



Survey on Social Support of Higher Vocational College Students Based on SPSS

Jing Zhao^(✉)

Dalian Vocational & Technical College, Dalian 116035, China
124891782@qq.com

Abstract. With the continuous development of social economy and the progress of science and technology, complex and diverse network information profoundly affects the values and thinking modes of higher vocational college students, and also has a certain impact on their mental health. Based on the social support theory, this paper makes an empirical study on the social support of higher vocational college students. SPSS26.0 software was used for descriptive statistics and t-test analysis. The results show that the social support of higher vocational college students is generally in good condition, but the support availability is relatively low. There is no significant difference in social support between boys and girls; The social support degree of urban students is higher than that of rural students, and there are significant differences. The only child has a higher degree of social support than the non-only child, and there are significant differences.

Keywords: SPSS · vocational college students · social support · Comparison

1 Introduction

Social support refers to the interpersonal communication system with individuals as the core, which is composed of individuals and others through supportive behaviors. [1] Effective social support can relieve individual psychological pressure and eliminate individual psychological barriers [2], which plays a positive role in improving the psychological quality of higher vocational college students and preventing and reducing psychological crisis events.

In China, the research on social support mainly focuses on the definition, composition and measurement, current situation and countermeasures. Li Qiang [2] defines social support as the influence that a person can get through social contact to reduce psychological stress reaction, relieve mental tension and improve social adaptability. Cheng Hongjuan [3] summed up the concept of social support from three angles. From the perspective of social interaction, social support shows social interaction among people; From the perspective of the nature of social behavior, social support is an act or process of supporting and helping. From the perspective of social resources, social support is a potential resource for individuals to deal with stressful events, including resource exchange between support providers and recipients. Regarding the composition of social

support, Xiao Shuiyuan [4] divided social support into objective support, subjective support and individual utilization. Tao Sha and Li Wei [5] think that the composition of social support can include two categories: one is vertical sources, such as parents and teachers; The other is horizontal sources, such as classmates and friends. As for the measurement of social support, SSRS compiled by Xiao Shuiyuan (1987) is widely used in China, which includes three dimensions: objective support, subjective support and utilization of social support.

In foreign countries, the research on social support started earlier and achieved rich results. However, due to the differences of research purposes, objects and perspectives, the understanding of social support is also different. Cullen (1994) [6] defines social support as the material or spiritual help that an individual gets from the community, social network or from relatives and friends. Sarason (1991) [7] proposed that social support is an individual's perception of external support that he wants or can get. Cohen (1985) [8] put forward that social support refers to the resources provided by others to help a person cope with the pressure. Vaux (1998) thinks that social support includes both objective factors and subjective factors, including the actual supporting activities and events, as well as the participants' cognition and evaluation of the activities and events [9].

At present, China is in the period of social transformation, and a series of changes have taken place in social structure, ideology, morality and values, which have a strong impact on the public's psychology and make people face new psychological challenges. At the same time, due to the superposition of factors such as network and major public health emergencies, post-00s higher vocational college students are faced with multiple pressures such as study and employment, and are prone to depression, anxiety and anxiety, thus causing psychological problems. Understanding the current status of social support for higher vocational college students and actively exerting the adjustment effect of social support on mental health is of great significance to relieve their psychological pressure and improve their mental health level.

2 Participants and Methods

2.1 Participants

This study takes the students of Dalian Vocational and Technical College as samples, a total of 898 questionnaires were distributed and 888 valid questionnaires were collected, with an effective rate of 98.9%, including 427 boys and 461 girls, 313 urban students, 575 rural students, 393 only children and 495 non-only children.

2.2 Methods

The adolescent social support scale [10] compiled by Ye Yuemei and Dai Xiaoyang is adopted. Based on Xiao Shuiyuan's social support theoretical model, this scale reflects the social support status of the subjects from three dimensions: subjective support, objective support and support availability. The questionnaire adopts Likert's 5-point scoring method, with scores of 1, 2, 3, 4 and 5, ranging from non-conformity, somewhat non-conformity, uncertainty and somewhat conformity to conformity. The total Cronbach α of the scale is 0.963.

