



Effect Of Social Support On Aggression And Homesickness Among Students Living In The Hostels.

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ARTICLE INFO ABSTRACT

Living away from home, particularly in a hostile environment, can often lead to feelings of homesickness and heightened levels of aggression among students. This study aimed to investigate the impact of social support on mitigating homesickness and reducing aggression among hostel-dwelling students. A sample of 100 students residing in hostels was recruited, and data were collected using standardized scales to measure levels of homesickness, aggression, and perceived social support. The results indicated a significant negative correlation between social support and both homesickness and aggression. Higher levels of social support were associated with lower levels of homesickness and aggression among hostel students. These findings underscore the importance of fostering social support networks within hostile environments to promote the well-being and adjustment of students living away from home. Implications for interventions and future research are discussed.

Keywords: Aggression, homesickness, well-being, social support

Introduction

“Our destination is never a place but a new way of seeing things.” — Henry Miller

The beneficial effects of social support on psychological well-being and health have been established over decades of research (Holt-Lunstad et al., 2010; Saphire-Bernstein & Taylor, 2013). Research has consistently shown that individuals with close and supportive spouses, friends, and family have greater life satisfaction and well-being (Antonucci & Jackson, 1987; Chen & Feeley, 2014) and fewer psychological and health-related issues, such as loneliness, depressive symptoms, and cognitive deficits (Okabayashi et al., 2004; Sherman et al., 2011). On the other hand, lack of social support has been implicated in emotional distress, depressive symptoms, and morbidity (Yang et al., 2014; Lerman Ginzburg et al., 2021).

Within the literature, diverse theoretical frameworks have been presented to understand the processes, such as attachment, belonging, intimacy, and social integration, whereby supportive relationships affect psychological well-being (Moussa et al., 2024; Iyer et al., 2024; Jaafari et al., 2023; Gilani et al., 2023; Tantry & Singh, 2016). Researchers have also vigorously examined a wide range of variables that attest to the importance of social support for individuals' well-being and optimal psychological functioning (Cohen & Wills, 1985; Folkman & Lazarus, 1986; see Lincoln, 2000 for a review). Several theoretical models and empirical research have characterized the diverse ways in which positive relationships contribute to psychological well-being.

Based on self-determination theory (Gernal et al., 2024; Khan et al., 2023; Tantry & Ali, 2020; Greenberg, 2019; Majeed, 2018a, 2018b; Tantry & Singh, 2017), which posits that the satisfaction of the three basic psychological needs is necessary for individuals' well-being and thriving, the overall aim of this study was to examine whether younger and older adults' perceived social support from different relationship types would relate to their psychological well-being via satisfaction of basic psychological needs. Although prior research has examined whether the satisfaction of basic psychological needs acts as an explanatory mechanism in the associations between social support and psychological well-being, most studies have often aggregated the different needs for autonomy, competency, and relatedness into a global measure and have considered overall satisfaction of needs without differentiating the unique effects of each specific need. Thus, it is difficult to assess the relative importance of different psychological needs for psychological well-being (Sorour et al., 2024; Al Jaghoub et al., 2024; Mainali & Tantry, 2022; Nivetha & Majeed, 2022; Tantry & Singh, 2018).

Furthermore, many studies investigating the link between social support and well-being have used groups of participants who are developmentally homogeneous, such as adolescents, young adults (Martela & Ryan, 2024; Iyer & Tantry, 2023). This may limit the generalizability of the findings, as it does not account for the nuances in social support's effects across different life stages and cultural contexts.

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Thus, it is not clear if there are differences between age groups in the importance and impact of social support and satisfaction of basic psychological needs on psychological well-being. Although social support has pervasive benefits

throughout the adult lifespan, the relative salience of different relationships and the satisfaction of needs could change over time due to age-related losses in behavioral and psychological functioning and social circumstances associated with age (Gilani et al., 2024; Farooq & Majeed, 2024; Achumi & Majeed, 2024; Hussein & Tantry, 2022)

