THE RELATIONSHIP OF SOCIAL SUPPORT WITH DEPRESSION IN COLLEGE STUDENTS

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Abstract

College students have an early risk of experiencing depression. There is much evidence about the relationship between social support and depression but only limited to one college student location. This research contribution is to give a more detailed analysis because it was conducted at more than one university and with a larger sample size than previous studies. This research design uses Cross-sectional on 236 college students at five randomly selected universities. The research instruments used were DASS-21 and OSSS-3. The Spearman rank test is used to analyze the relationship between the two variables. The mean depression score is 5.08 and the mean social support score is 5.63 which indicates low social support. The depression score is 5.08 (normal) with a score range of 0-19, which means college students also experience mild to moderate depression. The social support score is 5.63 which indicates that the social support received by college student is low. The Spearman rank test shows sig 0.001 and r -0.224. There is a negative relationship between social support and depression with low relationship strength. Universities are advised to create a mental health system that provides quality social support to a college student during their learning process.

Keywords: College Student; Depression; Social Support

1. Introduction

Depression can occur in college student due to changes in the new learning environment, busy schedules and homesickness because many colleges student migrate and live far from their parents, this is related to the ability to live while studying. (Rahayu, et al 2021). Another cause of depression in college student is the increasing amount of learning material and clinical skills that must be mastered. (Amana, et al, 2020). The prevalence of depression in Indonesia has found that the highest level of depression is found in adolescents or adults, and tends to decrease with age. In the higher education category, 14.2% of college student experienced moderate depression and 5% experienced severe depression (Setyanto, A. T 2023).

Depression can have a direct negative impact on academic achievement, such as symptoms of sleep disturbances and fatigue, which can make it difficult to concentrate during learning, loss of interest and feeling sad constantly can also be an obstacle for college student in absorbing information and participating in learning (Gabrielle, et al, 2022). Depression can impact college student in the form of

feelings of sadness or anxiety, but the emotions usually pass quickly within a few days. Untreated depression can interfere with daily activities with a reaction to depression experienced by some college student, namely feeling depressed. College student may cry all the time, miss classes, or isolate themselves without realizing that they are feeling depressed, and depression can affect academic performance (Hasanah, et al, 2020). Other negative impacts that can result from depression include difficulty concentrating, limited social interaction, disruption of self-adjustment and even the risk of suicide (Bintang, et al, 2021)

Social support is a form of confirmation that someone feels that they are valuable and have meaning. The various difficulties and sadness experienced can be reduced when a person feels that he has support and a place to complain to reduce the various burdens experienced. When someone feels that they have friends, they will have a lot of confidence in the presence of help and understanding that they are not alone. The awareness that he is not alone makes him feel calm in facing various situations or problems that arise (Putriana, et al,

2021). Someone who gets social support from family and friends can reduce stress, anxiety, depression and feel happy because there is a support system for themselves (Wardani, et al, 2022).

Similar research that has been carried out comes from (Syahputra, et al 2020), (Bintang, et al, 2021) and (Wardani, et al, 2022). Syahputra's research only focused on medical faculty college student at one university, while Bintang's and Wardani's was conducted on teenagers attending high school. Both studies concluded that there was a relationship between social support and depression. This research was conducted at five universities with a larger sample size so this research contribution is to describe conditions that are more similar to the population and can provide a more detailed picture of the relationship between social support and the incidence of depression in college student.

2. Method
Study location
This research was carried out at 5 private universities in the Special Region of Yogyakarta, Indonesia which were chosen randomly. The Special Region of Yogyakarta was chosen because there are various universities which are study destinations for students throughout Indonesia and therefore can provide various characteristics of respondents.

Research area and sample size
This research used a cross-sectional method design, which was carried out at the semester transition. So, the population in Yogyakarta based on academic staff from each university is 612 students. With the sample size determined by the Krijcie and Morgan formula (ÿ=5%) it is 236 respondents.

Research instrument
The DASS-21 used in this study contains seven items for each subscale and has been widely used to detect and measure emotional symptoms. The score for each item is from 0 (not applicable at all) to 3 (often applied). Lower scores indicate better mental health. The Cronbach alpha DASS values in this study were 0.85, 0.84, and 0.84 for the depression, stress, and anxiety scales, respectively.

