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Social Support and Its Role in Enhancing Psychological hardiness of University Students

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ABSTRACT

The current study aimed to investigate the role of social support in the psychological hardiness of university students. The study employed a sample of 200 students while utilizing the Social Support Scale developed by Asmaa Elserly and Amany Abdelmaksoud (2001) and the psychological hardiness Scale developed by Emad Mohamed Ahmed Mekheimer (2002) for data collection. Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS). The study revealed: a strong, positive, and statistically significant correlation between social support and psychological hardiness among university students. No statistically significant differences were observed on the Social Support Scale. No statistically significant differences were observed on the psychological hardiness Scale. Social support exerts a statistically significant influence on psychological hardiness among university students.

Keywords: social support; Psychological hardiness; university students.

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INTRODUCTION

Social support serves as an indispensable source of security that individuals seek from their surroundings, after seeking refuge in God Almighty. When individuals perceive threats or feel a depletion of energy, or when he can no longer carry the burden of stress, they necessitate external assistance and support. Humans are inherently social beings, with an enduring need instilled by God Almighty to seek support from one another. Therefore, social support stands as a fundamental variable of paramount importance in the lives of individuals at large. As individuals age, the need for social interaction with supportive others intensifies. These supportive individuals enrich the individual's life with love, acceptance, appreciation, and a sense of belonging, bolstering their hardiness in the face of life's challenges. Social support is intricately linked to mental health and well-being, while its absence is associated with an increased prevalence of illness symptoms and depression (Diyab, 2006, P.55).

Social support has garnered significant attention from researchers following the publication of Kaplan's (1974) study, which explored the diverse forms of assistance and support extended to individuals by family members, friends, neighbors, and others (Sultan, 2009, P.19). Psychological hardiness, a crucial and vital personality trait in the field of psychology, plays a decisive role in enhancing psychological performance, promoting mental and physical well-being, and maintaining adaptive behaviors (Mekhimer, 1996, P.277).

Considering both social support and psychological hardiness as positive personal variables capable of empowering individuals to navigate life's stressors effectively, the researcher will apply these variables to the study sample, which consists of university students.

Throughout their academic journey, university students may face a myriad of obstacles, challenges, and diverse stressors that significantly contribute to the development of their personalities.

1. The research problem:

The university stage marks as critical stage in a student's life, shaping their future path. This period is characterized by a countless academic and university-related demands and responsibilities. To successfully navigate

through this challenging phase, students must demonstrate unwavering commitment, diligently persevere through the rigors of academic pursuits, and effectively manage the concurrent pressures of daily life. Additionally, students must actively strive to fulfill their psychological and social needs. Consequently, students require a remarkable capacity for effort, organization, and critical thinking to successfully traverse this phase while simultaneously addressing their diverse needs (Shoqoorah, 2012).

This study will specifically focus on social support as a critical protective factor for students. Social support plays a profound role and can manifest in various forms, including words of encouragement, emotional support, practical assistance, the provision of valuable information, the fulfillment of needs, or the offering of financial aid. These actions align with the noble virtues emphasized in Islam (Alshanawi and Abdelrahman, 1994, P.54).

The absence or depletion of social support, particularly from family and peers, can lead to a multitude of adverse consequences, including the emergence of negative responses to psychological pressures and challenging situations, potentially culminating in mental health disturbances (Faid, 1998, P.164).

The findings of a study conducted by Roos and Cohen underscored the prominent role of family-based social support in mitigating the detrimental effects of psychological stress (Ali, 2000, P.12).

Diyab (2006) conducted a study with the aim of identifying the role of social support as a protective factor. The study's sample comprised high school students, the study concluded that there is a statistically significant positive correlation between the students' mental health scores and social support scores.

Several researchers have studied social support, such as the study by (Al-Sherif, 2000), (Radhi, 2008), and (Abed, 2008). Several studies have also found a link between psychological hardiness and various psychological variables, such as the study by (Radhi, 2008) and (Al-Agha, 2011).

Contemporary studies often concentrate on mental health research, emphasizing factors that aid individuals in adapting to and coping with various situations in their daily lives. Among the factors that have received attention

from researchers are the concept of social support, the concept of psychological hardiness, or what is sometimes called resistance or hardiness to shock, and the concept of coping with stress (Hamada and Abdel-Latif, 2002, P.229).

