

Development and Validation of Social Provision Scale on First Year Undergraduate Psychological adjustment

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Abstract

This study examined the development and validation of socio provision scale on first year undergraduates adjustment among institution in Ibadan metropolis. The study adopted a descriptive survey design. A sample of 300 participants was randomly selected across institutions in Ibadan. Data were collected using socio provision scale ($\alpha =0.76$), College adjustment scale ($\alpha =0.78$), Perceived socio support scale ($\alpha =0.81$).eight research questions were drawn and answered. Data were analysed using pearson product moment correlation, exploratory factor analysis, T-test and Confirmatory factor analysis. Exploratory Factor Analysis (EFA) with varimax rotation was conducted on all 34 items of the social provision Scale on the four factors (emotional support, network support, material support and satisfaction support). Factor solutions were based on the following criteria: eigenvalues of 2.0(although it should be 1.0) or greater, factor loadings of .40 or greater and rotated component. After verimax rotation 32 items loaded strongly above .4(while 2 items were removed because they loaded below .4) on the four subscales (emotional support, network support, material support and satisfaction support) of social provision scale (certifying the rule of thumb). The communality reveals a high percentage of variance explained by each of the items. It was recommended that Students should be assisted especially freshers on campus. Students are enjoined never to expect the best from anyone but to see every help rendered as a privilege. Various universities student affair department should upgrade their welcome programs to make fresh students feel among and connected.

Keywords: socio provision, socio support, validation

Introduction

Attending higher institution of learning is supposed to be a very interesting experience that could give satisfaction to students. However, there are many students who are unable to complete their studies. This was confirmed by Tinto (1996) who showed that 40% of all students in America who started out in a four year college failed to earn a degree; and nearly 57% of all dropouts left before the start of their second year. Another study conducted by Wintre and Bowers (2007) on the persistence to graduate amongst 944 undergraduate students in a Canadian university reported that within six years, 57.9% of the students had graduated, 9% remained enrolled, and 33.1% were neither enrolled nor graduated. Similarly in Nigeria Universities, it has noticed that some percentages of fresh students do experience failure in their first two years on campus which has been traceable to maladjustment to transition.

Research conducted showed that this failure was caused by adjustment difficulties. (Tinto, 1993; Martin Jr., Swartz & Madson, 1999). According to Tinto (1996), seven major causes of students' withdrawal from college were academic difficulties, adjustment difficulties, uncertain, narrow, or new goals, weak and external commitments, financial inadequacies, incongruence between the students and the institution, and isolation. Previous studies on students' retention and adjustment have reported that the transition to university can be a stressful experience for many new undergraduate students (Cantor, Norem, Niedenthl, Langston & Bower, 1987; Perry, Hladkyj, Pekrun & Pelletier, 2001). They are often confronted with a variety of new personal and interpersonal challenges. These challenges include the need to make new relationships (especially if the students attended university outside of their home town), to modify existing relationship with parents and family members, and to develop learning habits for new academic environment (Parker, Summerfeldt, Hogan & Majeski, 2004). Failing to meet these demands and challenges appears to be the most common reason for undergraduate students withdrawing from university (Gerdes & Mllinckrodt, 1994). According to Smith and Renk (2007), the combination of many stressors of university life, such as planning for the future, struggling with exams and assignments, coping with demands and challenging professors, deciding on a major, and transitioning into financial and emotional independence, can be an overwhelming experience for many students. Hence, almost all new students go through an adjustment phase upon entry to a university with each student varied in his or her own pace of development (Blimling & Miltenberger, cited in Dyson & Renk, 2006).

One factor potentially affecting students' adjustment is psychological stress. Stress and the psychological distress it endangers and may impair students' academic performance (Alva & de Los Reyes, 1999), resulting in higher dropout rates. A meta-analysis revealed that college students experience substantial levels of stress, reporting higher levels of academic, financial, and personal stress than those of senior school students (Quintana, Vogel & Ybarra, 1991). Although much of the stress burden relates to financial problems and insufficient academic preparation, students often experience acculturative stress (Padilla, Alvarez &

Lindholm, 1986; Rodriguez, Myers, Morris & Cardoza, 2000).

Social support, which involves the provision of psychological and material resources, may serve as a buffer against stress by preventing a situation from being appraised as stressful in the first place or by providing a solution to a stressful problem, minimizing its perceived importance, or facilitating healthy behavioral responses (Cohen & Wills, 1985). The stress-buffering effects of social support have been documented in past studies of the general population (see Cohen & Wills, 1985). However, Solberg and Villarreal (1997) found that social support moderated the association between campus-related stress and psychological distress such that, consistent with the stress-buffering hypothesis, stress was associated with increased distress among students reporting low levels of social support but not among those reporting high social support.

In contrast, three other studies with predominantly undergraduate students' samples found no evidence that social support moderated the association between stress and measures of either college adjustment or psychological distress (Alvan, Belgrave & Zea, 1996; Rodriguez, Mira, Myers, Monis & Cardoza, 2003; Solberg, Valdez & Villarreal, 1994). Social support is the physical and emotional comfort gained from acquaintances like family, friends, co-workers and others. In social sense we are part of a community of people who love and care for us, and value and think well of us. Social support is a way of categorizing the rewards of communication in a particular circumstance. An important aspect of support is that a message or communicative experience does not constitute support unless the receiver views it as such (Muhammad & Neeelma, 2010) Social Support is considered to be a multidimensional construct. It can be operationalized in many different ways including: on the basis of who is providing the support, the quantity and quality of support, the availability of support, and one's satisfaction with support (Letvak, 2002).

