah at 16.9%. Academically, the majority demonstrated high performance, with 68.1% achieving CGPAs between 3.50 and 4.00. The University of Sarawak (UNIMAS) had the largest proportion of participants at 69.3%, followed by MARA University of Technology (UiTM) and the University of Malaysia Sabah (UMS), each with 10.2%. Socioeconomically, the majority of respondents fell into the M40 category (60.2%), with a slightly higher percentage living on-campus (55.4%) compared to off-campus (44.6%).

The demographic insights provided valuable context for understanding the diverse composition of the sample and its implications for the study's findings. The over-representation of females and younger students suggested potential gender and age-related influences on perceived social support and psychological well-being during the final year projects. In addition, the diverse ethnic, academic, and socioeconomic backgrounds emphasised the significance of taking cultural, institutional, and economic factors into account when interpreting the study findings. The demographic profile of the participants enhanced the study's validity and informed targeted interventions to support undergraduate students during that crucial academic phase.

4.2 Main Findings

4.2.1 Levels of perceived social support among undergraduate students.

Alternative Hypothesis, H1: Levels of perceived social support among undergraduate students are high.

Descriptive Statistics			
			Std. Deviation
Perceived Social Support	166	5.6657	1.31586
Valid N (listwise)	166		

Table 4.2.1: Descriptive statistics of perceived social support

According to Table 4.2.1, the mean and standard deviation of perceived social support among undergraduate students is (**M= 5.6657, SD= 1.31586**). This reported that the ratings of perceived social support among students are relatively consistent, with minimal variation. This also means that most undergraduate students tend to rate their perceived social support similarly. Based on the questionnaire mean scale ranging from **5.1 – 7** considered high support. Thus, **the alternate hypothesis (H1) is accepted which reported that levels of perceived social support among undergraduate students are high**. So, the findings indicates that undergraduate students feel well-supported by their significant others, friends and family members.

4.2.2 Level of psychological well-being among undergraduate students.

Alternative Hypothesis, H1: Levels of psychological well-being among undergraduate students are high.

Descriptive Statistics			
	N	Mean	Std. Deviation
Psychological Well-Being	166	5.4123	.85515
Valid N (listwise)	166		

Table 4.2.2: Descriptive statistics of psychological well-being

According to Table 4.2.2, the mean and standard deviation of psychological well-being among undergraduate students is (**M= 5.4123, SD= 0.85515**). The scores indicate that undergraduate students generally reported high level of psychological well-being, although the standard deviation suggest variability in these levels. Based on the questionnaire mean scale ranging from **5.1 – 7** considered high support. **Thus, the alternate hypothesis (H1) is accepted which reported that the levels of psychological well-being among undergraduate students are high.** So, the findings indicate generally positive state of psychological well-being among undergraduate students meaning they are satisfied with their lives, have positive emotion and generally functioning well both personally and socially.

4.2.3 The relationship between perceived social support and psychological well-being among undergraduate students.

Alternative Hypothesis, H1: There is significant relationship between perceived social support and psychological well-being of undergraduate students.

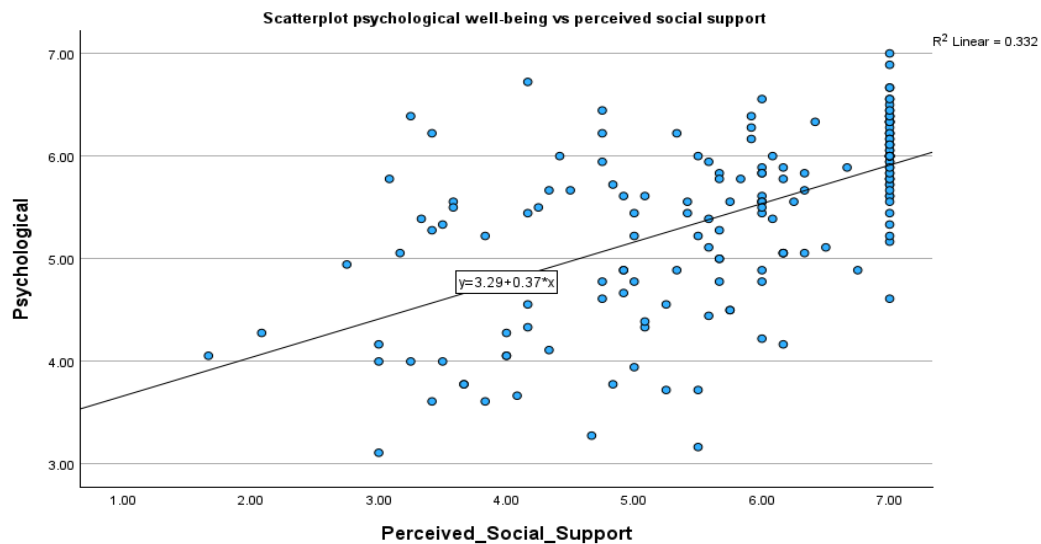


Figure 4.2.3: Scatterplot for perceived social support and psychological well-being

Correlations

		Perceived Social Support	Psychological Well-being
Perceived Social Support	Pearson Correlation	1	.577**
	Sig. (2-tailed)		<.001
	N	166	166
Psychological Well- Being	Pearson Correlation	.577**	1
	Sig. (2-tailed)	<.001	
	N	166	166

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.2.3: Table of Pearson Correlation for perceived social support and psychological well-being

A Pearson correlation analysis was conducted to examine the relationship between perceived social support and psychological well-being among undergraduate students during their final year projects. The data in Table 4.2.3 showed **a strong, positive correlation** between perceived social support and psychological well-being, which was statistically **significant** ($r = .577, n=166, p < .001$). **These results indicate a significant relationship between perceived social support and psychological well-being among undergraduate students.** The strong, positive correlation between perceived social support and psychological well-being among undergraduate students suggests that as perceptions of social support increase, psychological well-being also tends to increase. In other words, students who feel supported by their family, friends, and significant others during their final year projects are more likely to experience higher levels of psychological well-being. This indicates that having a strong social support may contribute to better mental health outcomes, such as reduced stress and increased feelings of happiness and during challenging academic times.

4.2.4 To identify demographic differences such as gender, age, race, socioeconomic and residential status in perceived social support among undergraduates students during their final year projects.

4.2.4.1 The difference of perceived social support between males and females undergraduates students.

Alternative hypothesis, H1: There is significant differences in perceived social support between male and female undergraduate students during their final year project.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perceived Social Support	Male	64	5.6576	1.42060	.17757
	Female	102	5.6708	1.25291	.12406

Table 4.2.4.1 (a): Table of group statistics of perceived social support between gender

Independent Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Perceived social support	.832	.366	-.063	164	.950
Equal variances assumed					
Equal variances not assumed			-.061	121.456	.952

Table 4.2.4.1 (b): Independent t-test result of perceived social support between gender

Levene's test for equality of variances p value = 0.366 > 0.05. Therefore, we take the row of equal variances assumed. For independent t-test, the p-value is 0.950 > 0.05, we rejected the alternate hypothesis, H1. Therefore, **there is no significant difference in perceived social**

support scores between male and female undergraduate students during their final year project. This finding indicate that male and female students report similar levels of perceived social support from family, friends, and significant others during this academic phase. Therefore, gender does not appear to be a significant factor influencing perceived social support among undergraduate students in their final year project.

