



# PERCEIVED SOCIAL SUPPORT AND ANTISOCIAL ATTITUDE AMONG COLLEGE STUDENTS

Submitted by

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## ABSTRACT

The present study aimed to examine the relationship between perceived social support and antisocial attitudes among college students. A quantitative, correlational research design was employed. The sample consisted of 150 undergraduate and postgraduate students aged between 18 and 25 years, selected through convenient sampling from colleges. Standardized tools: Socio-demographic data sheet, Perceived Social Support and Antisocial Attitude, were administered to obtain basic details, measure perceived social support and antisocial attitudes, and the data were analyzed using descriptive statistics and Pearson's correlation coefficient. The results indicated that participants reported moderately high levels of perceived social support and moderate levels of antisocial attitudes. A statistically significant but weak negative correlation was found between perceived social support and antisocial attitudes, suggesting that students who perceive greater social support are somewhat less likely to endorse antisocial tendencies. While the strength of the relationship was modest, the findings underscore the role of social support as a buffering factor against the development of maladaptive attitudes. The study highlights the importance of strengthening supportive networks in academic and familial contexts to mitigate antisocial orientations among students.

## CHAPTER-I INTRODUCTION

Many risk behaviors are most prevalent during emerging adulthood, ages 18–25, a stage that involves identity exploration and major social, emotional, and psychological challenges (Arnett, 2000). This period mostly includes college students who face pressures that can shape their attitudes and behaviors. A key factor influencing this is perceived social support. Students who receive support from friends, family, and significant others are better able to handle challenges, improve emotional well-being, and experience less stress and loneliness. In contrast, low levels of social support may increase vulnerability to negative outcomes such as antisocial attitudes or mistrust toward authority figures and peers. Research indicates a negative relationship between antisocial behavior and perceived social support, suggesting that individuals who feel supported are less likely to act against social norms (Hefner & Eisenberg, 2009). Studying antisocial attitudes among college students thus provides insights into potential risks for future antisocial or delinquent behaviors.

### **Social support**

Shumaker and Brownell (1984) define Social Support (SS) as “an exchange of resources between two individuals perceived by the provider or the recipient to be intended to enhance the well-being of the recipient”. “Support accessible to an individual through social ties to other individuals, groups, and the larger community” is one definition of social support. Social support is described as “a network of family, friends, neighbors, and community members that is available in times of need to give psychological, physical, and financial help” in the National Cancer Institute's Dictionary of Cancer Terms.

### **Perceived social support**

Perceived social support refers to individuals' subjective beliefs about the availability or adequacy of support within their social networks (Lakey & Orehek, 2011). It involves the presence of people who provide a sense of being loved, appreciated, and cared for. Forming social connections is a fundamental human need and plays a crucial role in healthy development, with early interactions shaping the nature and expectations of future relationships (Singstad et al., 2021). This concept is considered a cognitive evaluation process, reflecting one's perception of support, respect, and understanding in society, which can help predict mental health outcomes (Liu et al., 2023). Perceived social support is thought to be more of a cognitive phenomenon than actual received support, as it emphasizes a person's understanding and interpretation of their social relationships. It is defined as the subjective assessment that friends and family would provide effective support in times of future stress, often referred to as functional support (Wills & Filer, 2001). Individuals with high levels of perceived support believe they can depend on their social network when needed, whether through emotional comfort, guidance, tangible help such as child care, or simply spending time together during difficult moments (Lakey, 2020).

## Forms of support

Perceived social support can be understood through four key dimensions: tangible support, emotional/informational support, affectionate support, and positive social interaction.

1. Tangible support: It refers to practical and concrete assistance, such as financial help, services, or material goods that directly address a person's needs.
2. Emotional/informational support: It involves expressions of care, empathy, and reassurance, along with the provision of advice or guidance during times of difficulty.
3. Affectionate support: It reflects the experience of being loved, valued, and emotionally connected to others.
4. Positive social interaction: It pertains to the availability of companions with whom one can share enjoyable experiences and leisure time.

Together, these dimensions provide a comprehensive understanding of how individuals perceive the quality and availability of support in their social environment (Sherbourne & Stewart, 1991).

## Theories

### Stress-buffering hypothesis

According to the stress-buffering hypothesis, social support reduces the negative consequences of stress, which results in fewer bad outcomes, (Cohen and Wills, 1985). According to this viewpoint, social connections act as a buffer, benefiting people with high stress levels the most. According to Rodriguez et al. (2019), main effects and stress-buffering effects most likely coexist and are not exclusive.

### Main effects model

According to the main effects model, social connections have a positive impact on people's lives regardless of whether they are going through stressful times (Cohen and Wills, 1985). Numerous possible mechanisms, including increased self-esteem or other good feelings, are assumed to be responsible for the favorable impacts (e.g. Rippon et al., 2022). Theoretically, regardless of a person's stress levels, socially supportive interactions directly boost wellbeing through advantages like happy feelings and self-esteem.

### Socio-cognitive approach

The social-cognitive approach to perceived social support focuses on how people think about and understand the support they receive. It cares less about the actual assistance provided and more on the person's perspectives and beliefs. People start to view ordinary behaviors through such lens if they start to believe that other people are helpful. Individuals are more likely to observe, recall, and concentrate on supportive activities if they feel they have a lot of support. Their perception of support is influenced more by the personalities of others than by the actions of those individuals. This approach also explains how emotional distress can result from negative thoughts about relationships that in turn lead to negative thoughts about oneself. However, having a sense of support can increase self-worth and enhance mental and physical well-being. All things considered, this viewpoint demonstrates that our perception of support is equally, if not more, significant than the support we actually receive.

## Matching model

According to the matching model of social support, assistance works best when it is tailored to the particular needs brought on by a stressful situation. Giving money, for instance, can help someone who has lost their job, but it might not help someone who is mourning the loss of a loved one. Nevertheless, there isn't much data to back up the claim that matched support always successfully lowers stress. This could be because individuals frequently require multiple forms of support concurrently, and the experience of support can differ based on personal circumstances(Hsieh & Kramer, 2021).

## Factors influencing perceived social support Personality

The perception of social support is influenced by an interplay of individual, social, and contextual elements. Personality characteristics have a significant impact, as individuals with higher levels of extraversion and agreeableness generally report feeling more supported, given that these traits encourage more frequent and positive interactions with others (Halamandaris & Power, 1997; Swickert et al., 2002). In contrast, individuals with elevated neuroticism usually exhibit lower levels of perceived support, likely due to increased sensitivity in social situations and a tendency toward negative feelings (Allemand et al., 2015).

## Demographic factors

Demographic factors such as age, sex, and socioeconomic status also affect how support is perceived. Women typically report receiving more support than men, which may indicate differences between genders in relational focus and communication styles (Branje et al., 2005). Younger individuals tend to seek more support from friends, while older individuals often depend more on family connections (Asendorpf & Wilpers, 1998).

## Social network

The quality and extent of social networks play a vital role. People who are part of larger and more emotionally intimate networks tend to feel greater support; however, the quality of these relationships often has a stronger predictive value than the sheer size of the network (Tong et al., 2004). The cultural background also influences these perceptions, with collectivist cultures prioritizing support from family and community, while individualist cultures emphasize independence and self-sufficiency in connections (Swickert et al., 2010).

## Life events

Significant life events and levels of stress can influence how support is perceived. While stressful situations may activate social networks and enhance the feeling of support, ongoing stress and conflicts in relationships can gradually diminish it (Allemand et al., 2015). Research conducted over time indicates that changes in personality, including higher levels of extraversion and agreeableness, as well as lower levels of neuroticism, are usually associated with a rise in perceived social support (Asendorpf & Wilpers, 1998).