According to Cohen and Wills (1985), social support can be seen has a multidimensional construct including the structural and functional quality of a persons' social relations network. Structural social support is concerned with the existence and form of the social network while functional social support is concerned with how the network serves to provide different kinds of support. On the other hand Terrence, Amick and Judith (1994) suggested that social support is the degree to which a persons' basic social need are met through interaction with other people.

It's the resources both tangible and intangible that other people provide. It's a perception of a person that he or she can count on other people for help in the time of crises.

Social support has been studied as an important construct and consistently found to be related to psychological health (Cohen & Wills, 1985; Kertesz, Larson, Horton, Winter, Saitz & Samet, 2005), psychological well-being (Cohen, Underwood, & Gottlieb, 2000; Henderson & Brown, 1988), higher levels of psychopathology (Kilbourne, McCarthy, Post, Welsh & Blow, 2007; Pierce, Frone, Russell, Cooper & Mudar, 2000), depression (Bayat, Erdem & Kuzueu, 2008; Talaei, Ardani & Saghebi, 2008), suicide ideation (Kimbrough, Molock & Walton, 1996), anxiety (Bayat, Erdem & Kuzueu, 2008), and self-esteem (Eckenrode & Wethington, 1990; Gottlieb, 2009; Malik, 2002). Researchers have consistently found a negative relationship of social support with depression (Barrera, 2000; Berkman & Glass, 2000; Israel & Schurman, 1990) and a correlations between depression and perceived functional social support is found to range from $-.20$ to $-.45$ (e.g., Cutrona & Russell, 1987; Gibson & Weinert, 1987; Weinert & Tilden, 1990; Yang & Clum, 1995).

Others have suggested that social support is associated with severity of depression in both males and females (e.g. Zlotnick, Shea, Pilkonis, Elkin & Ryan, 1996). People who feel supported by their friends and family enjoy a wide variety of benefits, including less depression and anxiety, higher self-esteem (Barrera, 1986; Cohen & Wills, 1985). Interpersonal relationships that make available social support in terms of information, help, and expressions of caring promote health by imparting feelings that one is being cared for, beliefs that one is esteemed, and a sense of belonging to a reciprocal network (Cutrona & Russell, 1990). Consistent with this view, cognitive constructs such as internal control beliefs, dysfunctional attitudes, and self-esteem are more highly correlated with perceived support than they are with the actual help people provide (Lakey & Cassady, 1990). The nature of the transactions of social support has been specified in a variety of ways (Zimet, Dahlem, Zimet & Farley, 1988); on this high-sounding reasons this study is interested in the development and validation of social provision and it significant influence on undergraduates' psychological adjustment.

Purpose of the Study

This study intended to:

Generate workable and operational items for the measures of social provision. Is to establish the relationship among the domains of social provisions so as to satisfy the criteria for convergent validity. Determine the distinctiveness of measures of social provision from other theoretically related measures. Investigate the internal consistency of the items within itself and across time.

And design a confirmatory model fit to describe the factorial make up of social provision.

Research Design

The study adopted a descriptive design of the correlational type. This design was used the purpose of the study

was to examine the relationship among the dimensions of socio-provision in order to ensure its validity. More so, there is no need for any manipulation of the independent variables. Thus, the main focus of the study is to develop and validate social provision scale on first year under graduate psychological adjustment.

Population

The population for this study comprised first year Under-graduates of institutions in Oyo state.

Sample and Sampling Techniques

Purposive and random sampling was used to appropriately undertake a good investigation. Purposive technique was used because; the study was basically on first year undergraduates and it is also random because equal opportunity was given to the respondents to partake in the study in-order to ensure good representative of the population. In doing this, three universities (University of Ibadan, Lead city University Ibadan, Ladoke Akintola University of Technology Ogbomosho.) were chosen from the entire tertiary institutions in Oyo state. Whereby, four (4) Faculties were randomly selected from each of the Universities; involving 25 students per-faculty to make a sum of hundred respondents per university. Three hundred undergraduates were selected to represent first year undergraduates in the tertiary institutions in Oyo state.

Generation of Initial Pool of Items

A pool of 43 items was generated based on the identified domains of social provision scale (emotional support, network support, material support and satisfaction support) Items were reviewed by the Counselling psychologist for content validity and eliminate items based on content redundancy and theoretical logic.

Research Instrument

A questionnaire was used for data collection because of the high literacy level of study population. The adaptation was made after extensive review of literature as advised by experts within the Faculty of Education. The questionnaires used are designed by foreign authors this made the researcher to undertake a pilot study to re-establish the reliability and to see if there is need for localization of the foreign scales to Nigerian setting; which was also done for the scale designed by the researcher. The questionnaires were divided into five sections. The sections are: A, B, C, D and E.

SECTION A: Demographic information of the students such as age, gender, religion and faculties. This section was developed by the researcher.

SECTION B: Social Provision Scale

It consist of 43 items Social Provision Scale developed by the researcher. It measure the extent to which the need of individual as been satisfied by the virtue of the network and relationship with people. The scale adopted a 4-likert response format ranging from SA=strongly agree to SD=strongly disagree. Typical examples of the items are: "I always have someone to share my feelings with," "I keep relationships that make me feel secure," among others. It has a reliability coefficient of 0.76 using Cronbach-alpha method. While it subscales initially had a reliability coefficients of emotional support=.89, network support=.72, material support=.79, satisfaction=.76.

