

## Family Social Support and Emotional Regulation as Predictors of Personal Growth Among Serving Corps Members in Owerri Metropolis

Ngozi M-A. Iwueke\*, Prisca I. Isiwu\*\* & Sampson K. Nwonyi\*\*\*

\*&\*\*Department of Psychology, Godfrey Okoye University, Enugu, Nigeria

\*\*\*Department of Psychology & Sociological studies, Ebonyi State University, Nigeria

\*Corresponding Author's Email: [iwuekealexis18@gmail.com](mailto:iwuekealexis18@gmail.com)

### Abstract

*Developmental psychologists prioritize personal growth as one of the issues that demand the attention of scholars. This study investigated family social support and emotional regulation as predictors of personal growth among serving Corps members in Owerri Metropolis. Using a random sampling technique two local government areas were selected out of nine Local Government Areas in Imo East Senatorial District. Four hundred and fourteen (414) respondents participated in the study. Regression result showed that only ethnic group was a significant predictor of personal growth among serving corps members in Owerri metropolis ( $\beta = -.27, t = -2.29, p < .05$ ); while gender was not a significant predictor of personal growth among serving corps members ( $\beta = -.03, t = -.29$ ); age was not a significant predictor of personal growth among serving corps members ( $\beta = .02, t = .14$ ); marital status was not a significant predictor of personal growth among serving corps members ( $\beta = -.18, t = -1.44$ ); religion was not a significant predictor of personal growth among serving corps members ( $\beta = -.12, t = -.91$ ). The paper found that social support significantly predicted personal growth. Based on the study's findings, corps members need sufficient family support and excellent emotion regulation skills as these would enhance their well-being and ability to achieve Nigeria's National Youth Service Corps' aims and objectives.*

**Keywords:** Corps members, emotional regulation, personal growth, social support.

### INTRODUCTION

Personal growth is one of the exciting topics for developmental psychologists. It involves explicitly experiencing changes in learning life lessons, self-perception, valuing relationships, and life (Andriessen et al., 2018). Personal growth refers to a feeling of development in life, seeing the self as growing and developing and realizing one's potential (Ryff & Keyes, 1995). Robitschek (1998, 1999) defined *personal growth* as active and intentional involvement in the self-change process. Personal growth constitutes five domains: (1) self-perception, (2) an enlarged sense of closeness with others, (3) new prospects/possibilities, (4) appreciation for life, and (5) spiritual changes (Calhoun et al., 2010). Research has demonstrated that individuals with high personal growth are likelier to adopt more psychological wellbeing, hope, and more adaptive coping strategies; these individuals equally experience lesser self-discrepancies, and fewer psychological challenges (Guse & Vermaak, 2011; Mason, 2015; Wilson & Somhlaba, 2016). Research equally indicates high personal growth is associated with high emotional intelligence (Thomas et al., 2020).

Personal growth is strongly correlated with the individual's psychological well-being. It is one of the six (6) aspects of psychological well-being. Within the eudaimonic perspective, Psychological well-being has been defined as the development of one's potential and is viewed as the result of a well-lived life (Morales-Rodríguez et al., 2020). Psychological well-being does not simply mean a lack of mental disorder (Kiefer, 2008). However, it refers to the extent to which an individual is good at handling daily life responsibilities, liking most parts of their personality, having cordial relationships with others, and being contented with their own life (Galderisi et al., 2015). According to Burns & Machin (2013), psychological functioning enhances psychological well-being. Therefore, psychological well-being is related to psychological functioning. Equally, psychological well-being incorporates a wide variety of

welfare, including positive evaluation of oneself and one's life experiences (Self-Acceptance), a sense of endured growth and development as an individual (Personal growth), the conviction that one's life is meaningful and purposeful (Purpose in Life), the possession of quality relationships with others (Positive relationships), the ability to effectively manage one's life and the surrounding (Environmental Mastery), and perception of self-determination (Autonomy; Ryff & Keyes, 1995, p. 720). Therefore, Psychological well-being includes six aspects: *self-acceptance, personal growth, purpose in life, positive relationships, environmental mastery, and autonomy* (Díaz et al., 2006).