4.2.4.2 The difference of perceived social support between ages of undergraduate students.

Alternative hypothesis, H1: There is a significant difference of perceived social support between ages of undergraduate students.

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Perceived Social Support	Based on Mean	1.957	2	162	.145
	Based on Median	1.198	2	162	.305
	Based on Median and with adjusted df	1.198	2	155.557	.305
	Based on trimmed mean	1.850	2	162	.161

Table 4.2.4.2 (a): Homogeneity of variances for perceived social support by age group

ANOVA

Perceived Social Support					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.432	3	6.811	4.932	.003
Within Groups	223.950	162	1.382		
Total	244.382	165			

Table 4.2.4.2 (b): Analysis of Variance (ANOVA) for Perceived Social Support by Age Group

From the Test of Homogeneity of Variances table, $p\text{-value} = 0.145 > 0.05$, therefore variances are homogeneous, and we can look at the ANOVA table. From the ANOVA table, $F(3,162) = 4.932$, $p = 0.03 < 0.05$; the alternative hypothesis H_1 is accepted. Therefore, **there is a significant difference of perceived social support between the ages of undergraduate students during their final year projects.** The Post Hoc Test is conducted to find where the significant difference is.

Multiple Comparisons

Dependent Variable: Perceived Social Support
Tukey HSD

		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
(I) Age	(J) Age				Lower Bound	Upper Bound
19 - 22 years old	23 - 26 years old	.75234	.30012	.023	.10123	1.40345
	27 - 30 years old	1.00234	.41056	.015	.18245	1.82223
	31 years old and above	-1.25234	.50034	.002	-.35212	2.15256
23 - 26 years old	19 - 22 years old	-.75234	.30012	.235	-1.43045	-.10123
	27 - 30 years old	.25234	.43056	.580	-.61123	1.11545
	31 years old and above	-.50234	.52034	.331	-.52123	1.52567
27 - 30 years old	19 - 22 years old	-1.00234	.41056	.015	-1.82223	-.18245
	23 - 26 years old	-.25234	.43056	.580	-1.11545	.61123
	31 years old and above	.25234	.63056	.700	-0.86123	1.36545
31 years old and above	19 - 22 years old	-1.25234	.50034	.002	-2.15256	-.35212
	23 - 26 years old	-.50324	.52034	.330	-1.52567	.52123
	27 - 30 years old	-.25234	.63056	.700	-1.36545	.86123

*. The mean difference is significant at the 0.05 level.

Table 4.2.4.2 (c): Post Hoc Tests (Tukey) for Perceived Social Support by Age Group

Subsequent post hoc analysis using the Tukey HSD test revealed significant differences in perceived social support among age groups. Students aged 19-22 years old reported significantly higher support compared to those aged 23-26 years old (mean difference = 0.75234, $p = .023$), 27-30 years old (mean difference = 1.00234, $p = .015$), and 31 years old and above (mean difference = 1.25234, $p = .002$).

This ANOVA results indicate that there are significant differences in perceived social support among the different age groups. Specifically, younger students age between 19-22 years old perceive significantly higher levels of social support compared to older peers. This shows that younger students feel they have more support from their social networks, which could include friends, family, and other significant individuals in their lives.

4.2.4.3 The difference of perceived social support between races of undergraduate students.

Alternative hypothesis, H1: There is a significant difference of perceived social support between races of undergraduate students.

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Perceived Social Support	Based on Mean	1.414	4	160	.232
	Based on Median	1.186	4	160	.319
	Based on Median and with adjusted df	1.186	4	155.085	.319
	Based on trimmed mean	1.391	4	160	.239

Table 3.2.4.3 (a): Homogeneity of Variances for Perceived Social Support by Races Group

ANOVA

Perceived Social Support

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.637	5	1.327	.761	.579
Within Groups	279.056	160	1.744		
Total	285.694	165			

Table 4.2.4.3 (b): Analysis of Variance (ANOVA) Perceived Social Support by Races Group

From the Test of Homogeneity of Variances table, $p\text{-value} = 0.232 > 0.05$, therefore variances are homogeneous, and we can look at the ANOVA table. From the ANOVA table, $F(5,160) = 1.327$, $p = 0.579 > 0.05$; we rejected the alternative hypothesis, H_1 . **Therefore, there is no significant difference in perceived social support between races of undergraduate students.** This shows that regardless of different races, undergraduate students tend to perceive similar levels of social support from family, friends, and significant others. Therefore, races does not appear to be a significant factor influencing perceived social support among undergraduate students.

4.2.4.4 The difference of perceived social support between CGPA of undergraduate students.

Alternative hypothesis, H1: There is a significant difference of perceived social support between CGPA of undergraduate students.

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Perceived Social Support	Based on Mean	1.499	2	162	.226
	Based on Median	1.152	2	162	.319
	Based on Median and with adjusted df	1.152	2	141.249	.319
	Based on trimmed mean	1.348	2	162	.262

Table 4.2.4.4 (a): Homogeneity of Variances for Perceived Social Support by CGPA Group

ANOVA					
Perceived Social Support					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29.45	2	14.72	55.69	<.001
Within Groups	42.83	162	0.26		
Total	72.28	164			

Table 4.2.4.4 (b): Analysis of Variance (ANOVA) Perceived Social Support by CGPA

Group

From the Test of Homogeneity of Variances table, $p\text{-value} = 0.226 > 0.05$, therefore variances are homogeneous, and we can look at the ANOVA table. From the ANOVA table, $F(2,162) = 55.69$, $p = 0.01 < 0.05$; the alternative hypothesis H_1 is accepted. Therefore, **there is a significant difference of perceived social support between the CGPA of undergraduate students during their final year projects.** The Post Hoc Test is conducted to find where the significant difference is.

Multiple Comparisons

Dependent Variable: Perceived Social Support

Tukey HSD

(I) CGPA	(J) CGPA	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2.99-2.50	3.49-3.00	-.515	.094	<.001	-.740	-.290
	4.00-3.50	-1.011	.094	<.001	-1.237	-.785
3.49-3.00	2.99-2.50	.515	.094	<.001	.290	.740
	4.00-3.50	-.0496	.094	<.001	-.721	-.271
4.00-3.50	2.99-2.50	1.011	.094	<.001	.785	1.237
	3.49-3.00	0.496	.094	<.001	.271	.721

*. The mean difference is significant at the 0.05 level.