**Interventions:****Resource-oriented training**

This program is specifically aimed at enhancing students' social resources, focusing on recognizing, mobilizing, and maintaining supportive relationships. It utilizes structured activities to assist participants in mapping their social support networks, advancing their communication abilities, and improving their capacity to seek and provide assistance. In a controlled study involving university students, this method notably increased perceived social support, the utilization of coping strategies related to social support, the quality of support received, and the size of the social networks in comparison to a control group (Röhrich et al., 2023).

**The connection project**

The Connection Project is a group-focused intervention intended to promote a sense of belonging among college students, particularly during transitional phases such as the first year. The initiative comprises facilitated group meetings where students recount personal experiences, participate in trust-building exercises, and reflect on their identities and social roles within the university setting. In a randomized trial carried out during the COVID-19 pandemic, those involved in the program experienced significant enhancements in their sense of connection and belonging compared to students in the control group, with results consistent across various genders, ethnicities, and socioeconomic statuses (Jiang et al., 2022).

**Peer-led online Acceptance and Commitment Therapy (ACT)**

This program combines peer support with the principles of Acceptance and Commitment Therapy to boost emotional resilience and indirectly enhance social support. The curriculum focuses on mindfulness, embracing difficult emotions, and taking action based on values, with trained peer facilitators leading small group discussions. In a randomized controlled trial, university students who participated reported decreases in stress, anxiety, and depression, in addition to improvements in psychological flexibility and well-being—elements closely associated with heightened perceptions of social support (Chung et al., 2022).

**Group psychoeducational social skills intervention**

A psychoeducational program can enhance perceived social support by developing interpersonal skills and boosting self-esteem. One 13-week intervention blended social skills training (such as active listening and conflict resolution) with cognitive reframing to assist participants in viewing social interactions more positively. The findings showed a notable increase in perceived family support, which was mediated by advancements in self-esteem and self-concept (Shen et al., 1995).

**Social support and mental health**

A variety of research emphasizes the protective function of social support on mental well-being across various age groups and demographics. Support from parents is vital in lessening depressive symptoms in children, while adults gain substantial advantages from the emotional backing of spouses, relatives, and friends. During pregnancy, having low levels of perceived social support is associated with a higher risk of experiencing depression, anxiety, and self-harming tendencies. Additionally, individuals



lacking strong support networks encounter more difficulties in recovering from depression and sustaining social engagement. Among informal caregivers, the perception of social support is inversely related to anxiety, indicating its ability to buffer stress. Additionally, support contributes positively to the well-being of international students, children, and university students. For LGBTQ youth, the perception of social support significantly influences their emotional adjustment in a healthy manner. Family support is notably predictive of well-being among older students. During the COVID-19 pandemic, research consistently showed a relationship where increased perceived social support correlated with reduced levels of depression, anxiety, and stress. The stress and coping theory proposed by Lazarus and Folkman (1984) elucidates this connection by suggesting that social support influences how we perceive and respond to stressors. When individuals experience a sense of support, their perception of stress diminishes, enhancing their resilience during challenging times. (Acoba, 2024)

### **Benefits of supportive family**

Having close relationships and a caring family is essential throughout both happy and difficult times. Strong personal support networks are a strong defense against mental health problems and greatly improve emotional well-being, according to a wealth of research. Reduced stress, fewer physical health issues, and increased psychological resilience are some advantages of this kind of support. Assessing one's support network aids in determining the quality and sources of accessible assistance. The Main Effect Theory (Cohen & Wills, 1985) highlights the value of support quality over quantity by showing that people with strong social networks typically have fewer mental and physical health issues than those with poorer support networks. Parents, spouses, kids, siblings, friends, coworkers, neighbors, medical experts, support groups, and even compassionate strangers can all offer help. Social assistance is generally beneficial, but it can occasionally become burdensome, leading to social disengagement or deteriorating health. In general, social support boosts self-esteem and lessens helplessness, and there is strong evidence that it is associated with lower levels of anxiety, despair, and hopelessness, particularly in those who are managing mental health issues.

### **Antisocial Attitude**

Criminal or antisocial attitudes are defined as “attitudes/values/beliefs/rationalizations supportive of criminal conduct” (Simourd, 1997). Antisocial attitudes have been defined as “the specific attitudes, values, beliefs, rationalizations, and techniques of neutralization supportive of criminal behavior” (Andrews & Bonta, 1994). Mills and colleagues (Mills et al., 2002) refer to antisocial attitudes as ones related to law, the legal system, criminal others, the police, entitlement, law violations, and violence.

Antisocial attitudes and beliefs refer to a set of negative beliefs and attitudes that individuals may hold about themselves, others, and the world around them. These beliefs are often associated with antisocial behavior, such as aggression, criminality, and substance abuse (Hugo & Mobara, 2023). The attitudes toward an object are predictive of behavior involving that object, which is why antisocial attitudes have received considerable attention in the prediction of antisocial behavior (Mills et al., 2002).

## Theories related to Antisocial attitude:

### Subcultural theory

Subcultural theory suggests that criminal behavior arises from offenders possessing antisocial beliefs and attitudes. Members of subcultural groups, such as gang members, embrace and reinforce shared antisocial attitudes that conflict with those of the broader society (Cloward & Ohlin, 1960). For instance, if society disdains theft, this theory posits that the delinquent subculture will, in turn, prioritize stealing as a form of defiance against societal norms (Shields & Whitehall, 1994).

### Differential association theory

Differential Association theory (Sutherland, 1939) posits that criminal actions are influenced by close social groups, like delinquent peers. These anti-social groups or individuals create an environment where people acquire the attitudes, motives, and justifications that accept or promote delinquency, as well as the methods for engaging in criminal acts (Gomme, 1993). This theory suggests that an individual's behavior is shaped by their interpretations of a given situation. A person may turn to delinquency when they have more justifications that favor crime compared to those that disapprove of it, allowing them to rationalize that criminal behavior is suitable in certain contexts (Sutherland & Cressey, 1974). In other words, the more a person perceives attitudes towards crime as favorable or at least justifiable, the greater the likelihood of participating in criminal activity. Consequently, teenagers who connect with delinquent friends are prone to adopting delinquent beliefs and engaging in delinquent behavior themselves. On the other hand, the development of antisocial attitudes and delinquency is less probable if one's peers are not involved in criminal activities.

### Social Learning theory

Social Learning theory suggests that youth engage in delinquency by observing and learning from interactions within peer groups where certain delinquent actions are admired, promoted, and rewarded. Additionally, they come to understand that, in some cases, the expected rewards surpass the possible consequences or penalties linked to such behaviors (Elliott et al., 1985). Consequently, without exposure to delinquent behavior patterns and some form of social reinforcement for these actions, it is improbable that delinquent acts will be initiated and even less.

### The Personal, Interpersonal, and Community Reinforcement theory

A theory that highlights the influence of antisocial peers and attitudes is the Personal, Interpersonal, and Community Reinforcement theory (PIC-R; Andrews & Bonta, 1994). This theory adopts a comprehensive social learning approach to crime, proposing that all behaviors are shaped by their associated rewards or costs. The impact of these rewards and punishments is influenced by various factors that may either promote or deter deviant conduct. These influences can exist at multiple levels, including the individual level, social interactions, and within the person's surrounding environment. The authors suggest that variations in behavioral judgment between offenders and non-offenders can be attributed to four factors: traits associated with antisocial personality, including psychopathy, impulsivity, and neuroticism; a

background of criminal activities; social encouragement for antisocial actions from peers with similar tendencies; and beliefs, values, and justifications that favor criminal behavior. From this viewpoint, attitudes are seen as significantly impacting the 'psychological moment,' which refers to the interplay of temptations, inhibitions, and stressors that shape behavior at any given time (Simourd, 1997).