There has been a heightened interest in the association between perceived social support and psychological well-being. Perceived social support emanated as a remarkable mediator of psychological well-being (Soulsby & Bennett, 2015). Social support refers to the cognitive/practical facet of human relationships, such as the availability and content of relationships with significant others (Kent de Grey et al., 2018). Numerous past studies have shown that social support helps people cope with various life problems, stress, or emotional distress (Kent de Grey et al., 2018; Held, 2018; Cano et al., 2017). Experts define *social support* as a feeling of comfort, appreciation, attention, or help that a person gets from another person or group (Blanch & Aluja, 2012; Pluut et al., 2018). Social support comprises the perceived or received provision of advice, assistance, and encouragement from relatives, family members, friends, and other social networks (Kent de Grey et al., 2018). Bonds and friendships with others are considered to be the emotionally satisfying aspects of an individual's life (Novitasari, Asbari, Purwanto, et al., 2020; Sutardi et al., 2020).

According to Rodin and Salovey (cited in Smet, 1994, p.33), family is the most important social support. Family is a vital source of support because, in a family, the relationship is built on trust in each other and empathy. Studies have shown that the quality of family relationships can have substantial significance on wellbeing; this means that the quality of family social support (e.g., providing love, care, and advice) can minimize depressive symptoms and influence well-being (Ioannou et al., 2019; Thomas et al., 2017). So, for example, a few family members in a person's life are enough if they contribute in a reliable manner that benefits the relationship. Equally, according to (Symister & Friend, 2003), individuals receiving family support are likely to feel a significant sense of self-esteem and this enhanced self-worth may be a psychological resource encouraging better mental health, optimism, and positive affect. Family social support is likely to affect personal growth where individuals with higher levels of social support experience better psychological well-being and those with lower levels of social support experience substandard psychological well-being (Soulsby & Bennett, 2015). Psychological and social well-being in girls is predicted more by social support from the family, and in boys is predicted more by social support through friends (Far S.M & Jahangir P.). A lack of positive social support results in adverse psychological conditions like depression (Bukhari & Afzal, 2017). Social support appears critical to enhancing a person's overall well-being. In addition to social support, how a person regulates his or her emotions contributes significantly to psychological well-being.

Emotional regulation is another variable of interest that the researcher examines in this study in order to determine its influence on Corp members' personal growth. Emotional regulation is the ability to control one's emotions which is fundamental for healthy growth and development and adequate performance in various domains (Panlilio et al., 2018). Psychologists refer to emotion regulation as establishing, maintaining, and adjusting one's emotional encounters and expression (Gross, 2014). According to Gross' emotion regulation process model, emotion regulation entails all conscious and unconscious strategies which are employed to decrease control and increase emotional, behavioural, and cognitive components of an emotional response, referring to the abilities to understand emotions, adjust experience, and express emotions. In many instances, emotion regulation aims to improve the experience of positive emotions and minimize the experience of negative emotions. However, individuals attempt to increase, maintain, or decrease

negative and positive emotions. Numerous studies have shown that differences in emotion regulation are associated with various vital outcomes in individuals' lives (Mauss et al., 2007). The capacity to control the emotion generation process can determine human well-being (Garland et al., 2009). Suitable emotion regulation strategies improve life satisfaction and decrease negative effects (Martini & Busseri, 2010). Studies have found a positive relationship between personal growth and emotional regulation (Yailagh et al., 2011; Mahmoudzadeh et al., 2015).

The National Youth Service Corps (NYSC) scheme is an obligatory one-year program that graduates undertake before being incorporated into the Nigerian labour market. Corps members are primarily posted to various parts of the country different from theirs. It constitutes a preliminary three-week orientation program which is normally held at the NYSC orientation camp; this orientation camp is present in all the thirty-six states of Nigeria including the Federal Capital Territory, Abuja). The three-week orientation program involves diverse activities and programs including martial arts, military training, social activities, and skills/entrepreneurship lectures to prepare corps members for their subsequent service year. After the three weeks of camp orientation, Corps members are then posted to their various Places of Primary Assignments (PPA) where they complete the rest of the service year. For many Corps members, the service year is their first time away from their family and city of residence. Additionally, the service year is many individuals' first experience as employees. In light of these changes, Corps members' personal growth is likely to be affected. Therefore, family social support might be helpful in this vital life phase for Corps members to aid their personal growth. Emotional regulation may also be equally essential for Corps members to incorporate into their lives for absolute personal growth. Hence, will family social support and emotional regulation affect the corps members' personal growth?

