

The Influence of Social Support on Adolescent Mental Health -- Taking Beijing as an Example

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Abstract. The purpose of this paper is to analyze the influence of social support on adolescent mental health, and to formulate intervention countermeasures for psychological crisis. A total number of 130 middle school students and college students in Beijing were selected as the investigation objects, and the general demographic of the students was collected, including 62 boys and 67 girls, with an age range of 10-22 years (mean age is 18.22 years, standard deviation is 3.33). A total number of 130 middle school students were investigated in the study. 129 effective questionnaires were collected with a recovery rate of 99.23%. 129 Independent sample tests found that there was no significant difference in the scores of life satisfaction, depression and social support between male and female students. Social support and its all dimensions are significantly positively correlated with adolescent's life satisfaction, significantly negatively correlated with adolescent's depression; There are significantly positively correlated with age and depression. The study showed that life satisfaction and total social support scores were statistical significance and it's positively correlated with family support, friend support and other support.

Keywords: Adolescents; Social Support; Mental Health; Life Satisfaction; Family Support.

1. Introduction

With the rapid development of technology and cities, the problem of depression among teenagers caused by academic pressure and life pressure has skyrocketed. The number of depressed teenagers who commit suicide in the news is increasing. At the same time, the society has not given enough attention to the depression of teenagers, most of the teenagers appears to have the basic symptoms of depression, yet they did not go to psychological counseling in time. Without the corresponding social support, they choose to escape and ignore, which is becoming more and more common lately. In some cases, the friends of teenager, teachers, and family members recognize and provide psychological and behavioral support after symptoms of depression have been developed. For this project, I used Depression Anxiety Stress Scales (DASS), Emotion Regulation Questionnaire (ERQ), Satisfaction with Life Scale (SWLS), Self-Control Scale (SCS), Beck Depression Rating Scale (BDI), The aim is to study the influence of social support on adolescent mental health.

A large number of studies have found that friend support is an emotional connection established through long-term communication in the process of peer communication among adolescents. It is characterized by meeting the needs of intimacy and providing warmth and support to both sides, and plays a positive role in promoting the emotional health, personality perfection and psychosocial adaptation of adolescents. Previous studies have proved that friend support can not only help individuals win peer recognition and acceptance, meet social needs, reduce adolescent confusion and anxiety, but also improve adolescents' sense of self-efficacy and promote their mental health development. On the contrary, reverse friend support will cause individuals to suffer peer rejection and isolation, resulting in loneliness, anxiety, depression and other negative emotions, and even impaired social function (Wright, Perrone-McGovern, Boo, & White, 2014).

Meanwhile, social support (including support from friends) and self-esteem are also important protective factors of adolescent mental health (Yang Qiang, Ye Baojuan, 2014; Orth, Robins, Meier, & Conger, 2016). Studies have shown that the absence or insufficient social support from friends increases the risk of depression in adolescents (Frison & Eggermont, 2015). The susceptibility model of depression also indicates that self-esteem, an important component of self-concept, has a

significant negative predictive effect on depression. (Orth et al., 2016; Journal of Psychological Science 2016,39 (5): 1116-11221117.

2. Research Methods

A total of 130 middle school students and college students in Beijing were selected as the investigation objects, and the general demographic information of the students was collected, including 62 boys and 67 girls, with an age range of 10-22 years (mean age 18.22 years, standard deviation 3.33 years). A total of 130 middle school students were investigated in this study. 129 effective questionnaires were collected with a recovery rate of 99.23%. T-tests were performed on 129 independent samples, found that there was no significant difference in scores of life satisfaction, depression and social support between male and female students.

Table 1. The difference of scores between male and female students on scale

	male		female		t	p
	M	SD	M	SD		
Life Satisfaction	22.23	7.134	22.09	6.543	0.113	0.91
Depression (CDI total score)	10.32	8.325	12.34	7.986	-1.407	0.162
Family support	20.05	5.385	20.54	5.617	-0.504	0.615
Friend support	19.48	5.04	20.7	5.455	-1.314	0.191
Other support	19.52	5.178	20.39	5.516	-0.924	0.357
Social support(total)	59.05	14.903	61.63	16.006	-0.945	0.347

Correlation analysis shows that social support and its dimensions are significantly positively correlated with life satisfaction of adolescents, and, significantly negatively correlated with depression of adolescents, and significantly positively correlated with age and depression. There was a significant negative correlation between CDI depression scores and social support scores. It was negatively correlated with family support, friend support and other support. The higher the depression score, the less social support they received.

The relevant analysis is as follows:

(1) CDI negative emotion was negatively correlated with total score of social support; It was negatively correlated with family support, friend support and other support. The higher the negative emotions, the less social support they received.