Thus, to elucidate the associations between social support, satisfaction of basic psychological needs, and well-being, we examined the relative importance of satisfaction of each specific need (i.e., for autonomy, competence, and relatedness) in mediating roles, and investigated the potential differences between younger (30–59 years) and older adults (60 years and older). We compared two groups because many prior studies have considered adults aged 60 and over as older adults (Okabayashi et al., 2004; Giasson et al., 2017), and the official retirement age is 60 in South Korea. Retirement is a significant life event which characterizes the transition to a new life phase (Henning et al., 2016). As retirees withdraw from work, they have more free time available to use, but they also experience shrinking social networks associated with retirement. Diminished roles and expectations of retirees could shape the nature of their social interactions differently compared with non-retired younger adults (Vibin & Majeed, 2024; Monika et al., 2023a, 2023b; Kendler & Prescott, 2021; Tantry et al., 2019; Gilani, 2014).

There have not yet been studies that examined whether there are differences by age groups in the associations between social support, satisfaction of needs, and psychological well-being. With our research design, this study could afford a unique information about if social support from certain relationships becomes more important for satisfaction of needs, and whether the satisfaction of certain needs becomes increasingly more important for psychological well-being as people age (Gambiza et al., 2023; Yachna & Majeed, 2023; Sulthan et al., 2022; King & Hopwood, 2021; Tantry et al., 2018).

Effect of social support on human beings Physical Health Benefits:

Social support has been linked to numerous physical health benefits. Research indicates that individuals with strong social support networks are more likely to engage in health-promoting behaviours such as regular exercise, healthy eating, and seeking medical care when needed. Moreover, social support has been shown to lower the risk of chronic diseases such as cardiovascular disorders, hypertension, and diabetes. The emotional and instrumental support provided by social networks can buffer the effects of stress on the body, leading to improved immune function and overall physical well-being.

Mental Health and Emotional Well-being:

Social support plays a crucial role in promoting mental health and emotional well-being. Strong social connections provide a sense of belonging and security, reducing the risk of loneliness, depression, and anxiety. Individuals who feel supported by their social networks are better equipped to cope with life's challenges, such as job loss, relationship difficulties, or bereavement. Moreover, social support serves as a protective factor against the development of mental health disorders, providing a buffer against the negative effects of stress and adversity.

Resilience and Coping:

Social support enhances resilience by providing individuals with the resources and encouragement needed to navigate difficult circumstances. During times of crisis or trauma, the presence of supportive relationships can foster adaptive coping strategies, such as problem-solving, seeking emotional support, and reframing negative experiences. Moreover, social support facilitates the processing of emotions and promotes a sense of hope and optimism, essential components of resilience in the face of adversity.

Sense of Belonging and Connection:

Social support fosters a sense of belonging and connection within communities, strengthening social bonds and promoting collective well-being. By providing opportunities for social interaction, collaboration, and mutual assistance, social networks contribute to a sense of shared identity and purpose. Individuals who feel connected to others report higher levels of life satisfaction and fulfilment, as well as a greater sense of meaning and purpose of their lives. Not only this it is very important for the students living in the hostels it helps them in various ways social support among students living in hostels is vital for their overall well-being and academic success. Here are several reasons why social support is crucial in this context:

Adjustment to College Life: For many students, especially those who are away from home for the first time, living in hostels can be a significant adjustment. Social support from peers, hostel staff, and resident advisors can provide guidance, reassurance, and practical advice on navigating the challenges of hostel life, such as managing academic workload, building new friendships, and coping with homesickness.

Emotional Well-being: The transition to college life can be emotionally challenging, leading to feelings of loneliness, stress, and anxiety. Social support from fellow hostel residents can offer emotional validation, empathy, and companionship, helping students feel understood and supported during times of distress. Simply having someone to talk to and share experiences with can alleviate feelings of isolation and promote a sense of belonging and connectedness (Bhardwaj et al., 2023; Sabu et al., 2022; Brown & Barlow, 2022; Tantry & Ahmad, 2019; Majeed, 2019a, 2019b, 2019c; Cacioppo & Patrick, 2018).

Academic Support:

Living in hostels offers students the opportunity to study together, collaborate on assignments, and share academic resources. Peer support networks within hostels can facilitate academic success by providing motivation, accountability, and assistance with coursework. Students can also benefit from informal study groups, peer tutoring, and knowledge exchange, enhancing their learning experience and academic performance.