### **Social control theory**

Social control theory posits that individuals possess unfulfilled desires and needs, which may drive them to violate rules or commit criminal acts. Nevertheless, they are likely to refrain from such actions when there are barriers against deviance (Gomme, 1993). These barriers act as social controls that curb criminal behavior by serving as reminders of the potential repercussions of such actions. Delinquency can be avoided if an individual adheres to conventional social controls. Examples of these controls include: (1) attachment, which involves emotional connections to the values and views of prosocial figures in one's life (such as supportive friends, parents, educational institutions, or religious groups), (2) commitment to investing time and effort in prosocial endeavors (like education, employment, or family), (3) participation in conforming activities, such as attending school, working, or engaging in sports, and (4) holding a belief in societal norms and legal regulations. It is believed that embracing these conventional values and engaging in related activities indicates a stake in conformity that would be at risk if one were to engage in delinquent behavior (Smith & Brame, 1994).

### **Antecedents of Antisocial attitude**

Antisocial thinking results from delays or disruptions in the development of social competency skills, such as a failure to comprehend laws and regulations, a lack of problem-solving or reasoning abilities to come up with alternatives to crime, and a disregard for the feelings of others (Ross and Fabiano, 1985).

According to a social learning and modeling approach, a person's interactions and relationships with close groups, such as family and peers, define and form their views and values. Therefore, when a person's family or peer group vocally or behaviorally encourages or tolerates criminality, they are likely to learn from and emulate similar attitudes and actions (Abbott, 2000).

### **Antisocial behaviour:**

According to Calkins and Keane (2009), antisocial behavior includes a wide range of behaviors that are seen by society to be against the law, social standards, and/or the rights of others. This conduct can include more major offenses like assault and severe violence, as well as relatively petty ones like lying and bullying. The term "antisocial behaviors" describes a diverse range of activities that deviate from the standards, regulations, or conventions of the social group in which the individual grows up, including stealing, physical assault, and breaking social norms (Acquaviva et al., 2018).



**Factors/indicators of Antisocial behaviour:****Biological risk factors**

Biological perspectives suggest that criminal behavior may stem from genetic factors, brain irregularities, or neurotransmitter issues. The Raine Study indicates that elements such as heredity, trauma, and imbalances in neurochemicals could contribute to such behavior. Supporting theories include Lombroso's Theory, the Y Chromosome Theory, various trait theories, and psychodynamic viewpoints. Biological crime control strategies involve approaches like psychosurgery, medication, and brain stimulation techniques. Freud's psychodynamic theory is also significant, positing that unresolved childhood traumas and internal psychological struggles shape future actions. His framework categorizes personality into the id, ego, and superego, with criminal conduct often associated with an excessively active id and insufficient ego regulation. Individuals in this situation may behave impulsively or possess a subconscious desire for punishment stemming from guilt or emotional turmoil.

**Social Risk Factors**

The social environment plays a crucial role in influencing criminal actions. Low levels of education, particularly dropping out of school or having parents with limited education, elevate the chances of delinquency by decreasing job prospects and making illegal activities seem more appealing. Economic hardship is also a contributing factor, as it can lead to financial struggles, driving individuals to commit crimes for material gain. It has been reported that approximately 21.9% of India's population lives under the poverty line, highlighting the significant correlation between poverty and criminal behavior. The influence of peers, especially in teenage years, can often outweigh the guidance of parents. Experiencing peer rejection and being involved with antisocial peer groups can lead to deviant behavior, which is frequently exacerbated by unstable home situations. Children from single-parent households or those who endure violence and neglect are at a heightened risk for becoming involved in crime. Parenting approaches and the general family dynamics are vital in shaping an individual's behavior. Finally, insecure attachments formed in childhood—often as a result of unresponsive caregiving—can hinder emotional regulation and contribute to antisocial behaviors in later life.

**Psychological Risk Factors**

Various psychological characteristics and deficits significantly contribute to the increased probability of engaging in criminal activities. A major element is the absence of empathy, particularly in its affective form. Those who cannot sense or comprehend the suffering of others may perpetrate cruelty—often beginning with animals—and can eventually display violent tendencies toward humans. Cognitive and linguistic challenges also play a role; children facing such difficulties frequently struggle academically, leading to diminished self-worth and heightened frustration, which can trigger antisocial behaviors. Furthermore, personality characteristics, particularly those identified by the Big Five model, offer insight into deviant behavior. Traits such as low levels of agreeableness and conscientiousness, combined with high neuroticism, have been associated with increased aggression and inadequate impulse control. When these traits are consistent over time, they can influence how individuals relate to others and handle social norms, thereby impacting their propensity for criminal behavior. (Singh et al., 2021)

## Treatment

Although research indicates that antisocial attitudes play a significant role in forecasting criminal behavior, there are limited interventions specifically aimed at diminishing these attitudes. According to Simourd (1996), there are two categories of correctional treatments: indirect and direct interventions. Indirect initiatives refer to programs that do not directly target criminal attitudes. For example, the Cognitive Living Skills Program (Ross & Fabiano, 1985) focuses on enhancing thinking and judgment abilities, which indirectly influences antisocial attitudes. This program has successfully changed criminal thought patterns and antisocial attitudes among federal inmates (Robinson, 1990). Another example of an indirect initiative is moral education programs that aim to alter cognitive structures, which can sometimes lead to changes in moral beliefs (Lester & Van Voorhis, 1997).

In contrast, a program that employs a direct approach addresses criminal attitudes as the primary criminogenic factor. One such program involved prosocial volunteers engaging with young offenders to discuss the personal, social, and moral dimensions of the law in order to challenge their procriminal perspectives. This initiative included weekly group sessions for eight weeks, with structured 90-minute discussions and unstructured 30-minute coffee breaks. After completing the program, participants exhibited reduced criminal attitudes when compared to both a no-treatment control group and another no-treatment group that only participated in recreational activities with the volunteers. Shields, Jennings, and Carvel (1992) created a structured program aimed at addressing criminal rationalizations among young offenders. This program comprises three sessions designed to help offenders understand how they use rationalizations to justify their illegal actions. Preliminary evaluations revealed an increased awareness of these rationalizations along with notable decreases in criminal attitudes and rationalizations (Simourd, 1996).

College students are particularly vulnerable to developing antisocial attitudes due to stress, peer pressure, and identity struggles. While perceived social support is known to enhance resilience and positive adjustment, its specific role in reducing antisocial tendencies has not been adequately studied. Exploring this relationship can provide insights for preventive and intervention strategies, as the findings may help in designing programs within colleges that reduce risk behaviors and promote positive coping. Such knowledge can also guide counselors, educators, and policymakers in creating supportive environments, ultimately contributing to healthier psychosocial development among young adults.