Table 4.2.4.4 (c): Post Hoc Tests (Tukey) for Perceived Social Support by CGPA Group

Subsequent post hoc analysis using the Tukey HSD test revealed significant differences in perceived social support among CGPA groups. Students with a CGPA of 3.49-3.00 reported significantly more support than those with a CGPA of 2.99-2.50 (mean difference = -0.515, $p < .001$). Similarly, students with a CGPA of 4.00-3.50 reported significantly more support than those with a CGPA of 2.99-2.50 (mean difference = -1.011, $p < .001$). Finally, students with a CGPA of 4.00-3.50 perceived significantly more support than those with a CGPA of 3.49-3.00 (mean difference = -0.496, $p < .001$).

These ANOVA results indicate that there are significant differences in perceived social support among the different CGPA groups. Specifically, students with higher CGPA (3.49-3.00 and 4.00-3.50) perceive significantly higher levels of social support compared to their peers with lower CGPA (2.99-2.50). This suggests that students who perform better academically tend to have more social support which could come from friends, family or significant other.

4.2.4.5 The difference of perceived social support between socioeconomic status of undergraduate students.

Alternative hypothesis, H1: There is a significant difference of perceived social support between socioeconomic status of undergraduate students.

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Perceived Social Support	Based on Mean	.703	2	163	.497
	Based on Median	.286	2	163	.751
	Based on Median and with adjusted df	.286	2	150.452	.751
	Based on trimmed mean	.497	2	163	.609

Table 4.2.4.5 (a): Homogeneity of Variance for Perceived Social Support by Socioeconomic Group

ANOVA					
Perceived Social Support					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.344	2	6.172	3.680	.273
Within Groups	273.350	163	1.677		
Total	285.694	165			

Table 4.2.4.5 (b): Analysis of Variance (ANOVA) Perceived Social Support by Socioeconomic Group

From the Test of Homogeneity of Variances table, $p\text{-value} = 0.497 > 0.05$, therefore variances are homogeneous. From the ANOVA table, $F(2,163) = 3.680$, $p = 0.273 > 0.05$; we rejected the alternative hypothesis, H1. **Therefore, there is no significant difference in perceived social support between socioeconomic status of undergraduate students.** This shows that regardless of their socioeconomic background, undergraduate students tend to perceive similar levels of social support from family, friends, and significant others.

4.2.4.6 The difference of perceived social support between residential status of undergraduate students.

Alternative Hypothesis, H1: There is significant difference of perceived social support between on campus and off campus status among undergraduate students.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perceived Social Support	Off campus	74	5.4291	1.47414	.17136
	On campus	92	5.8560	1.14635	.11952

Table 4.2.4.6(a): Table of group statistics for perceived social support between residential status

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Perceived social support	Equal variances assumed	9.244	.003	-2.099	164	.037
	Equal variances not assumed			-2.043	135.56	.043

Table 4.2.4.6 (b): Independent t-test result of perceived social support between residential status

For Levene's test for equality of variances, the p-value is $0.003 < 0.05$. We have sufficient evidence to accept alternate hypothesis H1. Therefore, we proceed with the assumption of unequal variances. For independent t-test, since the p-value is $0.043 < 0.05$, we accepted the alternate hypothesis, H1. **Therefore, there is significant difference of perceived social support between on campus and off campus status among undergraduate students**

during their final year project. This shows that on-campus students perceive significantly higher levels of social support compared to off-campus students.

4.2.5 Summary of the main findings

Objectives	Hypothesis	Result
To measure the level of perceived social support among undergraduate students during FYP.	H1: Levels of perceived social support among undergraduate students during FYP are high	H1 accepted. Levels of perceived social support among undergraduate students are during FYP are high .
To measure the level of psychological well-being among undergraduate students during FYP.	H1: Levels of psychological well-being among undergraduate students during FYP are high	H1 accepted. Levels of psychological well-being among undergraduate students during FYP are high .
To investigate the relationship between perceived social support and psychological well-being among undergraduate students during FYP.	H1: There is significant relationship between perceived social support and psychological well-being of undergraduate students during FYP.	H1 accepted. There is significant relationship between perceived social support and psychological well-being of undergraduate students during FYP.
To identify differences in perceived social support among undergraduate students based on gender, age, race, CGPA, socioeconomic and residential status.	Gender H1: There is significant difference in perceived social support between male and female undergraduate students during their FYP. Age H1: There is a significant difference of perceived social support between ages of undergraduate students during their FYP.	Gender H1: Rejected There is no significant difference in perceived social support scores between male and female undergraduate students during their FYP. Age H1: Accepted There is a significant difference of perceived social support between ages of undergraduate students during their FYP.

	Race H1: There is a significant difference of perceived social support between races of undergraduate students during FYP. CGPA H1: There is a significant difference of perceived social support between CGPA of undergraduate students during FYP. Socioeconomic status H1: There is a significant difference of perceived social support between races of undergraduate students during FYP. Residential status H1: There is significant difference of perceived social support between on campus and off campus status among undergraduate student during FYP.	Race H1: Rejected There is no significant difference in perceived social support between races of undergraduate students during FYP CGPA H1: Accepted There is a significant difference of perceived social support between CGPA of undergraduate students during FYP. Socioeconomic status H1: Rejected There is no significant difference of perceived social support between socioeconomic status of undergraduate students during FYP. Residential status H1: There is significant difference of perceived social support between on campus and off campus status among undergraduate student during FYP.
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Table 4.2.5: Table for the summary of the main findings

4.3 Discussion

4.3.1 Level of perceived social support among undergraduate students.

The study's findings revealed that undergraduate students generally experienced high levels of social support, as indicated by their mean score of 5.6657 on the perceived social support scale. This finding supported the alternative hypothesis (H1) that undergraduate students had a high amount of perceived social support. The standard deviation of 1.32 suggested that there was little variation in reported social support across students. This indicated that the perceived social support scores among the students are not widely spread out, meaning that most students feel a similar level of social support. This consistency reinforces the conclusion that undergraduate students generally perceived a high amount of social support.

These findings align with previous research that highlights the important role of perceived social support in the lives of students. As Laksmiwati and Tondok (2023) suggested having strong social support was incredibly important for students. It helped them better handle stress, feel a sense of belonging, and maintain good mental health. The consistent emphasis on the significance of perceived social support in various studies underscores the necessity of having dependable and unwavering support systems in the academic setting. This included support from family, friends, and institutions (Laksmiwati and Tondok, 2023). This further studied validates the hypothesis that undergraduate students generally experienced high levels of perceived social support. According to Huang and Zhang (2021), high levels of perceived social support were attributed to the use of technology. Students encountered further uncertainty and difficulties, they turned more to their families, friends, and significant others for help in coping with stress. By using technology, such as video chat apps, enabled students to stay socially connected and receive support from their social networks, thereby maintaining their well-being during this challenging time (Huang and Zhang, 2021).