SECTION C: College Adjustment Scale

It consist of 19 items College adjustment scale developed by Pennebaker (2000).it measure the adjustment level of students to new learning environment. The scale adopted a 7-point Likert response format ranging from 1=not at all to 7=a great deal. Typical examples of the items are: "missed your friends from high school," "worried about how to perform academically in the university." among others. It has a reliability coefficient of 0.78 using Cronbach-alpha method.

SECTION D: Perceived Social Support

It consist of 12 items Multidimensional scale of Perceived Social Support Scale developed by Zimet, Dahlem, Zimt and Farley (1988).It measures the nature of support given by parent friends and significant others. The scale adopted a 7-point Likert response format ranging from 1=very strongly disagree to 7= Very strongly agree. Typical examples of the items are: "there is a special person always around when I am in need," "my father really tries to help me" among others. It has a reliability coefficient of 0.81 using Cronbach-alpha method.

SECTION D: Brief Social Support Scale

It consist of 9 items Brief Social Support Scale developed by Guillermo, Mildred and Maria (2003).It measures the nature of assistance an individual benefit from his relations and networks when in need. The scale adopted a 5-point Likert response format ranging from 1=None to 5= quite a lot. Typical examples of the items are: "how much emotional supports have you received," "how much advice have you received" among others. It has a reliability coefficient of 0.71 using Cronbach-alpha method.

SECTION E: Self Rating Depression Scale

It consist of 20 items Self Rating Depression Scale developed by Zung (1997).It measures the level of emotional disturbances and distress experienced by the students. The scale adopted a 4-point Likert response format ranging from 1=A little of the time to 4= Most of the time. Typical examples of the items are: "I feel down-hearted and blue," "I am more irritable than usual" among others. It has a reliability coefficient of 0.78 using Cronbach-alpha method.

Administration of the Instruments

The questionnaires were administered to the undergraduates in their Faculties in various universities. This was made possible with the help of the Dean of student affairs and known lecturers whose permissions were first sought for. The participants were adequately briefed on the need to cooperate with the researcher. They were also assured of confidentiality of their responses. The data collection spread over two weeks, during which about 310 questionnaires were administered but 300 was returned. These were scored and the data obtained were subjected to data analysis.

Method of Data Analysis

The data collected were analysed with the aid of three statistical softwares; Statistical packages for social sciences (SPSS version 19), Analysis of moment structure (AMOS version 18). The following were conducted using the software's; Pearson product moment correlation coefficient, T-test cronbach alpha, exploratory factor analysis (using principal axis factor analysis), confirmatory factor analysis (using maximum likelihood analysis) to test the eight research questions at 0.05 significant level which was used for the interpretation.

Results

This chapter presents various findings drawn from the study. The following results presented are based on the research questions raised, which the study has sought to answer.

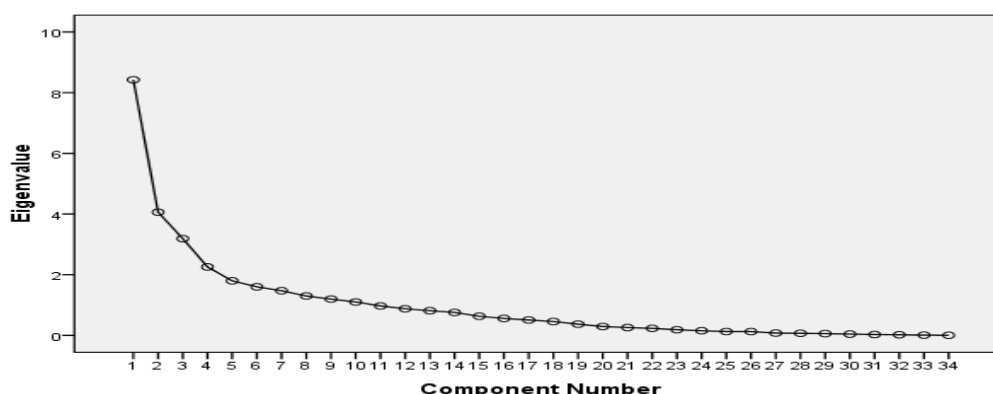
Selection of item

For adequate selection of item; mean, standard deviation (to check for floor and ceiling effect), inter-item correlation and item-total analysis was computed in-order to remove nonresponsive items and to reduce item reluctance. Out of the 43 initially generated items only 34 items survived this section.

Factor Validity

To certify the assumption of factorability Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity was conducted. KMO=.676 and Bartlett's Test of Sphericity (Approx. Chi-Square (561) = 8425.583, $p < .05$). This reveals that the sample size was adequate enough KMO $> .6$ (Field, 2000). For the fitness of the scale, Bartlett's Test of Sphericity is significant. The overall implies an acceptable factorability potential.

Scree Plot



Exploratory Factor Analysis (EFA) with varimax rotation was conducted on all 34 items of the social provision Scale on the four factors (emotional support, network support, material support and satisfaction support). Factor solutions were based on the following criteria: eigenvalues of 2.0(although it should be 1.0) or greater, factor loadings of .40 or greater and rotated component (Cattell, 1978; DeVellis, 2003). The majority of the items initially merged into ten factors, corresponding with the postulated factor structure. Items that loaded into factors outside of the ten had loadings of less than 2.0. As a means to “clean up” the model, a scree plot test was conducted to determine the number of factors retained in the scale; results suggested that 4-factor models were the most appropriate fit (DeVellis, 2003).

A factor analysis of four factors produced the cleanest factor structure for the 34-item scale; the four factor accounted for some percentage of variance respectively (24.780, 11.945, 9.378, 6.636) the factors combined accounted for 52.739 percent of the variance.