### **Statement of the problem**

Family support relates to an individual's personal growth. Research has shown that there are a number of people with lower family support (Foster and Spencer 2011; Russell, Simmons, and Thompson 2011) and this could be the reason for increased life dissatisfaction resulting in increased levels of depression, hopelessness, suicidal ideation, and self-blame for not achieving success (Irwin 2009; Kerr et al, 2006). Previous research has shown that strong family support helps people deal with negative experiences (such as suicidal ideation) thus contributing to one's emotional well-being (Harris and Molock, 2000).

However, due to the lower family support, there has been a result of negative experiences among young people (Russell, Simmons, and Thompson 2011; Irwin 2009). Various studies have shown that corps members undergo psychological problems and therefore do not enjoy complete psychological wellbeing (Balami, 2015). Previous studies have also shown that emotion regulation predicts psychological wellbeing; and that social support has long been established to exert a significant influence wellbeing (Thoits, 2011). Moreover, emotional regulation among youths is an issue of concern as it has been proven to relate to personal growth. The emotions we feel and express are very important for our personal growth and psychological well-being, e.g., they might promote goal achievement, facilitate interpersonal interactions, and guide behavior to enhance health promotion. The ever-growing literature on emotional regulation shows that it is a central aspect of people's affective functioning, influencing well-being, positively or negatively as a function of how effectively people manage their emotional responses to everyday events. For instance, inappropriate or difficult regulation may lead the person to experience longer or more severe negative affect (e.g., anger, anxiety), interpersonal difficulties, behavioral and health problems, and lesser resilience to stressful events. In trying to address the problem of personal growth (a dimension of psychological well-being) the following research questions were posed to guide the study.

## **Research questions**

This study seeks to examine Family Social Support and Emotional Regulation as Predictors of Personal Growth Among Serving Corp Members in Owerri Metropolis. This study seeks to provide answers to the following research questions:

- 1) Would family support significantly predict the personal growth of Corps members?
- 2) Would emotional regulation significantly predict the personal growth of Corps members?

## **Objectives of the Study**

The objectives of the present study are to determine whether

1. Family social support will significantly predict Corp members' personal growth.
2. Emotional regulation will significantly predict Corp members' personal growth.
3. Emotional regulation and family social support will have a significant joint (interactive) effect on Corp members' personal growth.

## **METHODOLOGY**

Quantitative research method deals with gathering and analyzing data that is organized and can be numerically represented (Ibid, 465). According to Creswell (2007), quantitative research is a type of research that is “explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).” Therefore, quantitative research includes measurements and presumes that the phenomenon under study can be measured (Watson, 2015). In quantitative research measurements are formulated, analysis is applied, and conclusions are produced (Warson, 2015). Quantitative research is characterized by being definitive, standardized, and precise (Sukamolson, 2015); hence the author’s choice of adopting this research method to discover whether family social support and emotional regulation will predict corps members' personal growth. A cross-sectional research design adopting *ex post facto* method was used.

### **Participants**

The current study involved 414 participants (234 males and 180 females) aged 19-29, with a mean age of 24 who were current serving corps members in Imo state, Nigeria. These participants were selected from two local government areas in Imo state Nigeria, namely Ohaji/Egbema and Ngor Okpala. These areas were drawn from the Imo East senatorial district which was selected from the three senatorial districts in Imo state (Imo East, Imo West, and Imo North). The researcher adopted the simple random sampling technique. Simple random sampling is a technique whereby all individuals have an equal chance of being selected in the population sample (Acharya et al., 2013).

### **Instruments**

The Ryff’s psychological wellbeing scales (PWB), Emotional regulation questionnaire (ERQ), and Perceived social support scales were used to collect data for the study.

### **Ryff’s Psychological Well-being Scales (PWB)**

The Ryff is a simple and relatively short survey that evaluates the psychological component of well-being. It was developed by psychologist Carol D.Ryff. The 42-item psychological well-being (PWB) scale measures six aspects of happiness and well-being: autonomy, environmental mastery, self-acceptance, positive relations with others, personal growth and purpose in life (Van

et al; 2007; adapted from Ryff, 1989). The Ryff inventory consists of either 84 questions (long form) or 54 questions (medium form).