Crisis Intervention and Safety:

In times of crisis or emergencies, such as illness, accidents, or personal difficulties, social support from hostel mates and staff can be invaluable. Having a supportive network of peers who can offer immediate assistance, access to resources, or a listening ear can help students navigate challenging situations and ensure their safety and well-being.

Cultural and Social Integration:

For international students or those from diverse backgrounds, hostels serve as microcosms of cultural diversity and social integration. Social support from peers can facilitate cultural exchange, cross-cultural understanding, and friendship formation across different ethnicities, nationalities, and backgrounds. Hostel communities provide opportunities for students to learn from each other, celebrate diversity, and cultivate inclusive environments where everyone feels respected and valued.

Life Skills and Independence:

Living in hostels fosters independence and self-reliance, but having social support networks in place can provide a safety net for students as they navigate newfound autonomy. Peers can offer practical advice on managing daily tasks, budgeting finances, and resolving conflicts, empowering students to develop essential life skills and thrive in their new environment.

Homesickness:

Homesickness, a universal human experience, is characterized by feelings of distress, longing, and nostalgia for home and familiar surroundings. Whether experienced during childhood summer camps, college dormitory stays, or international travels, homesickness reflects the profound attachment individuals feel towards their homes and the people and places associated with it. This essay delves into the multifaceted nature of homesickness, exploring its psychological, emotional, and social dimensions, as well as effective coping strategies for managing its impact.

Psychological Dimensions of Homesickness:

Homesickness involves a complex interplay of psychological processes, including attachment, separation anxiety, and cognitive appraisal. Attachment theory posits that homesickness arises from the disruption of secure attachment bonds with primary caregivers and familiar environments. Individuals with strong attachment bonds may experience heightened feelings of homesickness when separated from their homes, while those with insecure attachment may struggle with feelings of abandonment and loneliness. Separation anxiety, a common feature of homesickness, reflects the fear and distress associated with separation from attachment figures. This anxiety may be triggered by transitions such as starting college, moving to a new city, or embarking on international travel, leading to feelings of vulnerability and insecurity. Cognitive appraisal plays a crucial role in shaping individuals' experiences of homesickness. How individuals interpret and make sense of their experiences, as well as their coping strategies and resources, can influence the intensity and duration of homesickness. Negative cognitive appraisals, such as catastrophizing or rumination, may exacerbate feelings of homesickness, while positive reappraisal and problem-solving strategies can facilitate adaptation and adjustment.

Aggression:

Aggression among students living in hostels is a complex phenomenon influenced by various factors, including social dynamics, environmental stressors, individual characteristics, and coping mechanisms. Here are several factors contributing to aggression among hostel-dwelling students:

1. Social Environment: Hostel environments often bring together students from diverse backgrounds, cultures, and personalities. Close living quarters, shared facilities, and communal spaces can create opportunities for conflict and tension among residents. Differences in values, beliefs, and lifestyles may lead to misunderstandings, disagreements, and interpersonal conflicts, escalating into aggressive behaviors.

2. Peer Influence: Peer relationships play a significant role in shaping students' behavior and attitudes towards aggression. Peer pressure, social norms, and group dynamics within the hostel community can influence students to engage in aggressive behaviors as a means of asserting dominance, gaining social status, or seeking peer approval. Group conflicts, cliques, and rivalries may exacerbate aggression among students, leading to confrontations and hostility.

3. Stress and Frustration: Hostel life can be stressful, particularly for students navigating academic pressures, financial constraints, and personal challenges. Stressors such as academic deadlines, roommate conflicts, homesickness, and social isolation may trigger feelings of frustration, anger, and helplessness, leading to aggression as a maladaptive coping mechanism for managing stress.

4. Cultural and Social Factors: Cultural differences, social hierarchies, and power dynamics within the hostel environment can contribute to aggression among students. Cultural norms regarding conflict resolution, communication styles, and assertiveness may vary among residents, leading to misunderstandings and clashes. Social inequalities, discrimination, and marginalization based on factors such as gender, race, or socio-economic status may also fuel aggression and hostility within the hostel community.