## **STUDIES RELATED TO PERCEIVED SOCIAL SUPPORT AND PSYCHOLOGICAL WELL-BEING / MENTAL HEALTH :**

Fronza et al. (2025) aimed to examine how perceived social support predicts mental health among first-year college students. The study involved 104 students from a state university in Pampanga, selected through purposive sampling. A predictive correlational design was used to assess the relationship between social support and mental health. The data were analyzed using JAMOVI version 2.4.14. Findings revealed a weak but significant negative correlation ( $p < 0.001$ ,  $R = -0.48$ ). Perceived social support predicted 23% of the variance in mental health outcomes. Excessive or demanding support, especially from family, was linked to lower mental health. The study concluded that the type and source of support greatly affect student well-being.

Liu et al. (2023) aimed to investigate the relationship between perceived social support and mental health among Chinese college football athletes, and to examine the mediating role of hopelessness and moderating role of psychological pressure. The study involved 672 athletes and used a moderated mediation model for analysis. Results showed that hopelessness significantly mediated the relationship between perceived social support and mental health. Additionally, psychological pressure moderated this relationship, where lower pressure buffered the negative effects of low support. The study concludes that interventions targeting hopelessness and pressure are essential to promote mental well-being among college athletes.

Maggo & Dutt (2023) conducted a study on Impact of Perceived Social Support and Perceived Stress on Positive & Negative Affect among Adults. The study aimed to examine the impact of perceived social support and perceived stress on positive and negative affect among adults. A total of 132 participants, aged 18 to 25, were selected using a convenient sampling method. Data were analyzed using the Product Moment Correlation Method and Multiple Regression through SPSS software. The results showed a significant correlation between perceived social support, perceived stress, and both positive and negative effects. The findings emphasize the role of social support and stress as strong predictors of emotional well-being. It is recommended that individuals build and maintain supportive social networks to improve mental health.

Li et al. (2020) explored how perceived social support and self-esteem mediate the link between childhood maltreatment and psychosocial flourishing in Chinese undergraduates. The study involved 1,622 students from fifteen universities. Correlation results showed that childhood maltreatment was negatively related to flourishing, social support, and self-esteem, while social support and self-esteem were positively related to flourishing. Structural equation modeling indicated full mediation by both factors, with social support showing a stronger indirect effect. These findings emphasize that perceived social support and self-esteem are key buffers against the negative effects of childhood maltreatment.

Syeda & Afzal (2019) conducted a study Perceived Social Support predicts Psychological Problems among University Students to find out the prevalence of depression, anxiety, stress among students, and their level of perceived social support. Study also aims to find the impact of perceived social support on psychological problems (depression, anxiety, and stress). A cross sectional survey method was used to collect data from 200 university students. In our sample out of 200 students, 58%, 69%, 40% have mild to severe levels of depression, anxiety and stress respectively. Perceived social supports predict 6% depression and 2% anxiety in our sample respectively. Depression, Anxiety and Stress are highly prevailing among university students. Perceived social support is negatively associated with depression, anxiety and stress. While perceived social support is a significant negative predictor of depression and anxiety.

Kuo et al. (2017) conducted a study to investigate the relationship between perceived social support, perceived stress, and depressive symptoms among college students in Taiwan. The sample included 726 participants who completed self-report questionnaires to assess their perceived social support, perceived stress, and depressive symptoms. The findings reveal that higher levels of perceived social support were associated with lower levels of perceived stress and lower levels of depressive symptoms. Further, it was found that perceived stress mediates the relationship between perceived social support and depressive symptoms, highlighting the importance of social support as a buffer against stress. The study also found that perceived stress was negatively associated with positive affect and positively associated with negative affect, while perceived social support was positively associated with positive affect.

Emadpoor et al. (2015) aimed to examine the relationship between perceived social support and psychological well-being, focusing on the mediating role of academic motivation. The study involved 371 female high school students from Tehran, selected via multi-stage cluster sampling. Data were analyzed using correlation coefficients and path analysis. Results indicated that perceived social support positively influenced both psychological well-being and academic motivation. Academic motivation was found to mediate the effect of social support on psychological well-being. The study concluded that academic motivation plays a key mediating role in enhancing students' psychological well-being through social support.

Gülaçtı (2010) studied the effect of perceived social support on subjective well-being. The aim of this study was to determine whether perceived social support is a significant predictor of subjective well-being. The participants were 87 university students enrolled in a primary classroom teacher training program. Data were collected using the Subjective Well-Being Scale and the Multi-Dimensional Perceived Social Support Scale. The study employed a quantitative survey design to assess the predictive relationship. Results showed that perceived social support predicted 43% of the variance in subjective well-being. Among the types of support, only perceived family support significantly predicted well-being. Support from friends and a special person did not show a significant effect. The study concluded that family support plays a crucial role in enhancing students' subjective well-being.

## STUDIES RELATED TO PERCEIVED SOCIAL SUPPORT AND ACADEMIC / STUDENT ADJUSTMENT:

Choudhary et al. (2025) aimed to investigate the impact of perceived social support on academic motivation, comparing students from single-parent and both-parent families. The study included 127 Indian students as participants. A comparative research design was employed to assess differences in academic motivation and perceived social support. Data were analyzed using an independent T-test to compare the two groups. Results showed no significant differences in academic motivation between single-parented and both-parented students. Perceived social support was also not significantly different across the groups. The findings suggest that family structure alone does not determine academic motivation or support perception. The study concluded that broader factors like socio-cultural and economic influences must be considered.

Angeline and Rathnasabapathy (2021) examined the influence of perceived social support on career decision-making self-efficacy among undergraduate students. The study involved 50 male and 50 female participants. Results indicated a positive correlation between perceived social support and career decision-making self-efficacy, with female students reporting higher social support than males. The authors emphasize that social support is essential for decision-making during adolescence, particularly for crucial choices such as career planning, highlighting its role in enhancing self-efficacy in this domain.

Tinajero et al. (2019) examined the relationship between various provisions and sources of perceived social support and academic achievement among Spanish university students in their first and third year. The sample included 219 students (149 women, 70 men; mean age = 18.01 years, SD = 0.46) from different degree programs at a public Spanish university. Data were collected at the start of the first year (time 1) and again in the third year (time 2). Regression analyses indicated that different dimensions of social support significantly predicted academic success over the two-year period. The authors suggest that these findings can guide university counsellors and administrators in developing targeted programs and policies to improve student adjustment and academic performance.

Narayanan & Alexius Weng Onn (2016) investigated whether perceived social support and self-efficacy predict resilience among first-year Malaysian undergraduates while controlling for stress, age, gender, and CGPA. The sample comprised 377 students from a public university. Using multiple regression, results showed that both social support and self-efficacy significantly predicted higher resilience, and their interaction effect was also positive and significant. The study highlights that building social support is vital for freshmen, as they often rely on friends during transitional stages. The authors suggest universities encourage participation in clubs, societies, and team-based activities to strengthen resilience.

Awang et al. (2014) explored how first-year university students experience social support and how it influences their academic, social, and emotional adjustment. Sixteen students aged 19–20 from diverse ethnic and academic backgrounds at a Malaysian public university participated. A qualitative, longitudinal design using semi-structured interviews was employed over two semesters. Data were transcribed and



analyzed using thematic analysis to identify patterns in student experiences. Results showed that support from peers, family, senior students, and the university community played a major role in helping students adjust. Parental support and meaningful friendships were especially crucial for emotional well-being. The study also found that students with strong self-management skills adapted more smoothly. It concluded that diverse support networks are vital for successful student adjustment and well-being.