(2) CDI low self-esteem was negatively correlated with total score of social support; It was negatively correlated with family support, friend support and other support. The higher the low self-esteem score, the less social support they received.

(3) Low CDI efficacy was negatively correlated with total score of social support; It was negatively correlated with family support, friend support and other support. The higher the low efficacy score, the less social support they received.

(4) CDI interpersonal problems were negatively correlated with total scores of social supports; It was negatively correlated with family support, friend support and other support. The higher the interpersonal problems, the less social support they receive.

(5) DASS depression, stress, anxiety and social support were negatively correlated; It was negatively correlated with family support, friend support and other support. The higher the score of depression, stress and anxiety, the less social support they received.

Conclusion: There is a negative correlation between social support and depression, the more social support there is, the less depression is. The occurrence is less accidental.

With each dimension of social support as predictive variables, life satisfaction and depression scores as dependent variables, linear regression analysis was conducted. Among them, control variables (gender and age) were entered into the model as Enter, predictive variables were entered into the model as Stepwise, and the admission standard was set as 0.05, while the elimination standard was 0.10.

Table 2. Correlation between Age, Social Support and Adolescent Life Satisfaction and Depression

	Age	Family support	Friend support	Other support	Total Social support
Life satisfaction	-.113	.495**	.429**	.492**	.492**
Depression	.187*	-.430**	-.332**	-.441**	-.418**

*, $p < 0.05$; **, $p < 0.01$

According to the analysis of the study, there is a significant positive correlation between age and depression, indicating that the older the person is, the higher the likelihood of depression is. The results show that:

(1) Family support is positively correlated with life satisfaction, indicating that the more family support received, the higher life satisfaction.

(2) Family support was negatively correlated with depression, indicating that the more family support received, the less the likelihood of depression.

(3) Friend support is positively correlated with life satisfaction, indicating that the more friends support, the higher life satisfaction.

(4) Friend support is negatively correlated with depression, indicating that the more friends support, the less the likelihood of depression.

(5) Other support is positively correlated with life satisfaction, indicating that the more other support received, the higher life satisfaction.

(6) Other support was negatively correlated with depression, indicating that the more other support received, the less the likelihood of depression.

(7) Overall social support is positively correlated with life satisfaction, indicating that the more social support received, the higher life satisfaction.

(8) There was a negative correlation between social support and depression, indicating that the more social support received, the lower the likelihood of depression.

The results of regression analysis showed that family support could positively predict adolescents' life satisfaction. Other support can negatively predict adolescent depression. See Table 3.

Table 3. Regression Analysis of Social support on Adolescent life Satisfaction and Depression(β)

		Life satisfaction	Depression
First layer	Gender	.025	-.140
	Age	-.044	.122
Second layer	Family support	.490	
	Other support		-.440
	R ²	0.248	.234
	ΔR^2	0.235	.190

Table 3 shows that family support can positively predict teenagers' life satisfaction. Other support can negatively predict adolescent depression. The more family support, the higher life satisfaction; The less support adolescents have, the more likely they are to be depressed.

3. Suggestions and Conclusion

Teenagers' psychological problems are mainly manifested in learning pressure, emotional instability, interpersonal tension and sensitivity and anxiety. This may be related to the educational characteristics of Beijing. From a national perspective, Beijing, as the capital city, is certainly among the best in terms of education quality. The high enrollment rate is often associated with students' heavy study load. The closed learning environment makes teenagers experience the competitive pressure from learning. Teenagers are in the youth development period, during this period, their physiological function has undergone a sharp change, psychological development is relatively slow,

easy to lead to the imbalance of physical and mental development, so that their hearts feel more psychological conflict and pressure, in the mood will also show more instability. The high score of interpersonal tension and sensitivity indicates that most teenagers are not good at dealing with various relationships and feel that others do not understand them, which is related to teenagers in the second stage of resistance. Learning pressure, emotional instability, interpersonal tension and sensitivity are easy to make teenagers have anxiety. It can be found from the study that the mental health level of the adolescents in the high social support system group and the low social support system group has reached a significant statistical level except the obsessive-symptom factor. The more robust the social support system, the better the psychological health. This is consistent with many previous studies. In addition to the obsessive symptom factor. There was an overall negative correlation between social support and depression, indicating that the more social support received, the lower the likelihood of depression.

Secondary education needs to effectively reduce the learning pressure of students, according to the different psychological problems of students to carry out targeted mental health education. Research has shown that the more refine the social support system, the better the psychological health. There was significant negative correlation between social support system and mental health scale. Therefore, to build a perfect social support system is of positive significance to ensure the mental health level of teenagers. Therefore, a more complete formal social support system should be built. Such a system will play a positive role in promoting the mental health of young people.

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