Psychological hardiness is an important and vital factor in personality in the field of psychology. It is a crucial factor in improving psychological and physical performance, as well as maintaining behaviors. Extensive studies on this factor can be found in the works of 'Kobasa' in 1979 and later in the model developed by Funk, which aimed to identify the variables that lie behind people's ability to maintain their mental and physical health despite being exposed to stress (Farouk al-Sayyid, 2001, P.209).

Psychological hardiness is considered one of the basic pillars of mental health, which is "a group of personal characteristics that form a source of strength in the face of stressful life events" (Azad & Sarani, 2015, P.409).

Mukheimer's study (1997) aimed to explore the impact of psychological hardiness and social support as variables contributing to hardiness and protection from the effects of stressful events, particularly depression. It was applied to a sample of students from the third and fourth years of the Faculties of Arts, Sciences, and Education at Zagazig University. The results indicated that there are statistically significant differences between the mean scores of males and females in psychological hardiness, social support, and stress, in favor of males in psychological hardiness and stress perception, and in favor of females in social support. As for depression, there are no differences between the genders.

The study by Ganellen and Blarney (1984) dealt with the variable of psychological hardiness as one of the most important of these positive variables and which aimed to identify the relationship between social support and the resilient personality, and to identify which of them plays a more important role as a reliever of the effects of life's stresses.

Therefore, the researcher posits that social support contributes to psychological hardiness among university students. The researcher's idea was to embody the information in a scientific and methodological manner through this study by answering the following main question:

- What is the nature of the relationship between psychological hardiness and quality of life among university students?

2. Research Questions :

- Is there a statistically significant correlational relationship between social support and psychological hardiness among university students?
- Are there statistically significant differences in social support among university students attributed to gender?
- Are there statistically significant differences in psychological hardiness among university students ascribed to gender?
- Is there a statistically significant impact of social support on the psychological hardiness of university students?

3. Hypotheses:

- There is a statistically significant correlational relationship between social support and psychological hardiness among university students.
- There are statistically significant differences in social support among university students ascribed to gender.
- There are statistically significant differences in psychological hardiness among university students ascribed to gender.
- There is a statistically significant impact of social support on the psychological hardiness of university students.

4. Objectives of the study:

- To reveal the relationship between social support and psychological hardiness among university students.
- To uncover gender differences in social support among university students.
- To expose gender differences in psychological hardiness among university students.

- To explore the potential impact of social support on the psychological hardiness of university students.

5. Defining study concepts :

5.1. Social Support:

“Social support is defined as the emotional, financial, and performance support that an individual receives from others in their environment, including family, friends, neighbors, coworkers, or classmates, and the individual's capacity to acknowledge and perceive this support” (Sarsi & Abdelmohsen, 2012, P.4).

The researcher defines social support as: a set of social ties and interactions that the student feels, providing them with support, trust, and emotional support when he feels the need for it.

In our current study: social support is the total score that the university student obtains on the social support scale developed by Asmaa Sarsi and Amani Abdelmohsen used on the study sample.

5.2. Psychological Hardiness:

Psychological hardiness is the cognitive framework an individual adopts regarding their personal identity, goals, and ability to navigate life's challenges. It encompasses the belief in one's capacity to exert control over adverse circumstances, accepting responsibility for encountered events, and perceiving life's changes as catalysts for personal growth rather than obstacles. (Mekheimer, 1996, P.284)

The researcher conceptualizes psychological hardiness as a pervasive belief in a student's self-efficacy and ability to effectively utilize available psychological, social, and environmental resources to meaningfully make sense of and interpret life events.

Within the context of this study: psychological hardiness is operationalized as the cumulative score obtained by the student on the Psychological Hardiness Scale, a tool developed by Mekheimer and standardized by Bashir Maamariyah, administered to the study sample.

5.3. University Students:

University students are those who have obtained a baccalaureate degree and are enrolled in the LMD system at all levels of study at the Houari Boumediene University of Technology (Bab Ezzouar) and the University of Algiers 02 Abou El-Qasem Saadallah (Bouzriah), and are enrolled for the academic year (2022-2023).