## **STUDIES RELATED TO PERCEIVED SOCIAL SUPPORT AND LIFE SATISFACTION**

### **/ QUALITY OF LIFE :**

Hidalgo-Fuentes et al. (2024) aimed to analyze the predictive capacity of emotional intelligence and perceived social support on life satisfaction and subjective happiness. The study involved 380 psychology students from the University of Valencia, aged between 18 and 55 years. Using self-report measures, the study assessed levels of emotional intelligence, social support, happiness, and life satisfaction. Results indicated that both emotional intelligence and perceived social support were significant predictors of subjective well-being. The findings highlight the value of enhancing emotional skills and support systems to improve student well-being. The study supports integrating emotional intelligence training in academic settings.

Singstad et al. (2021) aimed to examine the association between perceived social support and quality of life (QoL), and whether social support moderates the impact of maltreatment among adolescents in Residential Youth Care (RYC). The study involved 400 adolescents aged 12–23 from 86 RYC institutions in Norway. Data were collected using the Child and Adolescent Psychiatric Interview, the Social Support Questionnaire, and the Kinder Lebensqualität Fragebogen. Results showed that perceived social support was positively linked to QoL, especially emotional well-being and self-esteem, with some gender-specific patterns. However, it did not moderate the effects of maltreatment on QoL. The study highlights the importance of support networks and additional interventions to improve QoL in this population.

Suryanarayana (2021) aimed to examine patterns of Perceived Social Support (PSS) across five age groups and gender differences, along with its relationship with Emotional Competence (EC) in an Indian sample. The study included 324 participants and employed a correlational, cross-sectional design. It assessed PSS from family and friends across age and gender. Results revealed a positive correlation between PSS and EC, with significant variations across age and gender. The 15–19 age group showed the highest friend-based support, while family support was highest in the 45–49 and 55–59 age groups. Overall, the study confirmed strong links between PSS and EC.

Subramanian et al. (2020) investigated the relationship between perceived social support, depression, and quality of life (QOL) among 109 people living with HIV (PLHIV) in India, of whom 56.9% were men and 43.1% were women. Only 43.1% reported high overall social support. Social support from family, friends, and others was positively associated with physical, social, and cognitive functioning, and inversely associated with depression. Higher perceived social support correlated with better clinical outcomes,

including higher CD4 counts and improved treatment adherence. The study concludes that social support, especially from sources beyond family, plays a crucial role in improving both clinical and quality-of-life outcomes in PLHIV.

Kuru and Piyal (2018) examined the perceived social support and quality of life among parents of children with autism and explored related factors. The study involved 90 biological parents, including both mothers and fathers, using a descriptive cross-sectional design. Data were collected through a socio-demographic form, the EUROHIS Quality of Life Scale, and the Multidimensional Scale of Perceived Social Support. Results showed a significant positive relationship between perceived social support and quality of life. Differences were also found in scores based on fathers' job status. The study highlights the emotional and social challenges faced by these parents. It emphasizes the need for tailored interventions to support their well-being. Healthcare professionals should assess family needs and provide targeted programs for support.

### **STUDIES HIGHLIGHTING MODERATING / MEDIATING ROLES OF PSS:**

Ingkachotivanich et al. (2022) investigated the effects of perceived social support on the relationship between stress and depression. The study compared university students with low and high levels of borderline personality disorder symptoms (BPDS). Participants included 330 Thai students, mostly female, with a mean age of 20.27 years. A cross-sectional secondary analysis was conducted using data from the SI-Bord study. Measures included the Perceived Stress Scale, MSPSS, and PHQ-9. Mediation analysis (PROCESS) revealed direct and indirect effects of stress on depression. Social support significantly mediated this relationship, especially in the high-BPDS group. Support from significant others was notably more influential in students with high BPDS.

Civitci (2015) conducted a study to investigate the role of positive and negative affect as moderators in the relationship between perceived social support and stress among college students. The sample consisted of 479 undergraduate students from the education faculty of a public university. The study used the following scales: Multidimensional scale of perceived Social Support, the Perceived Stress Scale, and the Positive and Negative Affect Scale. Hierarchical multiple regression analysis was employed to analyze the data, using Baron and Kenny's (1986) moderating model. The results revealed that negative affect moderated the association between perceived social support and stress, while positive affect did not. Moreover, as negative effects increased, the positive effect of social support on perceived stress decreased.

### **STUDIES RELATED TO MEASUREMENT OF ANTISOCIAL ATTITUDES :**

Gomes et al. (2023) conducted a study titled An assessment of the Key Construct of the Integrated Cognitive Antisocial Potential (ICAP) Theory: Psychometric Qualities of the Antisocial Attitudes Scale Among a Sample of Portuguese Adolescents. The aim was to evaluate the psychometric properties of the Antisocial Attitudes (AA) Scale in Portuguese adolescents. A sample of 485 participants completed the AA

scale. Results indicated good reliability and validity, supporting the scale as an effective tool for assessing antisocial potential. The findings confirmed that the AA scale accurately measures long-term antisocial attitudes in adolescents and young adults. The study supports its use in future antisocial potential research in Portuguese-speaking populations.

Skowroński (2022) developed and validated the Antisocial Beliefs Scale (ABS) to assess core antisocial cognitions among Polish prisoners. The study involved 718 offenders and 339 non-offenders, with offenders completing ABS alongside measures of aggression, Machiavellianism, and impulsivity. Confirmatory factor analyses supported a bifactor structure with eight subscales: physical aggression, lack of empathy, absence of prosocial standards, lack of guilt, poor intimate relationships, risk-taking, egocentrism, and manipulativeness. Offenders scored significantly higher than non-offenders, confirming discriminant validity. ABS factors correlated significantly with external constructs like aggression and impulsivity. The ABS showed strong reliability, making it a suitable tool for research on antisocial attitudes in criminal populations.

Cargill (2004) aimed to investigate antisocial attitudes in a New Zealand non-offending sample. Participants were volunteers from the Auckland College of Education, including first- to fourth-year students and some teaching staff. The Measure of Criminal Attitudes and Associates (MCAA) assessed antisocial attitudes, while the Self-Report Early Delinquency Instrument (SRED) measured antisocial behaviour. Findings showed lower antisocial attitudes than Canadian offenders but higher than expected for non-offenders. MCAA scores significantly predicted antisocial behaviour in this group. The study concluded that the MCAA could be useful for predicting antisocial tendencies and for screening in occupations requiring low antisocial traits.

## **STUDIES RELATED TO PREDICTORS AND CORRELATES OF ANTISOCIAL ATTITUDES:**

Farooqi and Akram (2024) conducted a study titled Materialism and Criminal Attitude Among Teachers and Students: Moderating Role of Religion to examine the relationship between materialism and criminal attitude with spirituality as a moderator. The sample comprised 300 university teachers and students selected through convenience sampling. Participants completed measures on materialism, criminal attitude, and spirituality. Findings revealed that materialism positively correlated with criminal attitude and negatively with spirituality, with spirituality significantly moderating the relationship. Significant gender and role differences were observed. The study concluded that while materialism increases criminal tendencies, religious inclination can help prevent them and promote sustainability.

Oei et al. (2023) examined Adverse Childhood Experiences (ACE) patterns and their links to antisocial attitudes, disruptive behaviors, and aggression in 1,130 youth offenders (964 males).

Participants self-reported on 12 ACEs, antisocial attitudes, disruptive behaviors, and aggression. Latent Class Analysis identified four groups: Low ACE, Indirect Victims, Abusive Environment, and Polyvictimized. Polyvictimized youths had the highest conduct problems and proactive aggression, while

indirect victims scored higher than Low ACE youths on antisocial attitudes and conduct problems. No significant differences were found between Polyvictimized and Abusive Environment groups in reactive aggression or oppositional problems. The study concluded that both direct and indirect victimization significantly influence delinquency and reoffending risk.