### **Emotional Regulation Questionnaire (ERQ)**

The Emotion Regulation Questionnaire (ERQ) was propounded by Gross and John (2003) and comprises 10 items (e.g., Item 03, when I want to feel less negative emotions (such as anger or sadness), I change what I am thinking about; Item 08, I control my emotions by changing the way I think about a situation I'm in. The Emotion Regulation Questionnaire consists of two modalities of emotional regulation schemes, called emotional suppression and cognitive reassessment. Care was taken to limit the item content to the intended emotion regulatory strategy, and to avoid any potential confounding by mentioning any positive or negative consequences for affect, social functioning, or well-being. The final 10 items are rated on a scale from 1 (strongly disagree) to 7 (strongly agree). Alpha reliabilities averaged .79 for Reappraisal and .73 for Suppression. Test-retest reliability across 3 months was .69 for both scales. Results replicated closely across samples and were consistent with the hypothesis that minority status is associated with greater use of suppression to regulate emotion.

### **Perceived Social Support Scales (PSS-Fr, PSS-Fa)**

Perceived Social Support, Friends (PSS-Fr) and Perceived Social Support, Family (PSS-Fa). Each 20-item scale consisted of declarative statements to which the individual answered "Yes," "No," or "Don't know," For each item, the response indicative of perceived social support was scored as +1 so that scores ranged from 0, indicating no perceived social support, to 20, indicating maximum perceived social support, as provided by family and friends. The "Don't know" category is not scored."

### **Procedure**

The researcher selected the participating local government areas using simple random sampling method. The names of 3 zones/senatorial districts in Imo state were written out in separate pieces of papers, folded and concealed in a bag. Someone was asked to pick one senatorial zone from the bag and Imp east was selected. From this selected senatorial zone, two local governments were selected out of its nine local governments through the same means.

### **Design/Statistics**

Cross-sectional research design was used for the study. Step wise multiple regression was employed to analyze the data using the Statistical Package for the Social Sciences (SPSS), IBM version 20 software.

## RESULT

**Table 1: Means, standard deviations, and correlations for demographic variables, social support, emotional regulation, and its dimension.**

S/N	Variables	1	2	3	4	5	6	7	8	9	10	M	SD
1	Gender	-										1.44	.50
2	Age	-.22*	-									26.74	2.72
3	Marital_status.	-.14	.34*	-								1.41	.81
4	Religion	-.15	.31*	.22*	-							1.29	.54
5	Ethnic_group	-.06	.06	.06	.26**	-						2.47	1.32
6	Social_support	-.11	.07	.21*	.33**	.25**	-					32.09	7.81
7	Expressv_supt	-.02	-.09	.14	.10	-.02	.08	-.08	-			16.80	4.77
8	Emotn_Reg	-.05	-.06	.04	.001	-.08	-.15	-.03	.82***	-		44.33	10.72
9	Personal_Growth	.02	-.09	-.21*	-.21*	-.31**	-.48***	-.01	.02	.30**	-	28.59	5.57

Note.  $N = 202$ , \* =  $p < .05$ (two-tailed), \*\* =  $p < .01$  (two-tailed), \*\*\* =  $p < .001$  (two-tailed).

Result of correlation table show that personal growth was significantly related to marital status ( $r = -.21$ ,  $p < .05$ ), religion ( $r = -.21$ ,  $p < .05$ ), ethnic group ( $r = -.31$ ,  $p < .01$ ), social support ( $r = -.48$ ,  $p < .001$ ) and emotional regulation ( $r = -.30$ ,  $p < .01$ ); but non-significantly related to gender ( $r = .02$ ), age ( $r = -.09$ ), and expressed support ( $r = .02$ ). Gender was only significantly related to age ( $r = -.22$ ,  $p < .05$ ). Age was significantly related to marital status ( $r = .34$ ,  $p < .05$ ), religion ( $r = .31$ ,  $p < .05$ ), and cognitive reappraisal ( $r = -.20$ ,  $p < .05$ ). Marital status was significantly related to religion ( $r = .22$ ,  $p < .05$ ) and social support ( $r = .21$ ,  $p < .05$ ). Religion was significantly related to ethnic group ( $r = .26$ ,  $p < .01$ ) and social support ( $r = .33$ ,  $p < .01$ ). Ethnic group was only significantly related to social support ( $r = .25$ ,  $p < .01$ ). Expressed suppression was significantly related to emotional regulation ( $r = .82$ ,  $p < .001$ ).