6. Study Methodology and Procedures:

6.1. Study Methodology:

We used the descriptive method in this study because it is appropriate for the study, which relies on studying the phenomenon as it exists in reality and describing it accurately, expressing it quantitatively and qualitatively by giving a numerical description that clarifies the amount of the phenomenon, its size, and the degree of its correlation with other phenomena and its interpretation and analysis.

However, employing a descriptive research methodology doesn't limit the study to mere description. Instead, it extends to include analysis, interpretation, comparison, and evaluation, leading to meaningful generalizations that enhance our comprehension of the phenomenon (Dawood and Abdul Rahman, 1990, p.159).

6.2. Sample:

The study's sample comprised two hundred (200) male and female students, aged between 19 and 26 years. They were selected randomly from various university institutions in Algiers, including Houari Boumediene University of Science and Technology and the University of Algiers 02, Abou El Kacem Saadallah, during the academic year 2022-2023.

The sample's characteristics can be summarized in the following table:

Table (01): Distribution of Sample Characteristics

University	University of Science and Technology Houari Boumediene						University of Abou El Kacem Saadallah - Bouzareah -					
Faculty	Faculty of Civil Engineering		College of Earth Sciences and Territorial Development		College of Informatics and Electronics		Sociology		educational Sciences		psychology	
Individuals	15	08	30	23	14	10	41	20	19	15	03	02
Gender	Females	males	females	Males	females	males	females	males	females	males	females	males

7. Study Tools:

7.1. Social Support Scale:

Developed by Asmaa El-Sersy and Amani Abdel-Maqsoud (2001), the Social Support Scale comprises 25 statements. which are answered on a three-point scale: Always, Sometimes, and Rarely. For positive statements (paragraphs 1-2-4-5-7-8-10-11-13-14-15-16-17-22-23-24), respondents receive 3 points for an "Always" response, 2 points for a "Sometimes" response, and 1 point for a "Rarely" response. For negative statements (paragraphs 3-6-9-12-18-19-20-21-25), respondents receive 1 point for an "Always" response, 2 points for a "Sometimes" response, and 3 points for a "Rarely" response.

Therefore, the total score ranges from 25 to 75, reflecting the respondent's overall level of perceived social support.

▪ Psychometric Properties of the Scales:

The researcher assessed the psychometric properties of the study tools by applying them to a pilot sample of 20 male and 20 female students from the University of Algeria 02 Abu Qasim Saadallah, outside the main sample. The results are as follows:

7.1.1. Psychometric Properties of the Social Support Scale:

▪ Scale Reliability:

- **Cronbach's alpha:** The Cronbach's alpha values for the dimensions (peer support, family support, self-satisfaction with support) and the total score of the social support scale were (0.80, 0.80, 0.77, 0.80), respectively. These are high levels of reliability, so the scale can be used to measure the social support variable among university students (sample members).
- **Split-half reliability:** The split-half reliability values were (0.72, 0.67), respectively. These are not equal, and the split-half variances were (20.15, 16.62), respectively. Therefore, we take the estimated Guttman value of (0.69). This indicates the reliability of the scale and the possibility of relying on it to measure the social support variable among sample members.
- **Discriminative validity:** The mean value of the higher scores was (58.15) with a standard deviation of (3.36). The mean value of the lower scores was (41) with a standard deviation of (2.48). The value of the t-test was (-14.80) with a significance level of (0.00). This is less than the significance level adopted in the study of (0.05). This is statistically significant for the existence of statistically significant differences between the lower and higher scores. This means that the scale has the ability to differentiate between the lower and higher scores among university students (sample members). Therefore, the scale can be used to measure social support.

▪ Scale Validity:

- **Internal consistency:** The correlation coefficients between the items of the peer support dimension and the total score are in the range of (0.32 and 0.65). For the family support dimension, the correlation coefficients are (0.56 and 0.73). For the self-satisfaction with support dimension, the correlation coefficients are (0.31 and 0.81). The significance level for all statements is (0.01, 0.00), which are statistically significant. Therefore, they have internal consistency and have the ability to measure what they were prepared for.