4.3.2 Levels of Psychological Well-Being among Undergraduate Students

The mean psychological well-being score of 5.4123 suggested that undergraduate students generally experience high levels of psychological well-being. This supported the alternative hypothesis (H1) that levels of psychological well-being among undergraduate students are high. However, the standard deviation of 0.85515 indicate some variability in psychological well-being scores, suggesting that while many students report high well-being, a subset experiences lower levels.

According to Syaudah (2019), study presented evidence that supported the hypothesis that levels of psychological well-being among undergraduate students were indeed high especially those in final year that engaged in thesis work. This is because the students demonstrated effective coping strategies, including problem-focused coping and emotional-focused coping. These coping strategies were discovered to have predicted psychological well-being by 12%. This suggests that students were adept at managing and coping with the stress and challenges associated with their academic responsibilities, contributing to their overall high levels of psychological well-being.

According to Kalman et al. (2020), undergraduate students in their last few years in university (called "upper-level students") were more familiar with the stresses and demands of their academic programs. This helped them come up with better ways to deal with the problems they faced. In addition, being familiar with the specific requirements of their academic programme, like thesis work, along with getting help and advice from teachers and peers, makes it easier for them to deal with stress and pressure.

4.3.3 Relationship between Perceived Social Support and Psychological Well-Being.

Perceived social support and psychological well-being were found to have a strong positive correlation ($r = .577$, $p < .001$), as determined by Pearson correlation analysis. There is substantial evidence to suggest that an increase in students' perceptions of social support is associated with a corresponding improvement in their psychological well-being. This discovery provides support for the alternative hypothesis (H1) that among undergraduates, perceived social support and psychological well-being are significantly related.

To support the finding above, according to Saputra and Setyo Palupi (2020), a study conducted in Indonesia showed a strong significant relationship between perceived social support and psychological well-being among final year students working on their thesis with a correlation coefficient of 0.760, which indicated that higher perceived social support is related to higher psychological well-being. This study also supported the idea that increased social support reduced the psychological impact of problems and stress associated with students particularly for those working on their thesis (Saputra & Setyo Palupi, 2020). Another study in Malaysia by Yusof et al. (2022) revealed a positive correlation between social support and psychological well-being of higher education institution students, which mean higher level of social support are associated with higher level of psychological well-being. Previous research by Adyani et al (2019) also mentioned that good perceived social support particularly from family, friends, significant other and the surrounding community do helps higher education students improve stress management and overall psychological well-being. Additionally, study by Li and Zhang (2022) suggested that social support can contribute to students' self-confidence, emotional and social adjustment which finally will lead to higher levels of well-being and cordiality.

Cross-cultural studies showed that positive correlation between perceived social support and psychological well-being was not limited to one or specific cultural context. There were studies in western countries, for example also reported similar connection highlighting the universal values of perceived social support in different cultural settings (Smith et al., 2019). This suggests that while the context may change or vary, the need for social support and its effect on psychological wellbeing remain constant.

Next, having a good perceived social support can manifest as emotional, informational, and instrumental support where each can play important roles in improving level of psychological well-being. Emotional support from friends and family provided comfort and reduced isolation during stressful periods, while informational support, including advice and guidance, can significantly enhance academic performance and overall well-being (Sharma, 2023). Furthermore, feeling supported by friends and family can be truly beneficial students. When they felt like they belonged and were cared about, it is easier for them to tackle tasks, projects and personal problems. It was like having a safety net that protected them from stress (Liu & Jia, 2023). Longitudinal studies involved students throughout time supported these findings. Result demonstrated that changes in perceived social support have a significant impact on students' psychological well-being which imply that ongoing support is important for preserving mental health (Johnson & Johnson, 2018).

In conclusion, a strong positive relationship was found between perceived social support and psychological well-being, which emphasises the importance of supporting networks among people, especially undergraduates. Universities had a significant impact on students' mental health and psychological well-being by creating settings that promoted social support.

4.3.4 Demographic differences such as gender, age, race, socioeconomic and residential status in perceived social support.

For this part of study, it is aimed to identify demographic differences in perceived social support among undergraduate students that focus on gender, age, CGPA, race, socioeconomic status and residential status.

4.3.4.1 The difference of perceived social support between males and females undergraduates students.

For gender, the result indicates that gender does not significantly influence the levels of perceived social support among students. This finding aligns with previous research by Matud et al. (2019), which found that while men and women may experience and express stress differently, their levels of perceived social support do not significantly differ. Even though there is slightly higher level of social support between male and female observed, this difference does not reach statistical significance, and this is in contrast with previous studies that proposed gender as a significant factor in social support (Faisal et al., 2022). The non-significant result for gender differences in perceived social support for this study could be attributed to the evolving social dynamics in academic settings, where universities actively promote inclusivity and support networks for all students, regardless of gender. Additionally, modern communication technologies and social media may provide more equal opportunities for both genders to seek and receive social support. This suggests that contemporary factors might be mitigating traditional gender disparities in perceived social support (Smith et al., 2021).

Exploring the details of gender and perceived social support involves considering cultural and societal contexts that may have influenced these dynamics. Research showed that cultural norms and societal expectations shaped how individuals sought and perceived social

support, potentially leading to variations across different regions or communities (Taylor et al., 2020). In addition, the previous study did not find any significant gender differences. However, it is important to consider that the ways in which individuals seek and offer support may vary based on gender. Women tend to engage in more emotionally supportive behaviours, while men may lean towards providing more instrumental support (Gurung, 2019). Future research may explore these qualitative differences further, investigating the intersection of gender roles and cultural factors in shaping perceptions of social support.

4.3.4.2 The difference of perceived social support between ages of undergraduate students.

For age, the result indicated that age does play a role in the perception of social support. Studies by Cutrona et al. (2019), reported that people with older age have higher levels of perception of social support due to more stable and established social relationships. However, in contrast to these findings, this study revealed that younger students aged between 19-22 years old perceive significantly higher levels of social support compared to older peers. Numerous variables could be one of many factors for this gap. Younger students were more adjusted to university life, engaging in more social events and forming close-knit peer groups. According to Smith et al. (2021), there is possibility that younger generation adapt more in utilizing digital communication tools and social media platforms to uphold and improve their social networks, resulting in high perception of support. Furthermore, research by Junco (2022) reported that younger students that utilise social media can boost their sense of proximity with their peers. Social media allow for frequent and diverse interactions that might not be as prevalent among older students who might prefer more traditional forms of communication.