Table 2: Showing the Structure of Factor loading via the Extraction

		1	2	3	4	Communalities
1	I always have someone to share my feelings with	.593				.520
2	Whenever I'm depressed there will be someone who will make me happy.	.581				.443
3	Most times when I need interpretation to my dreams I get someone to assist.	.521				.348
4	I keep a company that comforts me.	.765				.683
5	Most times I don't feel neglected.	.716				.660
6	People around me make me feel important.	.745				.760
7	Most times I feel someone loves me.	.734				.605
8	There is always someone ready to give hears to whatever borders me.	.696				.526
9	I keep relationships that make me feel secure.	.807				.698
10	I am always having someone to guide me	.544				.303
11	Someone is always there to help whenever there is need for an idea.	.701				.640
12	Most times I get what I need in terms of advice from people.	.700				.524
13	I'm never short of information due to the friends I keep.	.638				.435
14	I have never got struck in a situation without a helper.	.482				.448
15	There is no one who shares my interests and concerns*			.757		.713
16	I always have someone to keep my company.			.870		.806
17	People always want me to be part of their life.				.422	.240
18	I have someone to run to when things get out of hand.			.855		.817
19	I feel the whole world is on my head.				.539	.362
20	I am often assisted whenever I need foodstuff.	.494				.449
21	I have no cause to panic because I feel someone somewhere will assist.			.618		.625
22	Everybody goes to work to get my needs met		.506			.373
24	Most of my needs are always well-met.		.899			.867
25	I do get more than enough when I ask.		.502			.305
26	I feel refreshed at every escape from difficulties.		.829			.760
27	I do believe there is always an answer.		.711			.672
28	I am much more comfortable with the way I'm been assisted in my daily needs.		.762			.598
29	All the help I do receive in times of need are never enough*				.576	.479
31	The assistance I often receive do come at the wrong time*.			.456	.590	.572
32	I have never been supported by anybody.*				.619	.412
33	Keeping friends as not been profitable to me.*				.517	.340
34	Counting on love ones in the time of need is always discouraging*.				.530	.465

After verimax rotation 32 items loaded strongly above .4(while 2 items were removed because they loaded below .4) on the four subscales (emotional support, network support, material support and satisfaction support) of social provision scale (certifying the rule of thumb). The communality reveals a high percentage of variance explained by each of the items, .303-.867(from 30.3% to 86.7%).

Research Question 1

Is there any significant relationship among all the components of social provision scale?

Table 3: Zero order correlation showing relationship among the factors of social provision scale

Factors of Scales.	Mean	St.Dv	1	2	3	4
SPS(Emotional)	27.9348	4.62595	1.000			
SPS(Network)	27.8000	3.78178	.508**	1.000		
SPS(Material)	9.3125	2.03615	.441**	.344**	1.000	
SPS(Satisfaction)	30.7917	4.70729	.349**	.380**	.170**	1.000

*significant at 0.05 (2-tailed)

Table 3 reveals a significant relationship among the component of social provision scale; this indicates that the components converge within itself.

Convergent Validity

To establish the convergent validity of social provision scale, this question was raised

Research Question 2:

Is there any significant relationship among the factors of social provision scale and brief social support scale?

Table 4: Zero order Correlation showing relationship between the factors of social provision scale and Brief social support scale.

Factors of Scales.	Mean	St.Dv	Bsss (emotional)	Bsss(Interpersonal)	Bsss(Material)	Bsss(Satisfaction)
SPS(Emotional)	27.9348	4.62595	.220**	.837**	.848**	.856**
SPS(Network)	27.8000	3.78178	-.157**	.413**	.573**	.342**
SPS(Material)	9.3125	2.03615	-.098**	-.412**	.433**	-.362**
SPS(Satisfaction)	30.7917	4.70729	.231**	.284**	.279**	.288**
		Mean	10.2200	6.2800	6.7174	6.6400
		St.DV	.94582	1.13397	1.11837	1.26322

→
**Brief social support scale
 (BSSS)**

*Correlation is significant at 0.05 (2-tailed)

Note: **SPS:** Social Provision Scale, **BSSS:** Brief Social Support Scale

Table 4 above reveals a significant relationship between SPS (emotional need) and BSSS (emotional need); $r(288)=.220$, $p<.05$, SPS (Network need) significantly correlated with BSSS (interpersonal need); $r(288)=.413$, $p<.05$, SPS (Material need) significantly correlated with BSSS (material need); $r(288)=.433$, $p<.05$, SPS (satisfaction need) also significantly correlated with BSSS (satisfaction). This implies that the factors of social provision scale (SPS) significantly correlated with the factors of Brief social support scale (BSSS) of Guillermo et al., (2003). This therefore satisfies the condition for convergent Validity.

To further establish convergent validity on the account of social provision scale another question was raised;

Research Question 3:

Is there any significant relationship between social provision scale (sps) scores and multidimensional scale of perceived social support (mspss) scores of the students.

Table 5: PPMC showing relationship in the scores of students on social provision scale and multidimensional scale of perceived social support

Variables	N	Mean	St.Dev	r	Df	Sig
social provision scale score	293	106.1399	28.78625	.181	298	<.05
multidimensional scale of perceived social support score	300	36.0000	3.75326			

Table 5 shows that the relationship between the studied variables; $r=.181$, $df=298$, $p<.05$. Based on this, the relationship is significant. Therefore there was a significant relationship between social provision scale (sps) scores and multidimensional scale of perceived social support (mspss) scores of the students. This also implies that social provision scale scores of the students converged with multidimensional scale of perceived social support (mspss) scores of the students. This further establishes convergent validity although the correlation is weak which is due to differences in the factor makeup of the two scales and item size difference.