- **Construct Validity:** The correlation coefficients between the dimensions of the Social Support Scale and the total score were (0.88, 0.79, 0.80), with significance levels of (0.00), indicating strong construct validity. The scale accurately reflects the underlying construct of social support.

7.2. Psychological hardiness Scale:

Developed by Emad Mohamed Ahmed Makhimar in 2002, this scale originally consisted of 47 items, distributed across three dimensions:

- Commitment, measured by 16 items.
- Control, measured by 16 items. The researcher (Prof. Bashir Maamria) added one item (item 47) to this dimension, making it a total of 16 items.
- Challenge, measured by 16 items.

Bashir Mameri standardized the scale for the Algerian environment by adding one item to the control dimension, resulting in a 48-item scale with self-report responses.

Scale Scoring: Respondents receive the following scores for each item:

- No: 0 points
- A little: 1 point
- Moderately: 2 points
- A lot: 3 points

Therefore, each respondent's theoretical score range is 0 to 144. A higher score indicates higher psychological hardiness.

7.2.1. Psychometric Properties of the psychological hardiness Scale:

▪ Scale Reliability:

- **Cronbach's alpha:** The Cronbach's alpha values for the dimensions (commitment, control, challenge) and the total score of the psychological hardiness scale were (0.86, 0.87, 0.85, 0.95), respectively. These are high

levels of reliability, so the scale can be used to measure the psychological hardiness variable among university students (sample members).

- **Split-half reliability:** The split-half reliability values were (0.92, 0.92), respectively, and they are equal. The split-half variances were (139.47, 151.41), respectively, and they are not equal. Therefore, we take the estimated Guttman value of (0.87). This indicates the reliability of the scale and the possibility of relying on it to measure the psychological hardiness variable among sample members.

- **Scale Validity:**

- **Discriminative validity:** The mean value of the higher scores was (114.54) with a standard deviation of (12.30). The mean value of the lower scores was (63.38) with a standard deviation of (9.04). The value of the t-test was (-12.08-) with a significance level of (0.00). This is less than the significance level adopted in the study of (0.05). This is statistically significant evidence of the existence of statistically significant differences between the lower and higher scores. This means that the scale has the ability to differentiate between the lower and higher scores among university students (sample members). Therefore, the scale can be used to measure psychological hardiness.
- **Internal consistency:** The correlation coefficients between the items of the first dimension and the total score are in the range of (0.47 and 0.69). For the second dimension, the correlation coefficients are (0.41 and 0.72). For the third dimension, the correlation coefficients are (0.39 and 0.67). The significance level for all statements is (0.01, 0.00), which are statistically significant. Therefore, they have internal consistency and have the ability to measure what they were prepared for.
- **Construct validity:** The correlation coefficients between the dimensions of the psychological hardiness scale and the total score are (0.97, 0.98, 0.97), respectively, with a significance level of (0.00) for each. This is statistically significant evidence of the construct validity of the scale and can be used to measure the variable in the sample members.

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7.3. Statistical Methods Used:

To accomplish the study's objectives and address its inquiries, the researcher employed the following statistical procedures:

- Correlation coefficient: To determine the relationship between the study variables (social support and psychological hardiness).
- Means, standard deviations, and Mann-Whitney test: To find the differences between university students in the study variables.
- Simple linear regression model: To analyze the effect of social support on psychological hardiness.

All of these procedures were conducted using the SPSS statistical package for social sciences.

8. Data Distribution:

Table (02) presents the distribution of psychological hardiness and social support data.

Tests of Normality	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Psychological hardiness	0.152	200	0.00	0.924	200	0.00
Social support	0.150	200	0.00	0.908	200	0.00

Based on Table (02), we can see that the significance values (sig) are less than the significance level (0.05) adopted in the study. This indicates a departure from normality in the data. Spearman's correlation coefficient is the appropriate correlation coefficient to calculate the relationship between the variables.

Table (03) illustrates the distribution of psychological hardiness and social support data by gender.

Tests of Normality		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Psychological hardiness	males	0.160	100	0.00	0.898	100	0.00
	females	0.149	100	0.00	0.935	100	0.00
Social support	males	0.178	100	0.00	0.886	100	0.00
	females	0.126	100	0.00	0.925	100	0.00

Based on Table (03), the significance values (sig) are less than the significance level (0.05) for both genders. This indicates that the data for both genders is not normally distributed. Spearman's correlation coefficient is the appropriate correlation coefficient to calculate the relationship between the variables for both genders.