Eichelsheim et al. (2015) in Predicting individual differences in criminal attitudes from offender characteristics: a study among Dutch prisoners, aimed to examine how individual, criminal career, and social characteristics contribute to differences in criminal attitudes. Data from 1,612 prisoners in Dutch remand centers were analyzed using hierarchical linear regression. Results showed that agreeable personality traits, criminogenic social networks, and prior incarcerations were strongly related to criminal attitudes. Criminal history and social factors emerged as the most salient predictors. The findings support differential association and reinforcement theories, indicating attitudes are shaped by interaction with criminal peers. The study suggests tailoring prison interventions to offender characteristics for effective rehabilitation.

Chui and Cheng (2014) conducted a study titled Criminal Sentiments and Behaviours Among Young People in Hong Kong to examine how social factors and criminal attitudes influence criminal behavior. The sample included 942 Chinese youths aged 14–18 from Hong Kong. Participants completed the Criminal Sentiments Scale–Modified (CSS-M) and measures of social factors. Results showed that while all CSS-M factors were significant, only negative attitudes toward Law–Court–Police and Identification with Criminal Others positively predicted criminal behavior, whereas Tolerance for Law Violations had a negative correlation. Both social factors and criminal attitudes significantly influenced criminal behavior. The study concluded that criminal attitudes play an important role in understanding youth delinquency in Hong Kong.

Boduszek et al. (2011) examined factors predicting criminal attitudes among ex-prisoners. The study aimed to assess the role of demographics, recidivism, association with criminal friends, and personality traits. A sample of 64 ex-prisoners completed the Measure of Criminal Attitudes and Associates, Eysenck Personality Questionnaire, and Recidivism Scale. Multiple regression showed personality, criminal friends, and recidivism explained 71% of variance, with psychoticism as the strongest predictor. Findings confirmed a strong link between antisocial personality traits and criminal attitudes. The study emphasizes considering personality and social influences in understanding and addressing criminal thinking.

## **STUDIES RELATED TO ANTISOCIAL ATTITUDES AND OFFENDER BEHAVIOR / RECIDIVISM :**

Chauhan &Teotia (2023) conducted study on Offender Recidivism as A Function of Criminal Thinking Style and Criminogenic Needs.The study aimed to examine variables of criminal attitude and psychopathy to analyze offender recidivism in relation to criminogenic needs and criminal thinking styles. Participants were 124 inmates selected through purposive-maximum variation sampling.Stepwise multiple regression revealed that Criminal Rationalization was the strongest predictor of criminal attitude, while Entitlement, Power Orientation, Justification, and Cold-Heartedness best predicted psychopathy. Criminogenic needs did

not significantly predict either variable. The study concluded that targeted interventions addressing specific criminal thinking patterns are essential for reducing recidivism and aiding offender reintegration.

Mills et al. (2004) conducted study on the antisocial attitudes and associates of sex offenders. This study aimed to compare general antisocial attitudes between sex offenders and non-sex offenders using the Measures of Criminal Attitudes and Associates (MCAA). Participants were 90 sex offenders and 119 non-sex offenders from correctional settings. A cross-sectional design assessed criminal friends and four attitude scales: Violence, Entitlement, Antisocial Intent, and Associates. Results showed sex offenders had fewer antisocial attitudes, fewer criminal friends, and fewer incarcerations than non-sex offenders. Rapists scored higher than child molesters and incest offenders, but these differences disappeared after controlling for age. The study concluded that the MCAA is reliable and that general antisocial attitudes are important for offender assessment and intervention.

### CHAPTER-III RESEARCH METHODOLOGY

#### Aim

To study the relationship between Perceived Social Support and Antisocial Attitude among college students.

#### Objectives

- To know the level of Perceived Social Support among college students.
- To know the degree of Antisocial Attitudes among college students.
- To examine the relationship between Perceived Social Support and Antisocial Attitudes among college students.

#### Hypothesis

**H<sub>0</sub>:** There will be no significant relationship between Perceived Social Support and Antisocial Attitude.

**H<sub>1</sub>:** There will be a significant relationship between Perceived Social Support and Antisocial Attitude.

#### Sample

The sample of the study was selected using the convenient sampling method. The sample includes 150 individuals with ages ranging from 18 years to 25 years currently pursuing a college education.

#### Inclusion criteria

- College students aged between 18 and 25 years.
- Students who can read and understand English.
- Students who provide informed consent forms.

#### Exclusion criteria

- Students enrolled in psychology programs
- Students undergoing psychological treatment



## Tools used

### Socio-demographic data sheet

To obtain basic background details of the participants a socio-demographic data sheet was attached by the researcher. It included fields such as initial, age, gender, education and socio-economic status. The purpose of this tool was to gather essential demographic data to describe the sample characteristics and provide context for interpreting the study findings.

### Perceived Social Support

To measure perceived social support “Multidimensional scale of Perceived Social Support (MSPSS)” developed by Zimet, G. et al., (2016) is used. The scale consists of 12 statements with 3 subscales namely significant others, family and friends. The response category is a 7 point rating scale including Very Strongly Disagree, Strongly Disagree, Mildly Disagree, Neutral, Mildly Agree, Strongly Agree, Very Strongly Agree. The Reliability of the total scale is .88.

### Antisocial Attitude

To assess Antisocial Attitudes, the Criminal Sentiments Scale–Modified (CSS-M) developed by Shields and Simourd (1991) will be used. The scale comprises 41 items divided into five subscales: Attitudes Toward the Law (Law), Court (Court), Police (Police), Tolerance for Law Violations (TLV), and Identification with Criminal Others (ICO). Each item is rated on a three-point scale with the response options: agree, disagree, and undecided. The Cronbach  $\alpha$  for the aggregate CSS-M scale was 0.87 indicating good internal consistency.

### Research design

A quantitative research method using a correlational research design to examine the relationship between Perceived Social Support and Antisocial Attitude among college students.

### Procedure

Through review of literature, study variables were selected. Tools relating to study variables were selected based on its reliability and validity. The informed consent was obtained from the participants. The procedure to complete all three questionnaires was explained. The questionnaires with needed instructions were circulated to the students. The Socio demographic data from the participants were collected (initials, age, gender). After completion the responses were collected and the data were scored based on the norms and analyzed, and discussions and conclusions were drawn.

### Statistical Analysis Descriptive Statistics

The study employed the latest version of SPSS for statistical analysis, utilizing Descriptive Statistics to calculate mean and standard deviation values for the study variables Perceived Social Support and Antisocial Attitude.

## Pearson Correlation

The Karl Pearson product-moment correlation was used to examine the relationships between Perceived Social Support and Antisocial Attitude.

## CHAPTER-IV RESULT AND DISCUSSION

The results of the study are presented in tabular form below, showing the relationship between perceived social support and antisocial attitudes among college students.

**Table 1 Shows the percentage and frequency of the socio-demographic details of the college students**

		N	Column N%
<b>Gender</b>	Female	87	58 %
	Male	63	42 %
<b>Age</b>	18	79	52.7 %
	19	36	24 %
	20	29	14 %
	21	9	6 %
	22	5	3.3 %
<b>Education</b>	UG	136	90.7
	PG	14	9.3

According to the demographic table, there were 150 participants in the sample, with 87 women (58%) and 63 men (42%), indicating a well balanced gender distribution. Despite the fact that women outnumbered men by a little margin, this enables the results to represent both male and female viewpoints. In terms of age, the bulk of responders (52.7%) were 18 years old, followed by those who were 19 (24%), 20 (14%), 21 (6%), and only 3.3% who were 22. A typical undergraduate population, mainly in late adolescence and early adulthood, is reflected in this.