Discriminant Validity

To perform the discriminant validity social provision scale and depression scale was administered on the same

set of students to ascertain if social provision scale will be able to discriminate between students of high and low depression which brought raise to a question.

Research Question 4: Will there be any significant difference in the social provision scale score of high and low depressed students.

Table 6: T-test showing social provision difference in high and low depressed students.

	Depression Level	N	Mean	Std. Deviation	t	Df	Sig
Social provision	high depression	166	122.0482	15.91523	13.945	291	<.05
	low depression	127	85.3465	28.62604			

Table 6 reveals a significant difference in the social provision score of the students with high and low depression $t=13.945$, $df=291$, $p<.05$. This implies that social provision scale possess discriminant power good enough to discriminate even to predict high from low depressed students.

Concurrent Validity

Concurrent validity was investigated to see if social provision scale could also repeat the findings made by similar scales which has brought raise to another question;

Research Question 5: is there any significant relationship between social provision and college adjustment.

Table 7: PPMC showing the relationship between social provision and student college adjustment.

Variables	N	Mean	St.Dev	r	Df	Sig
College adjustment	300	57.4600	5.22488	.148	298	<.05
social provision	293	123.3947	10.32990			

Table 7 depicts that the relationship between social provision and student college adjustment; $r=.148$, $df=298$, $p<.05$. Therefore there is a significant relationship between social provision and college adjustment. Based on this corresponding validity, it is evident that the assumption for concurrent validity is not betrayed; there for social provision is concurrently valid.

To further enhance the concurrent validity of social provision scale, following the finding made by similar scales in literature; it is assumed that depression scale will correlate negatively with social provision scale, which gave raise to another question.

Research Question 6; Is there any significant relationship between social provision and depression?

Table 8: PPMC showing the relationship between social provision and depression.

Variables	N	Mean	St.Dev	r	Df	Sig
Depression	300	66.4000	5.88860	-.142	298	<.05
social provision	293	123.3947	10.32990			

Table 8 above reveals that the relationship between social provision and depression; $r=-.142$, $df=298$, $p<.05$. Therefore there is a significant negative correlation between social provision and depression. This implies that a unit increase in social provision will reduce the tendency of depression which is concurrent with the result generated by similar scales. Hence, social provision scale is concurrently valid.

Confirmatory Factor Analysis (CFA)

To further establish construct validity and to assess the goodness of fit of the model of the three (emotional, network, and material support) vs. the four-factor (satisfaction with support, emotional, network, and material support) model. Confirmatory factor analysis was conducted using Maximum Likelihood Estimates. The items that graduated in to CFA are surviving items of EFA.

Research Question 7: Will the four factor model of social provision scale significantly gain a better fitness than the three factor model?

Table 9: CFA showing goodness of fit indexes of the three vs. four factor model.

Model	X ²	Df	P	NFI	CFI	RMSEA
3 factor	2404.8	206	<.05	.920	.932	.069
4 factor	5392.2	458	<.05	.930	.951	.060

With respect to the criteria for a goodness of fit that says; Normed fit index (NFI): should range between 0 and 1, with a cutoff of .95 or greater indicating a good model fit.

The comparative fit index (CFI): range from 0 to 1, with larger values indicating better fit; a CFI value of .90 or larger is generally considered to indicate acceptable model fit. The root mean square error of approximation (RMSEA). The RMSEA ranges from 0 to 1, with smaller values indicating better model fit. With a value of .06 or less is indicative of acceptable model fit.

From table 9 above three factor model displayed an appealing fit value; $X^2(206)=2404.8$, $p<.05$. This indicates a good fitness of the model. But base on the assumption that says chi-square goodness of fit is influenced by sample size; this gave rise to other model fit index which among others NFI, CFI and RMSEA is considered in this study displayed a good fit of the model. $NFI=.920<.95$ and $CFI=.932>.90$ but RMSEA is relatively fit because, $RMSEA=.069>.060$.

While four factor model displayed a better fit index; $X^2(458)=5392.2$, $p<.05$. Other model fit index displayed a good fit of the model. $NFI=.930<.95$ and $CFI=.951>.90$ but $RMSEA=.060=.060$. From the finding so far reasonable inference can be drawn that the four factor model displayed a better fit; meaning that all the factors are good representative of the model.

FIGURE 1. Three factor measurement model of the Social Provision Scale.