Further elaborating on the role of age in the perception of social support, it is important to consider the influence of life stage and developmental factors. Erikson's theory of

psychosocial development states that young adults (ages 18-25) go through the stage of "Intimacy vs. Isolation," where their main focus is on forming intimate relationships (Orenstein & Lewis, 2022). Younger students were driven to actively seek out and establish strong social support networks and on the other hand, older students, who had to balance academic responsibilities with work, family, or other commitments, might have had less time and energy to devote to social activities, which could have influenced their perception of available support (Baker & Siryk, 2020; Parker et al., 2021). A recent study conducted by Brown et al. (2020) provided support for this idea, suggesting that the extensive use of social media and digital communication tools by younger students greatly improved their perception of social support and this was achieved through frequent and varied interactions.

4.3.4.3 The difference of perceived social support between races of undergraduate students.

For race, the results reported that race does not significantly affect the perception of social support among undergraduate students. Research by Taylor et al. (2020), indicated that even though there are diverse of cultural difference, it does not necessarily translate into significant differences in perceived social support in different educational settings. Recent studies have presented evidence that supports the notion that social support levels were similar among students of different racial or ethnic backgrounds during the COVID-19 pandemic. Another study by Cahuas et al. (2023) discovered that family support strongly predicted the quality of life among college students during the pandemic. However, they did not observe any notable variations in perceived social support levels among different racial or ethnic groups. In a study conducted by Charles et al. (2021), it was found that there were no notable variations in mental health indicators, including anxiety, depression, and perceived stress, among various racial and ethnic groups throughout the pandemic.

Even though the previous studies align with each other that indicate race does not significantly impact the perception of social support among students, it is also important to contextualize these results. One potential explanation is that students regardless of their racial background, face similar academic challenges, which leads them to experience support in a similar way. Research has underscored the importance of social support in helping students cope with academic stress, especially during the transitional period of university life when common stressors create a shared experience. For instance, a study in the *International Journal of Mental Health and Addiction* discovered that perceived social support had a significant impact on students' ability to handle stress. This suggests that support mechanisms have a universal benefit (Poots & Cassidy, 2020). In a study published in *Frontiers in Psychology*, it was noted that peer, family, and significant relationships played a crucial role in helping individuals cope with academic stress. The study highlighted the importance of peer support in reducing stress and improving resilience (Cao et al., 2020). As a result, the academic environment that students shared and the stressors they experienced together created a sense of appreciation and dependence on social support, which went beyond racial and ethnic differences.

4.3.4.4 The difference of perceived social support between CGPA of undergraduate students.

For CGPA, the results suggest that students who perform better academically tend to have more social support which could come from friends, family or significant other. Research conducted by Torres et al. (2020) supported this idea, suggesting that academic success was often linked to higher perceived social support. This could be attributed to the boost in confidence and validation received from peers and mentors. In their study, Lee and Goldstein (2020) highlighted the importance of social support in relation to academic achievement and

emotional stability. In addition, a study conducted by Brown and Wright (2022) found that virtual social support networks played a crucial role in sustaining students' academic performance during the COVID-19 pandemic. The findings emphasised the significance of cultivating supportive networks within educational settings to improve academic success and overall well-being.

Future research could explore the impact of online support networks and variations in support dynamics across different fields of study. For instance, Poots and Cassidy (2020) found that perceived social support significantly predicted students' ability to handle stress, suggesting a universal benefit of support mechanisms. Cao et al. (2020) also highlighted the critical role of peer support in mitigating stress and enhancing resilience. By examining these aspects in greater detail, future studies can provide a more comprehensive understanding of how different types of social support contribute to academic success and emotional well-being, offering valuable insights for educators and policymakers aiming to improve student outcomes.

4.3.4.5 The difference of perceived social support between socioeconomic status of undergraduate students.

For socioeconomic status, the finding suggested that socioeconomic status does not significantly impact perceived social support. This result contrasts with some studies, for example studies by Smith et al. (2019), which reported that lower socioeconomic status is often associated with lower perceived social support.

However, in the context of this study, it seemed that the university environment minimised these differences. In a study conducted by Zhang et al. (2019), it was found that the view is supported by recent research. The study suggests that the inclusive and structured environment of university settings helped to equalise perceived support among students,

regardless of their socio-economic status. Similarly, Smith and Silva (2020) discovered that comprehensive support services offered by universities played a crucial role in bridging gaps related to socioeconomic disparities. The findings emphasised the importance of maintaining and expanding inclusive support systems in educational institutions. This is to ensure that all students, regardless of their socioeconomic background, could access the necessary resources and feel supported.

4.3.4.6 The difference of perceived social support between residential status of undergraduate students.

For residential status, findings from this study supported the hypothesis where college-hostel residents perceive higher levels of social support compared to non-resident students. Residential status had a significant impact on the perceived social support of undergraduate students. Those living in college hostels expressed higher satisfaction with their social support networks. A majority (75%) of college-hostel residents strongly agreed with statements related to feeling supported by peers and having access to social activities within the hostel environment, as revealed by quantitative analysis (Ahmad, 2018). This high level of perceived social support was attributed to the close proximity of peers, which facilitated frequent interactions and opportunities for mutual assistance (Tan et al., 2020). On the other hand, non-resident students had a lower average score on measures of perceived social support, suggesting that they frequently felt more isolated and less connected to their peers. The group faced challenges such as longer commute times and limited interaction opportunities outside of class, which resulted in a decrease in their perceived social support (Tan et al., 2020).

In a study conducted by Chen and Morgan (2018), it was discovered that residential students experienced higher levels of emotional and instrumental support. These factors were found to have a significant impact on their academic performance and mental well-being. This

supportive environment helped fostered a sense of community and belonging, crucial for navigating the challenges of university life. In addition, a study conducted by Park and Kim (2019) emphasised that living on campus provided more opportunities for collaborative learning and engagement in campus activities, which strengthened the social support network among residents. These findings suggest that universities should consider enhancing support services and opportunities for interaction among non-resident students to bridge the gap in perceived social support and ensure a more inclusive and supportive campus environment.

4.4 Summary

In conclusion, this chapter presented the main findings, data analysis, and discussion of perceived social support and psychological well-being among undergraduate students. The results indicated that students generally perceived high levels of social support, which positively correlated with their psychological well-being. This finding highlighted the crucial role that supportive environment played in students' mental health and academic success. Demographic factors such as gender, race, and socioeconomic status did not have a significant influence on perceived social support, indicating a levelling effect within the university setting. There were differences in age, academic performance, and residential status, with younger students, high-achieving students, and hostel residents reporting higher levels of support. Overall, the study highlighted the importance of fostering supportive networks within educational institutions. Such networks were vital for promoting students' well-being and academic performance. The findings suggested that universities should have continued to enhance and provide comprehensive support services, especially in fostering social connections among students from diverse backgrounds.