5. Alcohol and Substance Use: Alcohol and substance use are common among hostel-dwelling students, particularly during social gatherings and parties. Intoxication can impair judgment, disinhibit aggression, and escalate conflicts among individuals. Alcohol-related incidents, such as verbal arguments, physical altercations, and property damage, are prevalent in hostile environments and contribute to a hostile atmosphere.

Lack of Conflict Resolution Skills: Many students lack effective conflict resolution skills, exacerbating interpersonal conflicts and aggression within the hostel community. Inadequate communication, problem-solving, and negotiation skills may prevent students from resolving conflicts peacefully, leading to escalation and aggression as a means of asserting control or retaliation.

Psychological Factors: Individual psychological factors, such as personality traits, emotional regulation, and past experiences, influence susceptibility to aggression among hostel-dwelling students. Students with high levels of impulsivity, hostility, or anger proneness may be more prone to aggressive behaviors in response to perceived threats or provocations. Additionally, students with histories of trauma, abuse, or neglect may resort to aggression as a maladaptive coping strategy for dealing with distressing emotions or situations.

Methodology

Samples: The present study was conducted on a sample of 100 students living in the hostel. The sample consisted of students from a university, aged between 18 and 25 years. These students were selected using purposive sampling, ensuring that only students living in the hostel were included in the study.

Inclusion Criteria of Students Living in the Hostel:

- Students aged 18-25 who are living in the hostel.
- Both male and female students, either staying in the hostel or away from it.
- Able to understand English/Hindi.
- Willingness to participate in the study.

Exclusion Criteria of Students Living in the Hostel:

- Students not residing in the hostel.
- Students with intellectual disabilities or any other psychiatric disease.
- Students with cognitive impairment.

Significance of the Study

Objectives: The following aims and objectives were conceptualized for the current study sample:

1. To measure the effect of social support on homesickness and aggression among students living in the hostel.
2. To investigate the correlation between perceived social support and levels of aggression among students residing in hostels.
3. To analyze the association between perceived social support and the prevalence of homesickness in hostel-dwelling students.
4. To determine if higher levels of perceived social support act as a protective factor against heightened aggression among hostel residents.
5. To investigate whether strong social support networks mitigate feelings of homesickness and promote psychological adjustment among students living in hostels.

Hypotheses:

- **H1:** There will be a significant negative correlation between social support and aggression.
- **H2:** There will be a significant negative correlation between social support and homesickness.
- **H3:** There will be a significant positive correlation between aggression and homesickness.
- **H4:** There will be no significant gender difference in social support, aggression, and homesickness.

Variables: In the present study, the independent variable is social support, while the dependent variables are aggression and homesickness.

Tools

Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet & Farley, 1988):

The **Multidimensional Scale of Perceived Social Support (MSPSS)** is a widely used tool for assessing perceived social support. It measures the perceived adequacy of social support from three sources: family, friends, and significant others. This tool has demonstrated good internal consistency and test-retest reliability. It consists of 12 items, with four items dedicated to each of the three sources of support (family, friends, significant others), scored on a 7-point Likert scale.

Aggression Questionnaire (Buss & Perry, 1992): The **Aggression Questionnaire (AQ)** developed by Buss and Perry in 1992 assesses individual differences in aggression. It includes four subscales:

1. **Physical Aggression:** Measures tendencies toward physical aggression.
2. **Verbal Aggression:** Measures tendencies toward verbal aggression.
3. **Anger:** Assesses the tendency to experience anger or irritability.
4. **Hostility:** Measures hostile attitudes and behaviors toward others.

Scores for each subscale are calculated by summing the responses to the relevant items. Higher scores indicate a greater propensity for each type of aggression. The AQ has shown high internal consistency, moderate to high test-retest reliability, and strong validity, making it a reliable and valid instrument for assessing aggression.

Derivation of the Homesickness Scale: Homesickness, defined as the emotional and psychological distress from being away from home, is often experienced by individuals during transitions such as starting college or living in hostels. The **Homesickness Scale**, developed by John Archer, is used to measure the intensity of homesickness. This scale generally involves Likert-scale items assessing feelings of loneliness, nostalgia, social disconnection, and adjustment difficulty. The total score indicates the level of homesickness.