Table 1. Descriptive Statistics of Social Support (N = 888)

Dimension	Mean	SD
Subjective support	4.042	0.949
Objective support	4.226	0.865
support availability	3.912	1.008
Total	4.061	0.870

2.3 Data Analyses

The analyses were conducted using SPSS statistical package (version 26.0 for Windows).

3 Survey Results and Data Analysis

3.1 General Level of Social Support for Higher Vocational College Students

Descriptive statistical results show that the average score of the total social support scale of higher vocational college students is 4.06, which is higher than the critical value of 3, indicating that the social support of higher vocational college students in China is generally in good condition. In recent years, China has attached great importance to college students' mental health education, and issued a series of systems and documents. College students' mental health has been well guaranteed both materially and spiritually, and accordingly, the social support level of higher vocational college students has been continuously improved. In all dimensions of social support of higher vocational college students, objective support scores the highest, and support utilization scores the lowest. This shows that higher vocational college students can get good practical social support, but the utilization of social support system is affected by factors such as cognition, self-esteem and communication ability (Table 1).

3.2 Analysis of Differences in Social Support of Higher Vocational College Students

- 1) *The Difference in Gender:* Independent sample t-test shows that there are no significant differences in subjective support, objective support, support availability and overall social support among higher vocational college students of different genders. This is consistent with the results of Cai Maohua's research [11], but different from the results of Chen Yumei's research [12]. There may be two reasons for the inconsistent results: on the one hand, the measurement tools used in the research are different, and on the other hand, the sampling and research methods are different. (Table 2)
- 2) *The Difference in area:* The independent sample t-test shows that there are significant differences in social support between urban students and rural students ($P < 0.05$), and the social support level of urban students is higher than that of rural students.

Table 2. The Difference in Gender

Dimension	Features	Mean	SD	t	P
Subjective support	Male	4.070	1.014	.839	.402
	Female	4.017	0.885		
Objective support	Male	4.187	0.949	-1.290	.197
	Female	4.263	0.779		
Support availability	Male	3.902	1.094	-.281	.779
	Female	3.921	0.922		
Total	Male	4.052	0.953	-.299	.765
	Female	4.070	0.786		

* $P < 0.05$, ** $P < 0.01$

The subjective support, support availability and total scores of social support of urban students are higher than those of rural students, which indicates that urban students have a higher level of social support, perceive more social support and are better at using social support. This difference may be related to parents' educational philosophy. Parents of urban students have relatively advanced educational concepts and are better at taking care of their children's emotions. Urban students are more likely to feel the emotional experience of being respected, supported and understood in social support. At the same time, urban students' communication ability is relatively strong, and the support availability is higher. (Table 3)

3) *The Difference between only-child and non-only-child:* The independent sample t-test shows that there are extremely significant differences in social support between only-child and non-only-child ($P < 0.01$), and the social support level of only-child is higher than that of non-only-child. Subjective support, objective support, support availability

Table 3. The Difference in area

Dimension	Features	Mean	SD	t	P
Subjective support	Urban area	4.144	0.938	2.355	.019*
	Rural area	3.987	0.952		
Objective support	Urban area	4.269	0.850	1.086	.278
	Rural area	4.203	0.873		
Support availability	Urban area	4.024	0.986	2.450	.014*
	Rural area	3.851	1.015		
Total	Urban area	4.146	0.869	2.139	.033*
	Rural area	4.015	0.868		

* $P < 0.05$, ** $P < 0.01$

Table 4. The Difference between only-child and non-only-child

Dimension	Features	Mean	SD	t	P
Subjective support	Only-child	4.163	0.898	3.405	.001**
	Non-only-child	3.946	0.978		
Objective support	Only-child	4.317	0.806	2.792	.005**
	Non-only-child	4.154	0.904		
Support availability	Only-child	4.011	0.953	2.607	.009**
	Non-only-child	3.834	1.044		
Total	Only-child	4.164	0.809	3.142	.002**
	Non-only-child	3.980	0.907		

* P < 0.05, ** P < 0.01

and total score of social support of only-child students are significantly higher than those of non-only-child students. It shows that the only child has a higher level of social support, perceives more social support, has more social support resources and is better at using social support. There are two main reasons for the difference. On the one hand, compared with non-only children, only-child families give them more financial and emotional support, and individuals receive more attention and support. On the other hand, because there is no help from brothers and sisters, only children usually need to solve some problems independently, which also cultivates their ability to use social resources. Therefore, only children are better at using social support resources than non-only children. (Table 4)