9. Presentation, Analysis, and Discussion of Study Results:

9.1. Presentation and Analysis of the First Hypothesis results:

To test and study the first hypothesis, which states that "There is a statistically significant correlation between social support and psychological hardiness among the sample members", Spearman's correlation coefficient was used to test the validity of the correlational relationship between the scores obtained by university students on the social support scale and the scores they obtained on the psychological hardiness scale. The results can be clarified in the following table:

Table (04) shows the correlation between social support and psychological hardiness

Variables	Sample	Average	Standard deviation	Correlation coefficient	Significance level
Social support	200	49.54	9.52	0.72	Significant at the 0.01 level
Psychological hardiness		90.34	25.60		

It is clear from Table (04) that the value of Spearman's correlation coefficient was estimated at (0.72), which is a positive and significant value at the (0.01) level. This indicates that there is a positive and significant correlation between social support and psychological hardiness among the sample members. The higher the level of social support among the sample members, the higher their level of psychological hardiness. Hence, it can be said that the first hypothesis of the study has been achieved.

This is due to the fact that the social support that the university student receives from his peers, family, and self-satisfaction with that support plays a developmental role through social exchanges that protect their mental health better than those who lack these relationships. It also has a protective role, as it helps them to cope with life events in positive and effective ways. This social support also plays a role in the psychological hardiness of the student, so that he commits, controls, and challenges the difficult and difficult circumstances of his life. They take responsibility, this feeling makes them appear to have a greater understanding of themselves, enabling them to commit to social life, challenge the burdens of life, and control and control the circumstances they face in university, family, or social life in general.

The results are consistent with the study of Ahmed (1997), which aimed to investigate the relationship between psychological hardiness and social support, where the study was conducted on a sample of (181) male and female students. One of the most important results was the existence of a relationship between psychological hardiness and social support, as well as the study of Mammeri Abdelnour (2015) and Ganellen and blane (1984) who found a positive correlation between social support and psychological hardiness.

This is confirmed by Hassan (2008) that social support works to modify psychological hardiness in the perception of events, so that it increases coping mechanisms in the individual.

9.2. Presentation and Analysis of the Second Hypothesis results:

To test and study the second hypothesis, which states that "There are statistically significant differences in social support among a sample of university students due to the gender variable", using the social support scale

and processing the results statistically by Mann-Whitney's test for differences, the results shown in the following table were reached:

Table (05) shows the results of the Mann-Whitney test for differences in social support between male and female university students

Social support	Sample	Average rank	Mann-Whitney value	Statistical significance
Males	100	99.07	4857.00	Not significant at the 0.05 level
Females	100	101.93		

Table (05) shows that the Mann-Whitney value was estimated at (4857.00), which is not statistically significant at the 0.05 level. This means that there are no differences in social support scores due to the gender variable, with the average rank for females estimated at 101.93 compared to the average rank for males estimated at 99.07. Therefore, we conclude that the gender variable does not have an effect on social support, and therefore the second hypothesis of the study was not supported.

This can be explained by the fact that the support that an individual receives does not differ by gender, whether in the family or outside of it, because the student's environment is one and is an important factor in their mental health. Therefore, it can be predicted that in the absence of support or its decrease, it can lead to a disruption of mental health.

The study agrees with the results of Ahamou (2012), Arigo Suleiman and Ismaili Elyamane (2017), Adnan Al-Qadi (2020), Christina, C. (2004), and Shaimaa Ahmed Mohamed El-Didamoni (2009) in the existence of statistically significant differences between the sexes (males and females) in social support.

Asma Sarsy and Amani Abdel-Maqsud believe that social support is important in school life, as it helps to increase motivation, the ability to achieve academic achievement, and reach the desired goals (Sarsy and Abdel-Maqsud, 2000, P.199).