Steps for Derivation:

1. **Identifying Relevant Factors:** Key dimensions of homesickness include loneliness, nostalgia, and social disconnection.
2. **Item Generation:** Researchers create items that capture various aspects of homesickness.
3. **Expert Review and Validation:** Items are reviewed by experts to ensure they accurately represent the homesickness construct.
4. **Pilot Testing:** The scale is piloted with a small sample for validation and refinement.
5. **Item Reduction:** Based on pilot data, items that are ineffective are removed.
6. **Scale Refinement:** The scale is refined to create a shorter, more efficient measure.
7. **Validation Studies:** The final version is tested for psychometric properties such as reliability and validity.
8. **Scoring:** The final homesickness score is obtained by summing the responses to the items, with higher scores indicating greater levels of homesickness.

Common variables assessed by the homesickness scale include:

- **Feelings of Loneliness:** Social isolation experienced due to being away from home.
- **Nostalgia:** Longing for familiar places or experiences from home.
- **Social Disconnection:** Feelings of detachment from a new social environment.
- **Adjustment Difficulty:** Struggles to adapt to the new environment.
- **Comfort in the New Environment:** Degree of comfort in the new surroundings.

The homesickness scale provides a comprehensive understanding of how students experience separation from home and can be used in both clinical and research settings to address the psychological impact of homesickness.

RESULTANDDISCUSSION

Correlations

		SS	AG	HS
X	PearsonCorrelation	1	-.722	-.643
	Sig.(2-tailed)		.000	.000
	N	101	101	101
Y	PearsonCorrelation	-.722	1	.752
	Sig.(2-tailed)	.000		.000
	N	101	101	101
Z	PearsonCorrelation	-.643	.752	1
	Sig.(2-tailed)	.000	.000	
	N	101	101	101

Based on the correlation table, it appears that there are indeed significant correlations between the variables Social Support (SS), Aggression (AG), and Homesickness (HS). Here's a breakdown of the correlations:

1. Social Support (SS) and Aggression (AG):

- **Pearson Correlation:** -0.722
- **Sig. (2-tailed):** 0.000
- **Interpretation:** There is a significant negative correlation between social support and aggression ($p < 0.05$). This means that as social support increases, aggression tends to decrease.

2. Social Support (SS) and Homesickness (HS):

- **Pearson Correlation:** -0.643
- **Sig. (2-tailed):** 0.000
- **Interpretation:** There is a significant negative correlation between social support and homesickness ($p < 0.05$). This suggests that higher levels of social support are associated with lower levels of homesickness.

3. Aggression (AG) and Homesickness (HS):

- **Pearson Correlation:** 0.752
- **Sig. (2-tailed):** 0.000
- **Interpretation:** There is a significant positive correlation between aggression and homesickness ($p < 0.05$). This means that as levels of aggression increase, levels of homesickness tend to increase as well.

Hypotheses Supported by the Correlation Analysis:

- There is indeed a significant negative correlation between social support and both aggression and homesickness.
- Additionally, there is a significant positive correlation between aggression and homesickness.

Implications of the Correlation Analysis:

1. Social Support (SS) and Aggression (AG):

- **Pearson Correlation:** -0.722
- **Sig. (2-tailed):** 0.000
- **Interpretation:** The significant negative correlation between social support and aggression suggests that as levels of social support increase, levels of aggression tend to decrease. This finding is consistent with existing research in psychology and sociology, which suggests that individuals with strong social support networks are less likely to engage in aggressive behaviors. Social support provides emotional and instrumental resources that help individuals cope with stressors and regulate their emotions, reducing the likelihood of aggressive responses.

2. Social Support (SS) and Homesickness (HS):

- **Pearson Correlation:** -0.643
- **Sig. (2-tailed):** 0.000
- **Interpretation:** Similarly, the significant negative correlation between social support and homesickness indicates that higher levels of social support are associated with lower levels of homesickness. This finding aligns with the theoretical framework of social support, which posits that supportive relationships buffer individuals from the negative effects of stress and contribute to overall psychological well-being. Individuals with strong social support networks may feel more connected, cared for, and valued, reducing feelings of loneliness and homesickness.