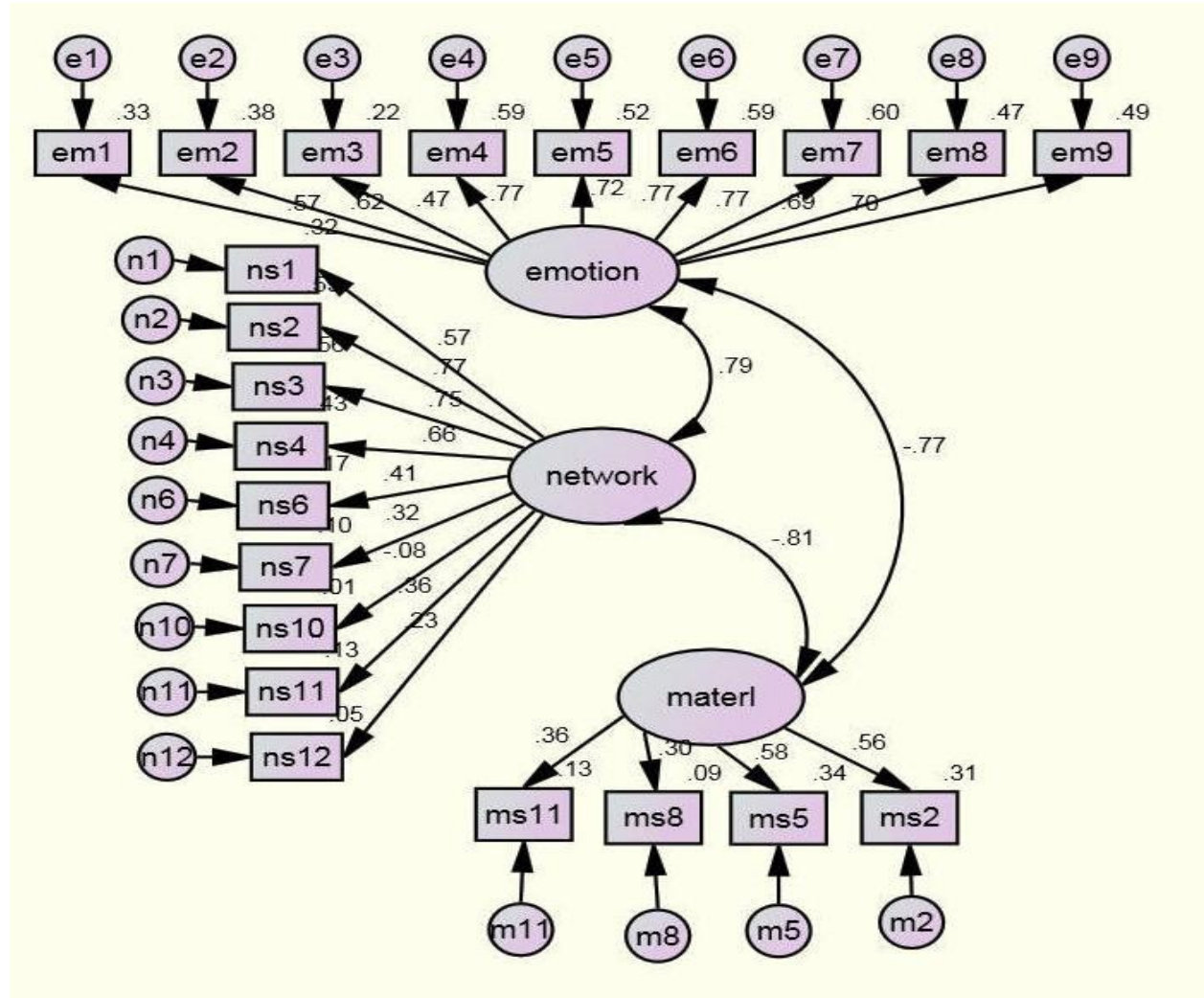
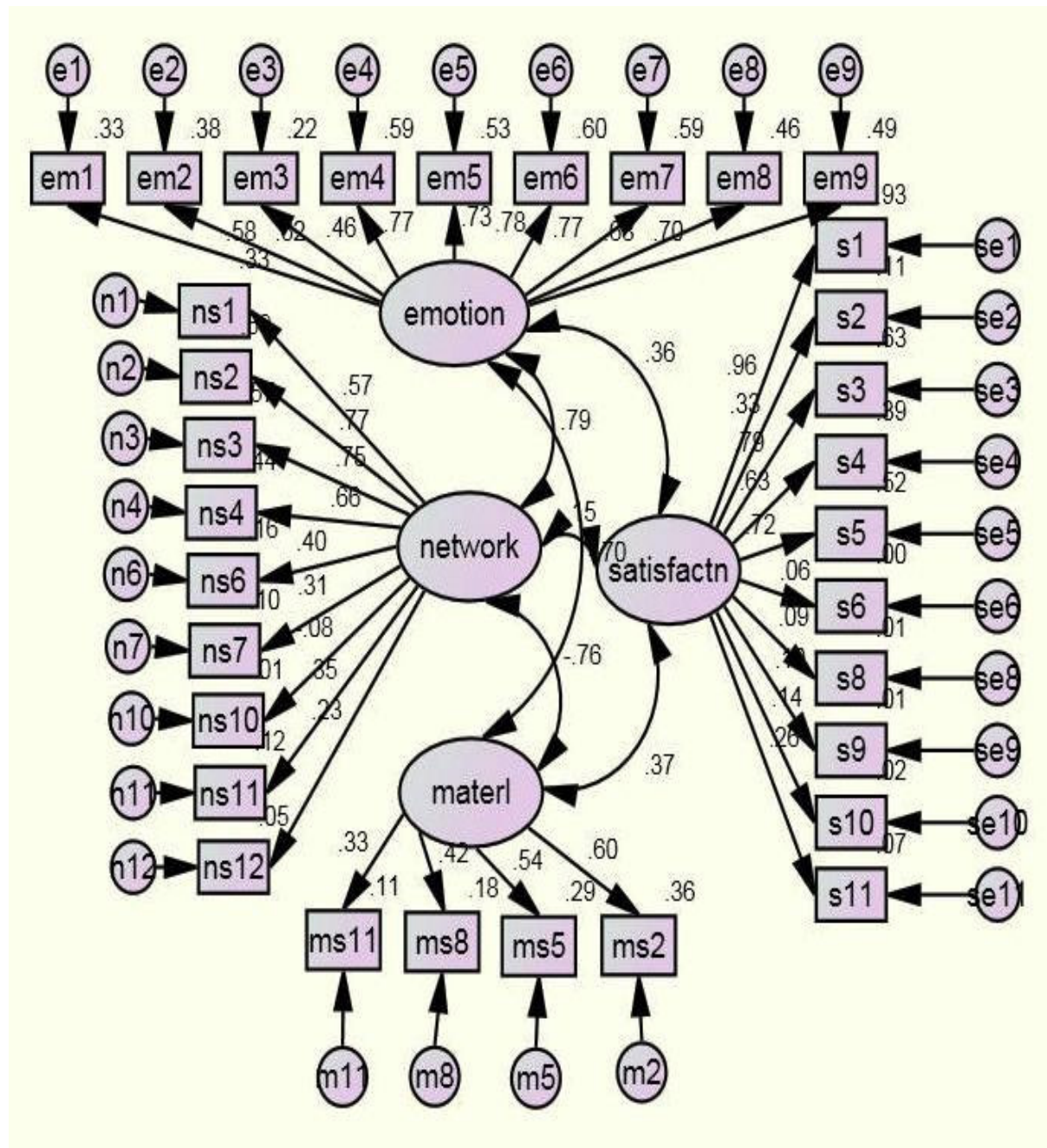