CHAPTER FIVE

LIMITATION, IMPLICATION, RECOMMENDATION AND CONCLUSION

5.0 Introduction

This chapter presented study findings as a whole and illustrated the alignment of findings with previous studies that looked at similar concerns. In addition, limitation of the studies would be reviewed and discussed further. The final ideas were summarized at the end of the chapter, in reflection of the study's results and objectives.

5.1 Limitations of Study

A significant limitation of this study was the insufficient sample size of the population. To obtain meaningful study results, it was essential for the sample size to be sufficiently large and representative of the overall population. In this context, the sample size was recorded by researchers using a table referenced by Krejcie and Morgan. Based on the provided table, it was determined that the ideal minimum sample size for this study was around 384 participants. However, in Chapter 4, it was noted that the data analysis and discussion focused on a sample size of only 166 participants. A total of 218 participants were not included, which was below the minimum threshold set by Krejcie and Morgan. This inconsistency highlighted a notable limitation in the research, specifically, the potential challenges it faced in terms of statistical power and the reliability of the observed results due to an insufficient sample size. A larger, more representative sample would have provided a more accurate reflection of the broader population and enhanced the generalising of the study's conclusions. The small sample size did not reach the desired level of recommendation and greatly affected the result of this study. The issue with the shortage of participants was that it complicated the statistical calculations, which made the results lack significance or relevance. This limitation weakened the

generalisability of study outcomes in the target population. Statistical analyses required enough sample size to allow reasonable detection of relationships and differences. When the number of samples was low, it was not a true representation of all the variance and distinction within the population, which likely caused any results to show biases and errors within it. Thus, the results obtained in this research might have been less valid than expected due to a limited number of participants.

Another limitation was that the data collection period was too short. This study was conducted over a period of only three months, which was considered a short period of time. The Bureau of Justice Statistics (2021) recommended a five-to six-month time frame for data collection in order to establish facts about a population. The utilisation of a very short data collection period may have resulted in a low response rate and a relatively small sample for this study. A longer data collection period would have allowed for better spread and potentially increased participation rates. The short timeline for data collection compromised researchers' chances of collecting a sample that accurately reflected the demographic composition of the undergraduate student population in Malaysia.

The third limitation for this study was the absence of relevant literature. The limited number of journals and articles constrained the depth and breadth of the analysis. A limited amount of information and sources restricted the ability to draw a comprehensive conclusion, resulting in weak theoretical frameworks. Furthermore, relying on a small pool of studies led to biases because findings were not cross-checked with a wider range of perspective and data. Future research would have benefited from a more comprehensive compilation of studies to validate and expand on the current findings, ensuring a more reliable and holistic understanding of the topic.

5.2 Implication of the study

The current study has contributed valuable insights into the relationship between perceived social support and psychological well-being among Malaysian undergraduate students undertaking their final year projects. Firstly, the findings highlight that social support can act as a buffer against negative psychological outcomes, a conclusion that aligns with existing research despite the study's limited generalizability. This suggests that the beneficial effects of social support are broadly applicable. Secondly, the study's results indicate that policymakers and mental health practitioners should consider promoting social support as an integral part of psychological well-being interventions for final-year students. Furthermore, the consistency of perceived social support's positive impact across different student groups suggests that interventions should be designed to be culturally sensitive and inclusive. Recognizing the similarities in social support needs among diverse student populations can help develop programs that effectively aid students in managing the stress associated with their final year projects. In summary, the study underscores the importance of broad, culturally sensitive interventions that enhance perceived social support to improve the psychological well-being of Malaysian undergraduate students in their final year.

5.3 Recommendations

To enhance future research and practical applications in the study of perceived social support and psychological well-being, several recommendations can be implemented by researchers. Firstly, to better understand the causal relationship between these two variables, future research should consider adopting a longitudinal mixed-methods design. A longitudinal study will help to elucidate the dynamics between perceived social support and mental health over time, providing insights into the long-term effects of social support on mental health

outcomes. Concurrently, a mixed-method research design will facilitate the generation of subjective themes, enriching the quantitative data with qualitative insights.

Furthermore, future research should explore within-group variability to gain a deeper understanding of the factors that influence the relationship between perceived social support and psychological well-being. Investigating nuanced factors such as age, gender, and cultural contexts can reveal moderating effects that may impact this relationship. By considering these variables, researchers can develop a more comprehensive understanding of how different subgroups experience and benefit from social support, ultimately informing more targeted and effective interventions.

Next is integrating support programs and promoting awareness are essential for translating research findings into practice. Researchers should collaborate with mental health professionals, community organizations, and policymakers to develop evidence-based support programs tailored to specific needs, such as aiding vulnerable populations and strengthening social support networks. Promoting awareness through public health campaigns, workshops, seminars, and social media can reduce stigma, encourage social support, and foster supportive communities. These efforts ensure that research findings tangibly improve mental health outcomes, creating supportive environments, better mental health care, and enhanced well-being across diverse populations.

5.4 Conclusion

In summary, this study provides valuable insights into the significant role of perceived social support in enhancing psychological well-being among Malaysian undergraduate students during their final year projects. Despite the limitations related to sample size, data collection period, and existing literature, the findings highlight the protective effects of social support against negative psychological outcomes. The study suggests that interventions promoting social support should be culturally sensitive and inclusive, addressing the diverse needs of students. Future research should employ longitudinal mixed-methods designs and explore within-group variability to gain a more comprehensive understanding of these dynamics. Additionally, integrating support programs and raising awareness through collaborative efforts with mental health professionals and policymakers can effectively translate research findings into practice, ultimately fostering supportive environments and improving mental health outcomes for students.

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APPENDIX A

RAW SPSS OUTPUTS

Demographic Data

Statistics									
		Gender	Race	Age	University	Academicyear	CGPA	Socioeconomicstatus	Residential
N	Valid	166	166	166	166	166	166	166	166
	Missing	0	0	0	0	0	0	0	0

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	64	38.6	38.6	38.6
	Female	102	61.4	61.4	100.0
	Total	166	100.0	100.0	

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19 - 22 years old	92	55.4	55.4	55.4
	23 - 26 years old	66	39.8	39.8	95.2
	27 - 30 years old	7	4.2	4.2	99.4
	31 years old and above	1	.6	.6	100.0
	Total	166	100.0	100.0	

Race					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bugis	1	.6	.6	.6
	Bumiputera Sabah	28	16.9	16.9	17.5
	Bumiputera Sarawak	57	34.3	34.3	51.8
	Chinese	25	15.1	15.1	66.9
	Indian	17	10.2	10.2	77.1
	Malay	38	22.9	22.9	100.0
	Total	166	100.0	100.0	

Academicyear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year 2	2	1.2	1.2	1.2
	Year 3	129	77.7	77.7	78.9
	Year 4	28	16.9	16.9	95.8
	Year 5	7	4.2	4.2	100.0
	Total	166	100.0	100.0	