4 The Measures and Suggestions

4.1 Strengthening Mental Health Education

Mental health education is an effective way to improve the social support level of higher vocational college students. First, colleges should give full play to the role of mental health class, and convey the significance of social support system to life through classes, so as to enhance college students' understanding and recognition of social support and help them to establish a sense of help. At the same time, colleges should teach higher vocational college students the methods and skills of obtaining and utilizing social support, guide them to learn to use external resources to solve problems in life, and improve their ability to construct and utilize social support. Second, colleges should fully carry out learning, cultural, recreational and sports activities that are beneficial to students' physical and mental health. Relying on 5.25 Mental Health Month, colleges can carry out colorful psychological activities such as knowledge contest, psychodrama, group counseling, etc., and create a good atmosphere of mutual help, so that higher vocational college students can feel the importance of social support in the experience of helping others, helping themselves and helping each other. Third, colleges should give full play

to the advantages of Internet technology and traditional education, and popularize and publicize mental health knowledge through online and offline, so as to improve college students' mental health awareness and coping ability. Fourthly, colleges should deeply analyze the needs of college students' psychological counseling services, rationally allocate psychological health counseling and educational resources, and provide diversified psychological counseling services to help students improve their self-regulation ability.

4.2 Strengthen the Intervention of Key Groups

The survey shows that the social support level of rural students and non-only children is relatively low, so we should focus on strengthening the social support of such key groups. First, colleges should establish a perfect psychological investigation system, comprehensively grasp the psychological status of higher vocational college students through psychological screening and heart-to-heart talk, and establish students' mental health files. Pay attention to the mental health status of students from rural areas, poor families, single-parent families and non-only children, and provide more social support for these students. Second, colleges should give full play to the role of teachers and peers, and build a perfect school social support system for key student groups. School social support system consists of teacher support system and peer support system. The teacher support system includes counselors, mental health teachers, professional teachers and administrative staff, and the peer support system includes classmates, roommates, friends, senior schoolmates. Third, colleges should make full use of policies such as scholarships, grants, work-study programs and student loans to provide financial support for students to successfully complete their studies. At the same time, colleges should also give more psychological care to key groups of students, fully tap their internal potential, help them better adjust their psychology and behavior, and provide enough spiritual support for their healthy growth. Fourthly, higher vocational colleges should combine psychological education with ideological education to help college students establish a correct outlook on life and values, and cultivate their optimistic and confident personality.

4.3 Developing Home - School Cooperation

School and family are the main sources of social support for higher vocational college students. Home-school cooperation in implementing college students' mental health education is conducive to forming joint forces and complementary advantages, and building a more perfect social support network for higher vocational college students. First, colleges and parents should attach importance to the mental health education of higher vocational college students, and establish a sense of cooperation between home and school. Second, colleges and parents should clarify the responsibilities of all parties and strengthen cooperation. On the one hand, colleges should communicate with parents about students' study, life and psychological conditions in time, formulate individualized psychological guidance programs with parents according to students' situation, and provide family education guidance for students' parents. On the other hand, parents should realize the role of family education in students' mental health, actively cooperate with school mental health education and participate in school mental education activities,

and need to supplement relevant psychological knowledge when necessary. At the same time, parents should strive to create a harmonious and warm family atmosphere for their children, carry forward family virtues and establish a good family tradition. Third, Both families and schools should make full use of modern information technology, constantly innovate the form of home-school cooperation on the basis of traditional home-school cooperation, and improve the efficiency of home-school cooperation. For example, online parent-teacher meetings and home visits will be held through Tencent Conference and WeChat, which will provide more convenient and efficient communication methods for schools and parents. Fourthly, higher vocational colleges should incorporate home-school cooperation into the work plan of mental health education, establish cooperation guarantee mechanism, and give corresponding support in terms of manpower, material resources and funds.