I n this study, the Olso Social Support scale (OSSS-3) is a measure of social support consisting of three self-reported items, three items that ask for the number of close confidants, feelings of caring from others, and relationships with other people.

Data collection
After finding the minimum sample size, the researchers carried out randomization at each university based on the population size that could be accessed. The researcher then approached the students to ask them to be willing to become potential respondents and agree, then the students were asked to fill out all the questionnaires given completely.

Statistic analysis
This data was analyzed using two steps, the first step began with univariate analysis to provide an overview of all variables and bivariate analysis using the Spearman rank test.

Ethical Approve
Under the ethical clearance number: 0137.3/FIKES/PL/VII/2023, The Ethical Committee of The Faculty of Health Science, Respati University of Yogyakarta, accepted this study.

3. Results and Discussion
Table 1 shows that the majority of respondents were female (66.9%) and were in their second year of college student (38.6%), while the mean age of respondents was 20.52 years with a standard deviation of 1.852 years. Previous research results show that female college student experience more depression than male college student. (Hadianto, et al, 2014). This is because there are factors that cause female college student to experience symptoms of depression, namely from external factors they have higher psychological stress and from internal factors there are hormonal changes in college student in the form of a decrease in the hormone estrogen at the beginning of the menstrual cycle. The prevalence of college student who are at risk of depression is greater in the second year of study because in this year the material and clinical skills that must be studied are increasingly difficult so that the symptoms or risk of depression increases.

Table 1. Frequency Distribution of Respondent Characteristics (n=236)

Characteristics	Frequency (f)	Percentage (%)
Gender		
Men	78	33.1
Women	158	66.9
Semester		
first year	52	22.0
second year	91	38.6
third year	59	25.0
fourth year	25	10.6
fifth year	9	3.8
	Mean (Med)	**SD (min-max)**
Age	20.52 (20.00)	1.825 (18-28)

Apart from that, female students are more at risk of experiencing depression compared to male students because this is caused by genetic influences, social relationships during puberty, experiencing many stressors at the same time, women use their feelings more when facing stressors, and are more sensitive to stressors, interpersonal relationships and

using emotional problem solving (Kedang, et al, 2020).

Previous research also discussed several risk factors for depression in students in their second year of study, including academic pressure, where the academic load increases, learning material becomes increasingly difficult, and changes in the lecture system from the first year to the second year which can increase the risk of depression in students. Lack of physical activity due to busy lecture schedules and student activities which causes an increase in symptoms of depression, excessive use of social media technology can cause disruption in social interactions which increases feelings of anxiety. Financial stress can also increase the risk of depression in students because the increasing costs of education and lack of social support from peers, family, or universities can also increase a student's risk of depression (Isella, et al, 2022).

Based on table 2, the average social support score is 5.63. This shows that the social support received by college student is low because it is close to 0 (with a total score range of 0-12). This finding is supported by the results of previous research stating that lack of social support refers to the lack of help and support received from the surrounding environment, such as family and friends (Muflihah, et al, 2021). Lack of parental support received by children will cause (Agustianisa, et al, 2022). Lack of social support from friends can cause deep feelings of nervousness, fear and anxiety (Lestari, et al, 2021).

Table 2. Univariate Analysis of Social Support and Depression in College Student (n=236)

Variables	Mean (Med)	SD (min-max)
Social Support	5.63 (5.00)	2.459 (0-11)
Depression	5.08 (3.00)	4.305 (0-19)

Forms of family social support can be divided into four types, namely emotional support, appreciation support, instrumental support, and informational support (Sancahya, et al, 2014). Emotional support is a form of support given by the family in the form of affection, empathy and attention. Reward support shows a positive response in the form of motivation to feelings. Instrumental support is an economic function, this support is the full support of the family in the form of giving time, funds, or providing assistance to family members. And this information support means providing advice and feedback regarding what an individual is doing and has been doing (Darajat, et al, 2021).

Lack of social support can have an impact on students in the form of low self-esteem which makes someone doubt their abilities, decreased academic achievement, fear of failure and vulnerability to face setbacks which ultimately develops their emotional (Nadia, et al, 2022). Lack of social support can also

cause academic burnout (Trimulatsih, et al, 2022). Academic burnout is the condition of a person who feels physically, mentally and emotionally exhausted, followed by feelings of avoiding oneself from the environment, as well as feeling low self-esteem, which causes boredom in learning, indifference to academic tasks, lack of motivation, a feeling of laziness, and resulting in decreased achievement in learning (Hasbillah, et al, 2022).