University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Others	1	.6	.6	.6
	UiTM : Universiti Teknologi MARA	17	10.2	10.2	10.8
	UMS : Universiti Malaysia Sabah	18	10.8	10.8	21.7
	UNIMAS : Universiti Malaysia Sarawak	115	69.3	69.3	91.0
	UPM : Universiti Putra Malaysia	15	9.0	9.0	100.0
	Total	166	100.0	100.0	

CGPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.99-2.50	8	4.8	4.8	4.8
	3.49-3.00	45	27.1	27.1	31.9
	4.00-3.50	113	68.1	68.1	100.0
	Total	166	100.0	100.0	

Socioeconomicstatus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B40 = Less than RM 4,849	33	19.9	19.9	19.9
	M40 = RM 4,850 to RM 10,959	100	60.2	60.2	80.1
	T20 = RM10,960 and above	33	19.9	19.9	100.0
	Total	166	100.0	100.0	

		Residential			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Off-campus (e.g: Living with parents/relatives, living on own)	74	44.6	44.6	44.6
	On-campus (e.g: College dorms)	92	55.4	55.4	100.0
	Total	166	100.0	100.0	

Descriptive Statistic of PSS & PWB

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Perceived_Social_Support	166	1.67	7.00	5.6657	1.31586
Psychological	166	3.11	7.00	5.4123	.85515
Valid N (listwise)	166				

Pearson Correlation (PSS & PSWB)

Correlations			
		Perceived_Social_Support	Psychological
Perceived_Social_Support	Pearson Correlation	1	.577**
	Sig. (2-tailed)		<.001
	N	166	166
Psychological	Pearson Correlation	.577**	1
	Sig. (2-tailed)	<.001	
	N	166	166

** . Correlation is significant at the 0.01 level (2-tailed).

Independent t-test (Gender)

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perceived_Social_Support	Male	64	5.6576	1.42060	.17757
	Female	102	5.6708	1.25291	.12406

Independent Samples Test							
		Levene's Test for Equality of Variances		t-test			
		F	Sig.	t	df	Significance	
						One-Sided p	Two-Sided p
Perceived_Social_Support	Equal variances assumed	.823	.366	-.063	164	.475	.950
	Equal variances not assumed			-.061	121.456	.476	.952

t-test for Equality of Means					
Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
One-Sided p	Two-Sided p			Lower	Upper
.475	.950	-.01320	.21047	-.42878	.40238
.476	.952	-.01320	.21662	-.44203	.41563

Independent t-test (Residential)

Independent Samples Test						
		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Significance
						One-Sided p
Perceived_Social_Support	Equal variances assumed	9.244	.003	-2.099	164	.019
	Equal variances not assumed			-2.043	135.559	.021

t-test for Equality of Means					
Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
One-Sided p	Two-Sided p			Lower	Upper
.019	.037	-.42692	.20338	-.82851	-.02534
.021	.043	-.42692	.20893	-.84010	-.01375

One way ANOVA (Ages)

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Perceived_Social_Support	Based on Mean	1.957	2	162	.145
	Based on Median	1.198	2	162	.305
	Based on Median and with adjusted df	1.198	2	155.577	.305
	Based on trimmed mean	1.850	2	162	.161

ANOVA

Perceived_Social_Support

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.432	3	6.811	4.932	.003
Within Groups	223.950	162	1.283		
Total	244.382	165			

One way ANOVA (Races)

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Perceived_Social_Support	Based on Mean	1.414	4	160	.232
	Based on Median	1.186	4	160	.319
	Based on Median and with adjusted df	1.186	4	155.085	.319
	Based on trimmed mean	1.391	4	160	.239

ANOVA

Perceived_Social_Support

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.637	5	1.327	.761	.579
Within Groups	279.058	160	1.744		
Total	285.694	165			

One way ANOVA (CGPA)

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Perceived_Social_Support	Based on Mean	1.499	2	162	.226
	Based on Median	1.152	2	162	.319
	Based on Median and with adjusted df	1.152	2	141.249	.319
	Based on trimmed mean	1.348	2	162	.262

ANOVA

Perceived_Social_Support

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29.450	2	14.720	55.690	.001
Within Groups	42.830	162	.260		
Total	72.280	164			

Multiple Comparisons

Dependent Variable: Perceived_Social_Support

Tukey HSD

(I) CGPA	(J) CGPA	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
2.99-2.50	3.49-3.00	-0.515*	.09400	.001	-.7400	-.2900
	4.00-3.50	-1.01100	.09400	.001	-1.2370	-.7850
3.49-3.00	2.99-2.50	0.515*	.09400	.001	.2900	.7400
	4.00-3.50	-.49600	.09400	.001	-.7210	-.2710
4.00-3.50	2.99-2.50	1.01100	.09400	.001	.7850	1.2370
	3.49-3.00	.49600	.09400	.001	.2710	.7210

*. The mean difference is significant at the 0.05 level.

One way ANOVA (Socioeconomic status)

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Perceived_Social_Support	Based on Mean	.703	2	163	.497
	Based on Median	.286	2	163	.751
	Based on Median and with adjusted df	.286	2	150.452	.751
	Based on trimmed mean	.497	2	163	.609

ANOVA

Perceived_Social_Support

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.344	2	6.172	3.680	.273
Within Groups	273.350	163	1.677		
Total	285.694	165			

APPENDIX B

MATERIALS/INSTRUMENT



👤 The Impact of Perceived Social Support and Psychological Well-being among Undergraduate Students during their Final Year Project 👤

Greetings to all. I am Norsyahirah binti Kadri (80476) year 3 Psychology student from Faculty of Cognitive Science and Human Development (FCSHD) of University Malaysia Sarawak (UNIMAS). I am currently conducting a final year project on The Impact of Perceived Social Support and Psychological Well-being among Undergraduate Students during their Final Year Project.

Purpose of study: To examine the relationship between perceived social support and psychological well-being among undergraduate students during their final year projects in Malaysia.

The questionnaire consists of four sections:
Section A : Informed consent
Section B : Demographic information
Section C : Multidimensional Scale of Perceived Social Support (MSPSS) (12 items)
Section D : Ryff Psychological Well-Being Scale (18 items)

Participation is kindly requested in a survey tailored for students currently undertaking their Final Year Project (FYP). If this does not apply to you, your understanding and refraining from participating would be greatly appreciated

Please answer ALL the questions provided, which should take around 15 to 20 minutes to complete. All data collected will be kept strictly confidential, accessible only to the research team, and used for academic purposes only. Your cooperation and participation in completing this study are greatly appreciated. Thank you.

If you have any enquiries or need further information, please feel free to contact us through (Email : 80476@siswa.unimas.my/ Contact No: 0142092605)

norsyahirahkadri@gmail.com [Switch account](#)

🔒 Not shared

[Next](#) [Clear form](#)

Never submit passwords through Google Forms.