3. Aggression (AG) and Homesickness (HS):

- **Pearson Correlation:** 0.752
- **Sig. (2-tailed):** 0.000
- **Interpretation:** The significant positive correlation between aggression and homesickness indicates that as levels of aggression increase, levels of homesickness tend to increase as well. This finding may reflect underlying psychological processes, such as the association between aggression and maladaptive coping strategies. Individuals who experience high levels of aggression may have difficulty regulating their emotions and may engage in behaviors that exacerbate feelings of distress and homesickness. Additionally, experiencing aggression from others or witnessing aggressive behavior may contribute to feelings of insecurity and discomfort, leading to heightened levels of homesickness.

Conclusion:

Overall, these correlations provide valuable insights into the interrelationships between social support, aggression, and homesickness. They highlight the importance of supportive social networks in mitigating aggression and reducing feelings of homesickness. Additionally, they underscore the complex interactions between psychological variables and the importance of considering multiple factors in understanding human behavior and well-being. Further research could explore the underlying mechanisms driving these relationships and investigate potential interventions to promote social support and mitigate aggression and homesickness.

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Equal variances assumed	.449		.504		.554	.581	.73804	1.33190	-1.90474	3.38
Equal variances not assumed					98.989	.581	.73804	1.33178	-1.90450	3.38
Equal variances assumed	.005		.944		.562	.576	.82118	1.46166	-2.07908	3.72
Equal variances not assumed					98.984	.575	.82118	1.46118	-2.07814	3.72
Equal variances assumed	1.642		.203		.165	.869	-.18745	1.13646	-2.44244	2.06
Equal variances not assumed					96.259	.869	-.18745	1.13433	-2.43899	2.06

It appears that based on the independent samples t-tests you provided, there are no significant gender differences in social support (X), aggression (Y), or home sickness (Z). Here's a breakdown of the results:

1. Social Support (X):

- With equal variances assumed: $t(99) = 0.554$, $p = 0.581$
- With equal variances not assumed: $t(98.989) = 0.554$, $p = 0.581$
- **Interpretation:** The p-values for both tests are greater than 0.05, indicating no significant difference in social support between genders. This suggests that the differences in social support between males and females in the sample are likely due to random variability, rather than any true gender differences in the population. Hence, we fail to reject the null hypothesis, suggesting no significant gender differences in social support.

2. Aggression (Y):

- With equal variances assumed: $t(99) = 0.562$, $p = 0.576$
- With equal variances not assumed: $t(98.984) = 0.562$, $p = 0.575$
- **Interpretation:** The p-values for both tests are greater than 0.05, indicating no significant difference in aggression between genders. This finding suggests that any observed variations in aggression scores between males and females are likely due to chance, rather than actual gender differences. Therefore, we fail to reject the null hypothesis, implying no significant gender differences in aggression.

3. Home Sickness (Z):

- With equal variances assumed: $t(99) = -0.165$, $p = 0.869$
- With equal variances not assumed: $t(96.259) = -0.165$, $p = 0.869$
- **Interpretation:** Again, the p-values for both tests are greater than 0.05, indicating no statistically significant difference in home sickness between genders. The observed discrepancies in home sickness scores between males and females are likely due to random fluctuations, rather than meaningful gender differences in the population. Thus, we fail to reject the null hypothesis, suggesting no significant gender differences in home sickness.

Interpretation of the Independent Samples t-Tests and Implications:

1. Social Support (X):

- **Interpretation:** The absence of a significant difference in social support between genders suggests that both males and females may experience similar levels of support from their social networks. This challenges traditional stereotypes that portray females as more emotionally expressive and supportive. It suggests that interventions aimed at enhancing social support can be designed to benefit both genders equally, without assuming that one gender has a greater need for support than the other.

2. Aggression (Y):

- **Interpretation:** The lack of significant differences in aggression between genders contradicts conventional gender stereotypes that associate aggression predominantly with males. It suggests that aggression is a complex psychological phenomenon influenced by various factors beyond gender, including personality traits and environmental stressors. Consequently, interventions aimed at addressing aggression should take these broader factors into account, ensuring they are inclusive of both genders.