Apart from that, Table 2 shows that the depression score is 5.08 (normal) with a score range of 0-19, which means college student also experience depression from mild to moderate levels. This finding is supported by the results of previous research stating that depression experienced by college student is caused by factors such as adapting to new things related to the college student environment, learning methods new, and the busy lecture schedule (Kusuma, et al, 2021). Depression is a serious mental illness characterized by feelings of anxiety or sadness (Hasanah, et al, 2020). Depression is also a mental disorder in which individuals experience feelings of unhappiness in life that occur continuously. Referring to the Diagnostic and Statistical Manual of Mental Disorder Fifth Edition (DMS-5), the depression in question is major depression (Major Depression Episode) which can last for 14 days (Darmayanti, et al, 2022)

Depression can impact college student in the form of feelings of sadness or anxiety, but the emotions usually pass quickly within a few days. Untreated depression can interfere with daily activities with a reaction to depression experienced by some college student, namely feeling depressed. College student may cry all the time, miss classes, or isolate themselves without realizing that they are feeling depressed, and depression can affect academic performance (Hasanah, et al, 2020).

If student experienced severe depression, it usually lasts for 14 days and the impact is loss of motivation in carrying out daily activities, loss of appetite, sleep disorders (insomnia or hypersomnia), easy fatigue, agitation (annoyance, restlessness, or anxiety), lack of concentration, feeling worthless and all of that can cause prolonged stress. Depression that causes prolonged stress can lead to suicidal ideas in individuals (Darmayanti, et al, 2022).

Table 3 shows that there is a significant relationship between social support and depression where the direction of the relationship is negative with weak strength. This means that the higher the social support a college student receives, the lower the level of depression. This finding is supported by the results of previous research stating that social support can help improve mental health and individual behavior patterns including control, development, and preventing depression. (Syahputra, et al, 2020).

**Table 3. Bivariate Analysis of Social Support
and Depression in College Student (n=236)**

Variables	Sig	rr
Social Support-Depression	0.001	-0.224

Social support is the main factor in treating depression. Social support is assistance needed by individuals and can be obtained from various sources. Social support is also identified as the existence of other people who can be relied on to provide assistance, encouragement, acceptance and attention, so that it can improve the welfare of life for the individual concerned (Bintang, et al, 2021).

Academic supervisor is a lecturer who is given the trust and authority to guide students in the sense of a lecturer who has competence in educational services in higher education, especially in curricular services and socio-cultural psychological understanding and is able to carry out academic guidance for college student (Sinurat, et al, 2023). The duties and obligations of academic supervisors are to provide advice and guidance to students for the smooth running of their studies, provide direction and help choose courses and determine the number of credits in accordance with existing provisions, provide consideration to the Head of the Department or Dean regarding matters that are of interest to you supervised college student, follow the progress of the supervised college student studies and help overcome difficulties faced in the field of study, and provide consideration to college student supervised who apply for academic leave or are threatened with drop out (Musabbihin, et al, 2021). Therefore, the role of academic supervisor is really needed by college student because support and attention from academic supervisors is really needed by all college student, especially when preparing final assignments where many college student experience depression because of the overwhelming workload so social support is very influential for college student.

Good external social support can help in resolving problems when college student is stressed and has a good effect in maintaining emotional stability. On the other hand, if stress can be handled well by college student, it will not interfere with college student learning activities and the final output obtained will be of maximum quality (Syahputra, et al, 2020). Therefore, the campus as an external party can optimize the provision of social support to college student, for example in the form of academic supervisor, it can monitor students who are less active in lectures through attendance so that counseling support can be provided to students who need support to make their studies run smoothly.

4. Conclusions and Suggestions

The role of other people in providing social support to students is very important to reduce the incidence of depression in students. People who often interact with students on campus are fellow students and academic supervisors. Therefore, college student can develop an early detection system that is integrated into learning process so they can treat depression in their students as soon as possible. Future research is expected to qualitatively explore what factors influence depression in students and what they expect from their campuses to help them to manage their depression.

5. Acknowledgments

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