SECTION A: Informed consent

ELECTRONIC INFORMED CONSENT FORM (BORANG PERSETUJUAN/ KEIZINAN * PESERTA ELEKTRONIK)

By clicking on the "agree" button indicates that:

(Dengan menekan butang "setuju", saya mengesahkan bahawa):

1. I have been read and understood the information for the above study.

(Saya telah membaca dan memahami segala maklumat tentang penyelidikan di atas).

2. I have sufficient time to consider participation in the study.

(Saya telah diberikan masa yang secukupnya untuk mempertimbangkan penyertaan saya dalam penyelidikan ini).

3. Understand that my participation is voluntary, and I can freely withdraw my participation from the study without giving a reason. I understand the risks and benefits related to my participation in the study.

(Saya juga faham bahawa penyertaan saya adalah secara sukarela dan pada bila-bila masa saya bebas menarik diri daripada penyelidikan ini tanpa harus memberi sebarang alasan. Saya juga memahami tentang risiko dan manfaat penyelidikan ini).

4. While information gained in this study, it may be used in a conference presentation, and may also be published in a journal article, I will not be identified. Information concerning me will remain strictly confidential.

(Kajian ini boleh dibentangkan di persidangan dan kajian ini juga boleh diterbitkan didalam jurnal, dengan syarat diri saya tidak akan dikenal pasti. Maklumat mengenai diri saya akan disimpan secara sulit).

5. I understand that study investigators, qualified monitors and auditors, the sponsor or its affiliates, and governmental or regulatory authorities, have direct access to my record in order to make sure that the study is conducted correctly, and the data are recorded correctly. All personal details will be treated as STRICTLY CONFIDENTIAL.

(Saya faham bahawa penyelidik, pemantau dan juruaudit terlatih, pihak penaja atau gabungannya, dan pihak berkuasa kerajaan atau undang-undang, mempunyai akses langsung dan boleh menyemak laporan saya bagi memastikan penyelidikan ini dijalankan dengan betul dan data direkodkan dengan betul. Segala maklumat dan data peribadi akan dianggap sebagai SULIT.)

☐ Agree

Back

Next

Clear form

Section B : Demographic Information

Gender *

- ☐ Male
- ☐ Female

Race *

- ☐ Malay
- ☐ Chinese
- ☐ Indian
- ☐ Bumiputera Sarawak
- ☐ Bumiputera Sabah
- ☐ Other: _____

Age *

- ☐ 19 - 22 years old
- ☐ 23 - 26 years old
- ☐ 27 - 30 years old
- ☐ 31 years old and above

University *

Choose ▼

Academic year *

- ☐ Year 1
- ☐ Year 2
- ☐ Year 3
- ☐ Year 4
- ☐ Year 5
- ☐ Other: _____

CGPA *

- ☐ 4.00-3.50
- ☐ 3.49-3.00
- ☐ 2.99-2.50
- ☐ 2.49 and below

Socioeconomic status *

- ☐ B40 = Less than RM 4,849
- ☐ M40 = RM 4,850 to RM 10,959
- ☐ T20 = RM10,960 and above

Residential *

- ☐ On-campus (e.g: College dorms)
- ☐ Off-campus (e.g: Living with parents/relatives, living on own)

Back

Next

Clear form

Section C : Multidimensional Scale of Perceived Social Support (MSPSS) (12 items)

This section comprise 12 items and please read each statement carefully. Indicate how you feel about each statement. The scale is based on the following scoring:

- 1 - Very Strongly Disagree
- 2 - Strongly Disagree
- 3 - Mildly Disagree
- 4 - Neutral
- 5 - Mildly Agree
- 6 - Strongly Agree
- 7 - Very strongly Agree

There is a special person who is around when I am in need.

	1	2	3	4	5	6	7	
Very Strongly Disagree	☐	☐	☐	☐	☐	☐	☐	Very Strongly Agree

There is a special person with whom I can share joys and sorrows. *

	1	2	3	4	5	6	7	
Very Strongly Disagree	☐	☐	☐	☐	☐	☐	☐	Very Strongly Agree

My family really tries to help me. *

	1	2	3	4	5	6	7	
Very Strongly Disagree	☐	☐	☐	☐	☐	☐	☐	Very Strongly Agree

I get the emotional help & support I need from my family. *

	1	2	3	4	5	6	7	
Very Strongly Disagree	☐	☐	☐	☐	☐	☐	☐	Very Strongly Agree

I have a special person who is a real source of comfort to me. *

	1	2	3	4	5	6	7	
Very Strongly Disagree	☐	☐	☐	☐	☐	☐	☐	Very Strongly Agree

My friends really try to help me. *

1 2 3 4 5 6 7

Very Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Very Strongly Agree

I can count on my friends when things go wrong. *

1 2 3 4 5 6 7

Very Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Very Strongly Agree

I can talk about my problems with my family. *

1 2 3 4 5 6 7

Very Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Very Strongly Agree

I have friends with whom I can share my joys and sorrows. *

1 2 3 4 5 6 7

Very Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Very Strongly Agree

There is a special person in my life who cares about my feelings. *

1 2 3 4 5 6 7

Very Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Very Strongly Agree

My family is willing to help me make decisions. *

1 2 3 4 5 6 7

Very Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Very Strongly Agree

I can talk about my problems with my friends. *

1 2 3 4 5 6 7

Very Strongly Disagree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Very Strongly Agree

Section D : Ryff Psychological Well-Being Scale (18 items)

The items below correspond to the domains of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Please read each statement carefully. The scale is based on the following scoring:

- 1 - Strongly Agree
- 2 - Somewhat Agree
- 3 - A little Agree
- 4 - Neither Agree or Disagree
- 5 - A little Disagree
- 6 - Somewhat Disagree
- 7 - Strongly Disagree

"I like most parts of my personality." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"When I look at the story of my life, I am pleased with how things have turned out so far." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"Some people wander aimlessly through life, but I am not one of them." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"The demands of everyday life often get me down." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"In many ways I feel disappointed about my achievements in life." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"Maintaining close relationships has been difficult and frustrating for me." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"I live life one day at a time and don't really think about the future." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"In general, I feel I am in charge of the situation in which I live." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"I am good at managing the responsibilities of daily life." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"I sometimes feel as if I've done all there is to do in life." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"For me, life has been a continuous process of learning, changing, and growth." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"I think it is important to have new experiences that challenge how I think about myself and the world." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"People would describe me as a giving person, willing to share my time with others." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"I gave up trying to make big improvements or changes in my life a long time ago" *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"I tend to be influenced by people with strong opinions" *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"I have not experienced many warm and trusting relationships with others." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"I have confidence in my own opinions, even if they are different from the way most other people think." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

"I judge myself by what I think is important, not by the values of what others think is important." *

	1	2	3	4	5	6	7	
Strongly Agree	☐	☐	☐	☐	☐	☐	☐	Strongly Disagree

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