FIGURE 2. Four factor measurement model of the Social Provision Scale.



Reliability of the Scale

To examine the internal consistency of the social provision scale especially the surviving items, cronbach alpha was computed for each of the components of the scale after that was the final computation still using cronbach alpha and spearman correlation coefficient.

Research Question 8: To what extent will each of the components of social provision scale display significant satisfactory reliability coefficient.

Table 11: showing the reliability coefficient of social provision scale

	Components of the scale	Cronbach alpha
1	Emotional support	.885
2	Network support	.721
3	Material support	.700
4	Satisfactory support	.760
Total	General reliability(social provision scale)	.837
	Reliability Coefficient rho	.839

*Significant $\geq .7$

Table 11 reveals good reliability coefficient satisfying the criteria specified by Cohen (1988) and Field (2000) that says a good reliability coefficient should be 0.7 and above. These therefore indicate that, social provision scale is reliable enough to be used.

Discussion of Findings

Research Question one examined the relationship among all the components (emotional support, network support, material support and satisfaction support) of social provision scale. Table one reveals a significant relationship among the component of social provision scale; this indicates that the components converge within it. This result corroborates Bernal, Molina and Rio (2002) who also found relationship among the factors (emotional support, interpersonal support, material and satisfaction support) of brief social support scale. Likewise, Gordon (2007) also found significant relationship among the factors (parent, relative, sibling, adult, peer, information and emotional) of children social scale. From the findings reasonable inference can be drawn on the account of oneness of the scale; meaning that when component of a scale converge within itself it denotes that the component are measuring the same construct although they may not have total resemblance because they are measuring different aspect of the construct.

Research question two examined the relationship among the factors of social provision scale and brief social support scale. Table two reveals that significant relationship between SPS (emotional need) and BSSS (emotional need); SPS (Network need) significantly correlated with BSSS (interpersonal need); SPS (material need) significantly correlated with BSSS (material need); SPS (satisfaction need) also significantly correlated with BSSS (satisfaction). This implies that the factors of social provision scale (SPS) significantly correlated with the factors of Brief social support scale (BSSS) of Guillermo et al., (2003). This therefore satisfies the condition for convergent validity although the pattern of items differ. This result is in-line with Gordon (2007) who found moderate correlations were obtained with the total, parent, and peer scales of the SSQC with corresponding scores on the Harter's Social Support Scale for Children (SSSC), a widely used measure of social support in children. This indicate that the measures of social provision scale (SPS) is potent in as much that it easily converge with well known social support scale (BSSS). This implies that social provision scale carries equal potential with other scale existing scale but with an advantage of a standard component of satisfaction need support.

Research question three examined the relationship between social provision scale (sps) scores and multidimensional scale of perceived social support (mspss) scores of the students. Table three reveals that the relationship between the studied variables; Based on this, the relationship is significant. Therefore there was a significant relationship between social provision scale (sps) scores and multidimensional scale of perceived social support (mspss) scores of the students. This also implies that social provision scale scores of the students converged with multidimensional scale of perceived social support (mspss) scores of the students. This further establishes convergent validity although the correlation is weak which is due to differences in the factor makeup of the two scales and item size difference. This result supports of Cutrona's (1982) who reported in his study of college freshmen the Social Integration, Reassurance of Worth, and Guidance provisions were found to be significantly related to scores on the UCLA Loneliness Scale (Russell, Peplau, & Cutrona, 1980). This implies that despite the difference in sps and mspss factor makeup they still measure the same construct but on different grounds, because mspss measures social support on the ground of source of support such as father support mothers support, peer support and significant others. Meaning that it intends to find out who those support the respondent need or who has refuse to support him contrary to his expectation. While social provision scale measure support on the ground of need. Because it is believe that there specific need and individual has that he needs his networks to fill the gap or solve the problem, and not just for the fun of meeting people are relating with people. To be more specific social provision scale specifies the core; meaning the real thing which is the need support. While this need support cut across the major needs of man; emotional need, network need and material need. So it does not just examine who is around to support, but what is the need who want people around to feel. This is crucial because everybody may be available to support it may not be the kind of support the person is in need of. So, people around are likely to complain that despite all effort invested the person does not recognize it all because that was not was the type of need the person is interested or is longing for. The fourth aspect of social provision scale (SPS) is need for satisfaction support. It examines the satisfactory aspect of support because even the support an individual need may be given but may not be to the satisfaction of the needee which will still make the needee much more tasty. This can lead to more depression, psychological distress, anxiety duress e.t.c. so when specific support is given but not in it fullest it will cause more havoc.