9.3. Presentation and Analysis of the third Hypothesis results:

To examine and study the third hypothesis, which states: "There are statistically significant differences in psychological hardiness in a sample of university students due to the variable of gender" Using the psychological hardiness scale and statistically processing the results using the Mann-Whitney test for differences, the following results were reached:

Table (06): Significance of the difference between males and females with regard to psychological hardiness

Psychological hardiness	Sample	Average ranks	Mann-Whitney value	Statistical significance
Males	100	95.38	4488.00	Not significant at the 0.05 level
Females	100	105.62		

Table (06) shows that the Mann-Whitney value was estimated at (4488.00) and is statistically non-significant at the 0.05 level, meaning that there are no differences in the scores of psychological hardiness due to the variable of gender, where the mean rank for females is estimated at 105.62 compared to males with an estimated mean rank of 95.38. Therefore, we conclude that the variable of gender does not have an effect on psychological hardiness and that the third hypothesis of the study was not achieved.

This can be explained by the fact that psychological hardiness in a student is not attributed to the variable of gender because it expresses the ability to withstand, resist, achieve high achievements, optimism, and the ability to develop plans and mechanisms to face problems regardless of gender. Psychological hardiness gives the individual the ability to control the matter and deal with it and try to meet the responsibilities placed on him, especially as university students have shared responsibilities, from difficulties, obstacles, and problems. We find them challenging them with all their strength to develop them into specific and realistic goals to solve problems and interact smoothly and respectfully with others.

The study agrees with the results of Sabah on Ahmed Al-Shami (2022), Adnan Al-Qadi (2020), Al-Mafraji and Al-Shari (2008), and Al-Mushaan (2010),

which showed no statistically significant differences attributed to the variable of gender.

This is confirmed by Makhimar (1997) that the individual has a degree of belief that enables him to control what he may encounter of events, and bear personal responsibility, in terms of the ability to make decisions, interpret stressful events, and the ability to challenge.

9.4. Presentation and Analysis of the Fourth Hypothesis results:

To test and study the fourth hypothesis, which states that "there is a statistically significant effect of social support on the psychological hardiness of university students", we examine the extent and magnitude of the impact of each dimension of social support on psychological hardiness, and by studying the simple linear regression of each dimension on the dependent variable, and the results were reached as shown in the following table:

Table (07): Results of Simple Linear Regression Analysis to Assess the Contribution of Social Support to Psychological Hardiness Among University Students

Independent Variable	Dependent Variable	Correlation Coefficient	Coefficient of Determination	Calculated F	Significance Level	Beta	Calculated T	Significance Level
Social Support	Psychological Hardiness	0.80	0.65	362.55	0.00	0.80	15.27	0.00
							19.04	0.00

It is clear from table (07) that there is a statistically significant effect at the significance level ($0.01 \leq \alpha$) of social support in predicting psychological hardiness among university students, and the simple regression model was used as shown in table (07), which considered social support as an explanatory variable for the psychological hardiness as a dependent variable.

The results showed that the regression model is significant, as evidenced by the (f) value of (362.55) with significance (0.00) less than the significance level (0.05). The results also explain that the explanatory variable (social support) explained (65%) of the variation in psychological hardiness, based on the

coefficient of determination, which indicates that social support contributes to psychological hardiness. The beta value, which clarifies the relationship between social support and psychological hardiness, came to (0.65) with statistical significance, and this can be concluded from the (T) value and the associated significance. That is, every time the social support for students increases by one unit, the degree of psychological hardiness increases by (0.3) units. Hence, the simple regression equation can be written as follows:

$$Y = 22.52 + (0.3 \times X)$$

(Y is psychological hardiness, X is social support)

The following figure shows this:

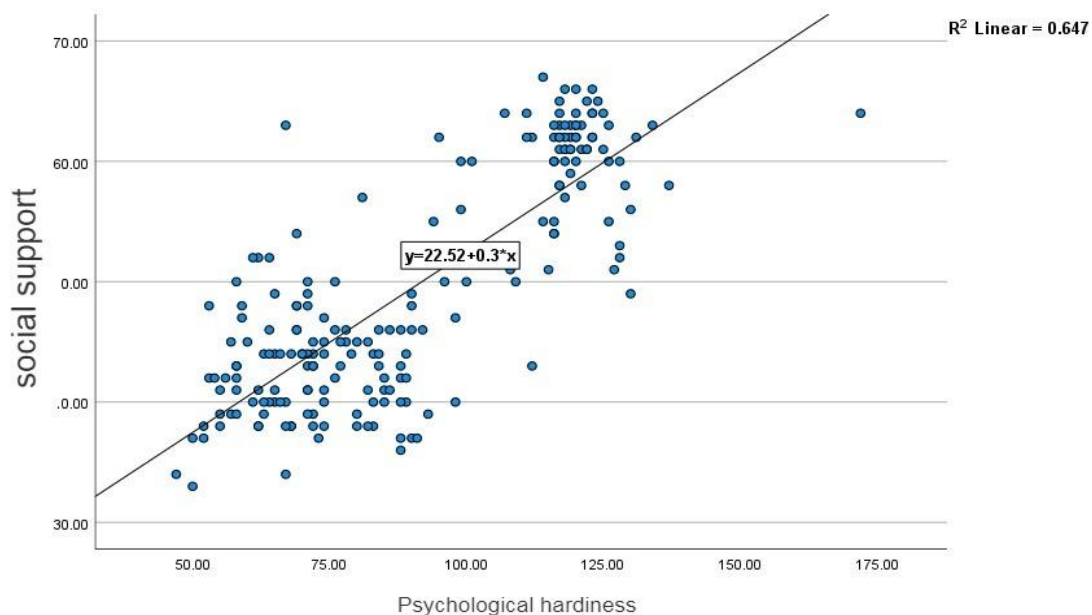


Figure (01): Scatter plot and regression line equation.

The results of the current study may be attributed to the fact that social support plays a role in protecting a person's self-esteem and encouraging them to resist the pressures imposed on them by painful life events. When a person receives social support from their family, friends, and colleagues, it helps them to overcome crises and hardships. This increases the individual's belief in their effectiveness and ability, and the level of their strength and psychological hardiness, which in turn helps them to use internal or psychological resources that directly affect their view and perception of the internal and external environment and the sense of meaning in life.

These results are consistent with the studies of Amira Ahmed Abdel-Salah (2019), and the study of Ghanim (2015), the study of Awad and Sanioura (2015), El-Dammer (2014), Al-Halloul (2013), Al-Qatrawi (2013), Al-Sayed (2012), Al-Abdali (2012), Radi (2008), Al-Safadi (2013), Atot (2005), and Asheetah (2018), which confirmed their results found a statistically significant effect between social support and psychological hardiness.

Zika and Chamberlain (1987) point to the importance of focusing on the study of psychological and social variables, such as psychological hardiness and social support, that affect how an individual sees stressful events, how they perceive and interpret them, and also affect how the individual assesses their ability to cope with these events. Social support reduces the severity of stressful situations, which in turn helps to increase psychological hardiness. It is the perception of warmth, care, and attention from parents, which is an essential part of social support. Therefore, it can be said that the fourth hypothesis of the study has been achieved.

10. Conclusion :

University student is an individual with unique needs and requirements that accompany him throughout his academic journey. Social support stands as an essential element, encompassing material, informational, emotional, and moral support, crucial for navigating life's obstacles and challenges. The development of a strong personality equipped with psychological hardiness, which can be fostered through social support, is of paramount importance. This is corroborated by the findings of our current study, which highlight the following key points:

- There exists a statistically significant positive correlation between social support and psychological hardiness among university students. This implies that the greater the social support students receive, the higher their level of psychological hardiness.
- Gender does not significantly influence social support or psychological hardiness among university students. This suggests that these factors are equally important for both male and female students.

- Social support holds a statistically significant impact on quality of life. This signifies that social support can contribute to improving the overall well-being of university students.

In light of these findings, several recommendations can be proposed for enhancing the psychological hardiness and quality of life among university students:

- Conduct psychological and social research to gain a deeper understanding of the specific needs and challenges faced by university students.
- Organize seminars and lectures to raise awareness among university students, equip them with coping skills, and educate them about effective strategies for addressing personal and academic challenges.
- Replicate the study in other regions with larger sample sizes to validate the findings and expand their generalizability.
- Explore the relationship between social support and other factors, such as personality types and psychological pressures, to gain a comprehensive understanding of their interplay.

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