Only 14 (9.3%) of the participants had postgraduate degrees, whereas 136 (90.7%) were undergraduates, indicating that the sample primarily consists of early-stage college students.

**Table 2 Shows the mean and standard deviation of Perceived Social Support and Antisocial Attitude among college students**

Variables	Mean	Std.Deviation
(N=150)		
Perceived Social Support	61.53	13.314
Antisocial Attitude	41.86	7.343

The descriptive statistics table presents information on age, perceived social support, and antisocial attitude for a total of 150 participants. The age of the participants ranges from 18 years to 22 years, with a mean age of 18.83 years and a standard deviation of 1.089. Scores on perceived social support range from 16 to 84, with a mean score of 61.53 and a standard deviation of 13.314. Antisocial attitude scores range from 23 to 60, with a mean of 41.86 and a standard deviation of 7.343.

**Table 3 Shows the relationship between Perceived Social Support and Antisocial Attitude among college students**

Variables	Antisocial Attitude	
Perceived Social Support	Pearson Correlation	-.151
	Sig.(2-tailed)	.044**
	N	150

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

The Pearson correlation results for a sample of 150 individuals between perceived social support and antisocial attitude are shown in the correlation table. According to the indicated correlation coefficient of -0.151, there is a negative relationship between the two variables. The two-tailed test yields a p-value of 0.044 according to the test of significance. This result is statistically significant at the 0.05 level because of the sample size of 150. Accordingly, the table indicates that participants' antisocial attitudes and their perceptions of social support are negatively correlated, but minimally.

## DISCUSSION

The socio-demographic details (Table 1) provide an overview of the study participants and establish the context for interpreting subsequent results. The sample consisted of 150 college students, with a relatively balanced gender distribution (58% female and 42% male). Most participants were undergraduates (90.7%) and fell within the age group of 18–19 years, with more than half being 18 years old. This profile reflects a population at the threshold of emerging adulthood, a stage marked by identity exploration and vulnerability to peer and environmental influences (Arnett, 2015). Since the sample is largely composed of undergraduates in the initial years of higher education, the findings predominantly represent young adults navigating early academic and social transitions.

The descriptive statistics (Table 2) provide insights into the central variables of the study: perceived social support and antisocial attitudes. The mean score for perceived social support was 61.53, suggesting that participants generally felt moderately well supported by their family, peers, and significant others. This finding is consistent with prior studies highlighting that social support plays a crucial role in adjustment during the transition to college life (Hefner & Eisenberg, 2009). The stress-buffering hypothesis further emphasizes that perceived availability of support can reduce the impact of stressors, thereby promoting resilience (Cohen & Wills, 1985).

The mean score for antisocial attitudes (41.86) reflects a moderate presence of such tendencies in the sample. This is not unexpected, as late adolescence and early adulthood are often characterized by experimentation, boundary testing, and greater risk-taking behavior (Steinberg, 2008). Antisocial attitudes at this stage may not necessarily translate into persistent antisocial behavior but may reflect normative developmental exploration. Nonetheless, the presence of such attitudes is important because they can be predictors of more problematic behaviors if not mitigated by protective factors (Lösel & Farrington, 2012). Interestingly, the co-existence of moderately high perceived social support with moderate antisocial tendencies points to a complex relationship, suggesting that support alone does not fully neutralize antisocial attitudes, but may lessen their intensity.

The correlational analysis (Table 3) offers direct evidence of this relationship, revealing a weak but statistically significant negative correlation ( $r = -0.151$ ,  $p = 0.044$ ) between perceived social support and antisocial attitudes. This suggests that students who report stronger support systems are somewhat less likely to endorse antisocial beliefs and tendencies. While the magnitude of the correlation is small, the statistical significance indicates that the relationship is consistent across the sample. These findings are in

line with prior research, which has emphasized that social support can discourage antisocial behavior by reinforcing prosocial norms and providing social monitoring (Sentse et al., 2010). However, the weak strength of the association indicates that social support is only one among several influencing factors, with peer influence, family conflict, and personal traits also playing crucial roles (Lösel & Farrington, 2012). Thus the null hypothesis is rejected and alternative hypothesis is accepted.

One explanation for the modest strength of the relationship is the dual role of peer support. While positive peer support is protective, support from deviant peers may actually reinforce antisocial attitudes. Thus, the quality and source of support may matter more than the quantity (Sentse et al., 2010). Furthermore, the developmental stage of participants may also explain the findings. Emerging adults often balance autonomy-seeking with reliance on social networks, which can produce ambivalent attitudes toward authority and norms, even when support is perceived as strong (Arnett, 2015).

Although the association was weak and negative, this outcome suggests that social support may not directly suppress antisocial attitudes but could instead influence them indirectly through mediating variables such as self-esteem, coping strategies, or emotional regulation. For example, studies have shown that social support improves self-worth and resilience, which in turn decreases susceptibility to antisocial cognitions (Lakey & Orehek, 2011). Thus, the effect of social support on antisocial tendencies may be more complex than a straightforward inverse relationship.

Another important perspective is the role of cultural and contextual factors. In collectivist contexts such as India, family ties and peer networks may act as strong sources of identity and belonging, but they can also contribute to conformity pressures (Chadda & Deb, 2013). If the peer group endorses antisocial behaviors, perceived support from such peers may inadvertently reinforce negative attitudes rather than reduce them. This dual nature of social support could partly explain why the correlation in this study was weak, as the quality and orientation of the support—not merely its presence—play a decisive role in shaping outcomes.

Furthermore, developmental criminology provides additional insight. Antisocial attitudes often precede antisocial behaviors, but their expression is moderated by environmental controls such as parental monitoring, institutional rules, and societal norms (Moffitt, 2018). In college settings, students may feel supported yet simultaneously face peer subcultures that normalize minor rule-breaking or defiance, weakening the expected protective influence of social support. Therefore, the findings suggest that interventions should not only aim to increase social support but also focus on guiding the content and direction of that support toward prosocial pathways. This approach would acknowledge the complex, layered interaction between support systems and attitudinal development in young adulthood.

These findings suggest that interventions focusing solely on enhancing social support may not be sufficient to reduce antisocial attitudes. Programs should also address peer group dynamics, coping skills, and self-regulation. Mentoring systems, family engagement, and campus-based peer support initiatives could strengthen protective factors, but such initiatives should ensure that the quality of support is constructive and prosocial. Moreover, the weak but significant correlation emphasizes the need for multi-layered



approaches that integrate social, personal, and institutional interventions to effectively address antisocial tendencies in young adulthood (Steinberg, 2008).

## CHAPTER-V SUMMARY & CONCLUSION

### Summary:

The present study explored the relationship between Perceived Social Support and Antisocial Attitudes among young college students. The findings of the study demonstrated that, although experiences varied across the group, the majority of participants generally reported a moderate to high level of social support. While some students believed that their social environment, peers, and family provided them with good support, others thought that they did not. Participants also displayed moderate levels of Antisocial Attitudes, indicating that while these tendencies were present in the group, they were not very strong.