Research question four examines the difference in the social provision scale score of high and low depressed students. Table four reveals a significant difference in the social provision score of the students with high and low depression. This implies that social provision scale possess discriminant power good enough to discriminate even to predict high from low depressed students. This result is in congruence with Zea, Belgrave, Townsend, Jarama and Banks (1996) who found that Active coping, perception of severity of disability, and

social support were significant predictors of depression for Latinos. They further report that the three were associated with increased depression. Stress, severity of disability, and social support explained a high percentage (54%) of the variance for depression. The result also corroborates Vera (1989) who suggested that social support is associated with the psychological well being of students with high levels of stress. While Solberg and Villarreal (1997) reported that social support was found to moderate the relationship between stress and distress. Other authors have suggested that social support acts as a buffer to dysfunctional thoughts or attitudes that in turn lead to depression (Bonilla, 1997). In the same vein Solberg and Villarreal (1997) investigated social support and cognitive factors to determine whether self-efficacy and social support moderate the relationship between stress and physical and psychological distress among Latino college students. This implies that social provision can easily diagnose psychological problems via its discriminant power.

Research question five examined the relationship between social provision and college adjustment. Table seven shows a significant relationship between social provision and college adjustment. Based on this corresponding validity, it is evident that the assumption for concurrent validity is not betrayed; there for social provision is concurrently valid. The result is in-line with Koeske and Koeske (1989, 1993) in Lee (2004) who found that students with high levels of social support were significantly less likely to report symptoms with increasing levels of acculturative stress, compared to students reporting low levels of social support. They also discovered that the buffering effect of support was mainly and exclusively present when there was a high level of acculturation to American language and interpersonal associations.

Research question six examined the relationship between social provision and depression. Table eight reveals a significant negative correlation between social provision and depression. This implies that a unit increase in social provision will reduce the tendency of depression which is concurrent with the result generated by similar scales. Hence, social provision scale is concurrently valid. This result confirms Jung (2007) examined the relationship between acculturation, perceived discrimination, personal-enacted identity gap, personal-relational identity gap, depression level, social support (Xu & Burleson, 2001), and social undermining among 218 international undergraduate and graduate students in a large northeastern university in United State. They found that social support did not significantly moderate effects of personal-enacted identity gap on depression level. The results also indicate that moderation effects of social support between perceived discrimination and depression level were not significant. Likewise, Sumer et al (2008) examined gender, age, race/ethnicity, social support, English proficiency, and length of stay, and their relationships to depression and anxiety among international students.

Research question seven examines the four factor model of social provision scale if it will significantly gain a better fitness than the three factor model. Table nine displayed an appealing fit value. This indicates a good fitness of the model. But base on the assumption that says chi-square goodness of fit is influenced by sample size; this gave rise to other model fit index which among others NFI, CFI and RMSEA is considered in this study displayed a good fit of the model.

While four factor model displayed a better fit index, Other model fit index displayed a good fit of the model; NFI and CFI but RMSEA is relatively fit with respect to the specified criteria for goodness of fit. From the finding so far reasonable inference can be drawn that the four factor model displayed a better fit; meaning that all the factors are good representative of the model. This Result partially negate Bernal et al ()who found in his study that three-factor model had better fit indexes than the four-factor model, which showed a decrease of the fit indexes and RMSEA). He further discovered that the goodness-of-fit for the three-factor model suggested that the model provided a better fit to the data than the four-factor model. This implies that factor called satisfaction is necessary in the model of social provision scale. Although the fitness index was low in previous studies compared to the three factor model; that notwithstanding because the low value was as a result of few items measuring satisfaction. With respect to the result of this study we can theorize that social support is in complete without satisfaction. Moreso, support cannot be reported as support only if the receiver of the support acknowledges it as support. This will make social support effective as a construct.

Research question eight examined the extent to which each of the components of social provision scale display significant satisfactory reliability coefficient. Table ten reveals good reliability coefficient satisfying the criteria specified by Cohen (1988) and Field (2000) that says a good reliability coefficient should be 0.7 and above. This study corroborates Canty-Mitchell and Zimet (2000) who examined the Cronbach alpha for the three subscales and the total scale. Both the Family and Friends subscales demonstrated high internal consistency, whereas the Significant Other subscale demonstrated barely adequate reliability; the Total MSPSS demonstrated high internal consistency.

Conclusion

With respect to the passion undertaking the development and validation of social provision scale. It was discovered that socio-provision scale gain incremental validity by the virtue of an addition component "satisfaction". Psychological adjustment displays significant relationship with socio-provision scale thereby

certifying concurrent validity. More so, socio-provision scale significantly discriminates between high and low depressed students. However socio provision scale displayed good model fit via confirmatory factor analysis.

Implication and Recommendations of findings

The development and validation of socio provision scale therefore emerge to enhance diagnosis of depression, to understand the dimensions of human support need, it points out the aspect where support is lacking. It will assist in discovering and understanding the type of counseling pattern to be adopted in counseling process. It opens-up the aspect of need support (e.g material support, network support, emotional support, satisfaction support need) and not just source of support (e.g parent, friends, and significant others) . Via the broad spectrum of result obtain so far the following are recommended;

1. Students should be assisted especially freshers on campus.
2. Students are enjoined never to expect the best from anyone but to see every help rendered as a privilege.
3. Students are advised to learn to ask for help and not to keep mute.
4. Various universities student affair department should upgrade their welcome programs to make fresh students feel among and connected.

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