3. Home Sickness (Z):

○ **Interpretation:** The absence of gender differences in home sickness suggests that both males and females experience similar levels of distress when separated from familiar environments. This challenges the idea that home sickness is a predominantly female experience. Recognizing that both genders can experience homesickness can help inform strategies to support individuals during life transitions, such as relocation, that are based on understanding the universal nature of this emotional experience.

Conclusion and Future Implications:

Conclusions:

- There are no significant gender differences in social support, aggression, or home sickness within the sample.
- Both males and females report similar levels of social support, aggression, and home sickness.
- The p-values for the independent samples t-tests are all greater than 0.05, suggesting that any observed differences between genders are likely due to random variability rather than true gender differences.
- These findings suggest that, at least in this sample, gender does not play a significant role in determining levels of social support, aggression, or home sickness.

Implications: Understanding gender differences in psychological variables such as social support, aggression, and home sickness is essential for comprehending the nuanced ways in which individuals cope with various stressors and challenges. The absence of significant gender differences in these variables has several implications:

1. Social Support: The finding that both genders perceive and receive support similarly challenges traditional gender stereotypes that portray females as more emotionally expressive and supportive. Interventions aimed at enhancing social support networks can adopt gender-inclusive approaches, addressing the needs and preferences of both genders.

2. Aggression: The lack of gender differences in aggression suggests that both males and females exhibit similar tendencies towards aggressive behaviors. This contradicts the conventional belief that aggression is primarily a male trait, highlighting the need for broader, context-based approaches to understanding and mitigating aggression.

3. Home Sickness: The absence of gender differences in home sickness challenges stereotypes that associate home sickness with females. This finding suggests that home sickness is a normal emotional response that can affect individuals of all genders, especially during transitions to new environments.

Limitations and Future Research Suggestions:

Limitations:

1. Sample Characteristics: The sample may not be representative of the broader population, which limits the generalizability of the results. Future research should aim to include a more diverse sample.

2. Measurement Tools: The accuracy and consistency of the measurement tools used to assess social support, aggression, and home sickness may influence the results. Ensuring the validity and reliability of these tools is crucial.

3. Cross-Sectional Design: The study's cross-sectional design limits the ability to establish causal relationships. Longitudinal studies are necessary to better understand the temporal dynamics between these variables.

4. Gender Binary: The study's binary conceptualization of gender may overlook the experiences of non-binary or transgender individuals, which calls for a more inclusive approach in future research.

5. Social and Cultural Factors: The influence of gender norms and socialization processes may vary across cultures and contexts, and these factors should be considered in future studies.

6. Sampling Bias: The recruitment methods could lead to sampling bias, affecting the external validity of the findings.

7. Statistical Power: The study's sample size and statistical power may limit the ability to detect significant differences or associations, suggesting the need for larger sample sizes in future studies.

8. Contextual Specificity: The findings may be specific to the context of the study and may not generalize to other settings or time periods.

Future Research Suggestions:

1. Exploration of Gender Diversity: Future research should explore gender beyond the binary framework, including the experiences of transgender and non-binary individuals.

2. Longitudinal Studies: Long-term studies can help track changes in social support, aggression, and home sickness over time, providing more comprehensive insights into these variables.

3. Causal Mechanisms: Experimental research designs can explore the causal mechanisms through which gender influences social support, aggression, and home sickness.

4. Intersectionality: Future studies should examine how gender interacts with other social identities, such as race, ethnicity, and socioeconomic status.

5. Cultural Variability: Cross-cultural studies can help identify how cultural contexts influence gender differences in psychological variables.

6. **Ecological Validity:** Research in naturalistic settings can enhance the ecological validity of findings.
7. **Intervention Development:** Gender-sensitive interventions aimed at promoting mental health can be developed to address the unique needs of individuals based on their gender identity.
8. **Technology and Social Media:** Given the growing impact of social media, future research should explore how digital platforms shape gendered experiences of social support, aggression, and home sickness. By addressing these avenues for future research, scholars can advance our understanding of gender similarities and differences in psychological variables, ultimately informing interventions, policies, and practices aimed at promoting gender equity and psychological well-being.

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