That pattern was further supported by the correlation analysis. Antisocial attitudes and Perceived Social Support were found to be significantly correlated negatively. According to this, students who experience strong support from their friends, family, or community are less likely to hold Antisocial Attitudes, whereas those who experience less support are more likely to exhibit such tendencies. Despite the weakness of the relationship, its importance emphasizes how social support acts as a buffer against antisocial behavior. This is in line with previous studies that highlight the protective role of supportive connections, despite the fact that Antisocial Attitudes are influenced by a variety of factors other than social support.

These results are further supported by the sample's demographic composition. The gender distribution was well balanced, with a small female majority. With a lower percentage of slightly older students, the group was primarily composed of younger undergraduates in their first year in college. Only a small percentage of individuals were enrolled in postgraduate programs, whereas the bulk were pursuing undergraduate degrees. This suggests that the results, which are characterized by identity exploration, changing social dynamics, and heightened vulnerability to both positive and negative influences, are broadly representative of developing adults navigating early college life.

### Conclusion :

- The mean of Perceived Social Support score suggests that participants generally reported moderate to high levels of social support.
- The mean of Antisocial Attitude score shows moderate antisocial tendencies among participants.
- The study found a significant negative correlation between Perceived Social Support (PSS) and Antisocial Attitude (AA), indicating higher Perceived Social Support is associated with lower Antisocial Attitudes.

## CHAPTER-VI LIMITATIONS AND IMPLICATIONS

### Limitations :

- Self-report Bias - As all three of the study's variables were provided by the participants themselves, self-report bias could have an impact on them. When people answer questions in a way that they believe is socially acceptable or enhances their own appearance, it is known as self-report bias.
- Limited Diversity - College student samples are used in a number of quantitative researches on these attributes. This implies that the results of this study may not apply to all early adults, particularly those from diverse social and cultural backgrounds. The results of this study, however, might not apply to all early adults.
- Limited Data - The statistical power of a research is diminished when its data set is small. In other words, even in the unlikely event that a large impact occurs, research is less likely to find it. Similarly, when a research has little data, there is a greater chance of false positives. This is due to the fact that random chance has a greater tendency to affect small samples.

### Implications :

- Theoretical Implications-The study reinforces the theoretical understanding that perceived social support plays a role in shaping antisocial attitudes. It highlights how strong social connections can act as a protective factor against negative behaviors, contributing to the broader literature on social and behavioral psychology.
- Practical Implications-The findings suggest that colleges, counselors, and mental health professionals can implement programs to enhance social support among young adults. Strengthening peer and family networks may help reduce antisocial tendencies and promote healthier social and emotional functioning.
- Policy Implications-The study emphasizes the importance of policies that foster supportive educational environments. Initiatives such as mentorship programs, peer support groups, and accessible counseling services can improve student well-being and reduce risk behaviors.
- Research Implications-The study provides a foundation for future research to examine the long-term effects of social support on antisocial behavior. It also encourages exploration of additional factors, such as personality traits or cultural influences, to better understand how social support interacts with behavioral outcomes.

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## APPENDIX

Multidimensional scale of perceived social support (MSPSS), Zimet, G. et al.,(2016)

		Very Strongly Disagree	Strongly Disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree	Very Strongly Agree
1.	There is a special person who is around when I am in need.	1	2	3	4	5	6	7
2.	There is a special person with whom I can share joys and sorrows.	1	2	3	4	5	6	7
3.	My family really tries to help me.	1	2	3	4	5	6	7
4.	I get the emotional help & support I need from my family.	1	2	3	4	5	6	7
5.	I have a special person who is a real source of comfort to me.	1	2	3	4	5	6	7
6.	My friends really try to help me.	1	2	3	4	5	6	7
7.	I can count on my friends when things go wrong.	1	2	3	4	5	6	7
8.	I can talk about my problems with my family.	1	2	3	4	5	6	7
9.	I have friends with whom I can share my joys and sorrows.	1	2	3	4	5	6	7
10.	There is a special person in my life who cares about my feelings.	1	2	3	4	5	6	7
11.	My family is willing to help me make decisions.	1	2	3	4	5	6	7
12.	I can talk about my problems with my friends.	1	2	3	4	5	6	7

## CRIMINAL SENTIMENTS SCALE – MODIFIED

Directions: Read each statement carefully and decide how you feel about it. Circle **A** if you agree with the statement or **D** if you disagree with the statement. If you are undecided or cannot make up your mind about the statement, circle **U**. Remember – there are no right or wrong answers.

## LAW

- |  |       |
|--|-------|
| 1. Pretty well all laws deserve our respect.   | A U D |
| 2. It's our duty to obey all laws.   | A U D |
| 3. Laws are usually bad.   | A U D |
| 4. The law is rotten to the core.  | A U D |
| 5. You cannot respect the law because it's there only to help a small and selfish group of people. | A U D |
| 6. All laws should be obeyed just because they are laws.   | A U D |
| 7. The law does not help the average person.   | A U D |
| 8. The law is good.  | A U D |
| 9. Law and justice are the same thing.   | A U D |
| 10. The law makes slaves out of most people for a few people on the top.                           | A U D |

Law Total: \_\_\_\_\_

## COURTS

- |  |       |
|--|-------|
| 11. Almost any jury can be fixed.  | A U D |
| 12. You cannot get justice in court.                                     | A U D |
| 13. Lawyers are honest.  | A U D |
| 14. The prosecution often produces fake witnesses.                       | A U D |
| 15. Judges are honest and kind.  | A U D |
| 16. Court decisions are pretty well always fair.                         | A U D |
| 17. Pretty well anything can be fixed in court if you have enough money. | A U D |
| 18. A judge is a good person.  | A U D |

Court Total: \_\_\_\_\_

## POLICE

- |  |       |
|--|-------|
| 19. The police are honest.                                 | A U D |
| 20. A cop is a friend to people in need.                   | A U D |
| 21. Life would be better with fewer cops.                  | A U D |
| 22. The police should be paid more for their work.         | A U D |
| 23. The police are as crooked as the people they arrest.   | A U D |
| 24. Society would be better off if there were more police. | A U D |
| 25. The police almost never help people.                   | A U D |

Police Total: \_\_\_\_\_

## TLV

- |  |       |
|--|-------|
| 7. Sometimes a person like me has to break the law to get ahead in life.                           | A U D |
| 8. Most successful people broke the law to get ahead in life.                                      | A U D |
| 9. You should always obey the law, even if it keeps you from getting ahead in life.                | A U D |
| 10. It's OK to break the law as long as you don't get caught.                                      | A U D |
| 11. Most people would commit crimes if they wouldn't get caught.                                   | A U D |
| 12. There is never a good reason to break the law.   | A U D |
| 13. A hungry man has the right to steal.   | A U D |
| 14. It's OK to get around the law as long as you don't actually break it.                          | A U D |
| 15. You should only obey those laws that are reasonable.   | A U D |
| 16. You're crazy to work for a living if there's an easier way, even if it means breaking the law. | A U D |

TVL Total: \_\_\_\_\_

## ICO

- |  |       |
|--|-------|
| 17. People who have broken the law have the same sorts of ideas about life as me.                                  | A U D |
| 18. I prefer to be with people who obey the law rather than people who break the law.                              | A U D |
| 19. I'm more like a professional criminal than people who break the law now and then.                              | A U D |
| 20. People who have been in trouble with the law are more like me than people who don't have trouble with the law. | A U D |
| 21. I have very little in common with people who never break the law.  | A U D |
| 22. No one who breaks the law can be my friend.  | A U D |

ICO Total: \_\_\_\_\_

CSS TOTAL: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_