4.4 Stimulating Students' Subjective Initiative

Active construction and acquisition is the key for higher vocational college students to turn potential social support resources into real social support. First, college students need to actively read mental health books, improve their awareness of social support, and learn the knowledge and methods of constructing and utilizing social support. Second, college students can cultivate their interests and hobbies, actively participate in club activities and various campus activities, further expand their interpersonal range, and constantly improve their interpersonal skills in practice. At the same time, college students should interact with teachers and peers to form stable interpersonal relationships and improve their social support system. Third, college students should try their best to grasp all kinds of social support from schools, families and related institutions, and learn to make full use of the facilities and resources around them. When caught in difficulties and troubles, college students can take the initiative to seek support from teachers, classmates, friends and family to solve problems smoothly, and strive to get exercise and growth in the process of solving problems. Fourthly, while getting support, college students should actively help others, form a two-way interaction pattern, and strive to promote the positive emotional interaction between individuals and others, and strengthen their social support.

5 Conclusion

Social support is conducive to improving the mental health level of higher vocational college students and plays an important supporting role in their growth. This paper investigates the social support status of 898 post-00 vocational college students by using the Youth Social Support Scale. The results show that the overall social support of higher vocational college students is in good condition, but the support availability is relatively low. T-test shows that there is no difference in gender, but there are significant differences in the area and only children or not. On the whole, the social support level of rural college students and non-only children is relatively low. Based on the above research results, it is suggested that schools, parents and individuals should recognize the importance of social support for mental health, actively play the role of all parties, and jointly build a good social support system by strengthening mental health education, paying attention

to key groups, developing home-school cooperation and exerting subjective initiative. These conclusions can provide theoretical and research support for evaluating the social support of higher vocational college students and improving their social support level.

Acknowledgment. This work was supported by Research Project of Dalian Vocational and Technical College in 2020--“Research on Academic Early Warning Mechanism of Students with Learning Difficulties under the Background of Enrollment Expansion in Higher Vocational Colleges” (DZDD2020SZ-03).

This work was supported by Special Subject of Dalian Vocational and Technical College--“Great spirit into ideological politics in colleges and universities. Education research” (DZKD2021ZX04).

This work was supported by The Project of Dalian Social Science Association in 2022--“Research on the Cultivation Mode of College Student Party Members under the Guidance of Great Spirit” (2022dlskzd095).

This work was supported by Liaoning Modern Distance Education Society’s Scientific Research Project in 2022--“Research on the Integration Path of Labor Education and Artisan Spirit in Higher Vocational Colleges” (2022XH-23).

References

1. Ouyang Dan. (2003) The influence of social support on college students’ mental health. *Youth Research*, 03:29–33+38.
2. Li Qiang. (1998) Social support and individual mental health. *Tianjin Social Sciences*, 01:66–69.
3. Cheng Hongjuan, Zhang Chunhe, Gong Yonghui. (2004) A summary of research on social support of college students. *Journal of Chengdu University of Technology (Social Science Edition)*, 01:88–91.
4. Xiao Shuiyuan. (1994) Theoretical basis and research application of Social Support Rating Scale. *Journal of Clinical Psychiatry*, 02:98–100.
5. Tao Sha, Li Wei. (2003) Research on Social Support Structure and Satisfaction of Depressed College Students. *Chinese mental health journal*, 01:39–41.
6. Cullen FT. (1994) Social support as an organizing concept for criminology: presidential address to the academy of criminal justice science. *Justice Quarterly*, 11:527–559.
7. Sarason BR, Pierce GR, Shearin EN, Sarason IG, Waltz JA, Poppe L. (1991) Perceived social support and working models of self and actual others. *Journal of Personality and Social Psychology*, 60:273–287.
8. Cohen S. (1985) Stress, social support, and the buffering hypothesis. *Psychol Bull*, 98(2):310–357.
9. Vaux, A. (1988) *Social Support: Theory, Research, and Intervention*. Praeger, New York.
10. Ye Yuemei, Dai Xiaoyang. Development of Social Support Rating Scale for College Students. *Chinese Journal of Clinical Psychology*, 2008, (05):456–458.
11. Cai Maohua. (2008) Investigation and countermeasures of social support for college students with financial difficulties. *Social scientist*, 08:132–134.
12. Chen Yumei, Gao Heping. (2007) Investigation on the status quo of social support of vocational college students. *Chinese Journal of Health Psychology*, 01:79–80.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