**Table 2: Showing the prediction of personal growth from control variables, social support from family, and emotional regulations (and dimensions)**

	R	R2	R2Δ	B	Beta(β)	T
<b>Step 1</b>	.38	.15	.15			
Gender				-.38	-.03	-.29
Age				.04	.02	.14
Marital Status				-1.23	-.18	-1.44
Religion				-1.19	-.12	-.91
Ethnic Group				-1.16	-.27	-2.29*
<b>Step 2</b>						
Social Support	.53***	.28***	.14***	-.29	-.41	-3.45***
<b>Step 3</b>						
Emotional Regulation	.63***	.40***	.11***	.33	.64	3.34***

Note.  $N = 202$ , \* =  $p < .05$ (two-tailed), \*\* =  $p < .01$  (two-tailed), \*\*\* =  $p < .001$  (two-tailed)

Regression result in table 2 above indicated that only ethnic group among the control variables significantly predicted personal growth ( $\beta = -.27$ ,  $t = -2.29$ ,  $p < .05$ ); while gender ( $\beta = -.03$ ,  $t = -.29$ ), age ( $\beta = .02$ ,  $t = .14$ ), marital status ( $\beta = -.18$ ,  $t = -1.44$ ), religion ( $\beta = -.12$ ,  $t = -.91$ ) were not significant predictors of personal growth. The control variables however accounted for 38% non-significant variance in explaining personal growth ( $R = .38$ ,  $p > .05$ ). Social support entered in step two of the equation significantly predicted personal growth ( $\beta = -.41$ ,  $t = -3.45$ ,  $p < .001$ ). The addition of social support accounted for 14% significant change in explaining personal

growth ( $R = .14$ ,  $p < .001$ ). The two dimensions of emotional regulation entered in step 3 – cognitive reappraisal ( $\beta = -.01$ ,  $t = -.07$ ) and expressed suppression ( $\beta = .6$ ,  $t = .4$ ) were not significant predictors of personal growth. But when emotional regulation was entered in step 4 as a single construct, it significantly predicted personal growth ( $\beta = .64$ ,  $t = 3.34$ ,  $p < .001$ ). It accounted for 11% significant difference in explaining personal growth ( $R = .14$ ,  $p < .001$ ). This implies that increase in emotional regulation tend to increase personal growth.

### **Summary of Findings**

- 1). In the correlation result, personal growth was significantly related to marital status, religion, ethnic group, social support, and emotional regulation; but non-significantly related to gender, age, cognitive reappraisal, and expressed support.
- 2). Only ethnic group among the control variables significantly predicted personal growth.
- 3). Social support significantly predicted personal growth, accounting for a 14% significant change in explaining personal growth.
- 4). The two dimensions of emotional regulation – cognitive reappraisal and expressed suppression were not significant predictors of personal growth.
- 5). Emotional regulation was a significant predictor of personal growth and accounted for an 11% significant difference in explaining personal growth.

### **DISCUSSION OF FINDINGS**

This study examined Family Social Support and Emotional Regulation as predictors of Personal Growth among serving Corp members in two local government areas in Imo state Nigeria, namely Ohaji/Egbema and Ngor Okpala. The study's findings showed that family social support significantly predicted personal growth. This finding confirmed the first hypothesis that family support would significantly influence the psychological well-being of Corps members (personal growth). As indicated earlier, family social support may directly influence corps members' psychological well-being, where those with higher levels of social support experience better psychological well-being and those with lower levels of social support experience substandard psychological well-being (Soulsby & Bennett, 2015). Many young people use family social support to cope with adverse situations; that is, family social support helps people cope with various life problems or emotional distress and lowers depressive symptoms (Ioannou et al., 2019). Family social support presents a collection of social, emotional, cognitive, and behavioural processes occurring in personal relationships that provide aid that promotes adaptive coping. Hence young people's collective network of family helps them through difficult times. The finding is consistent with previous empirical studies (e.g., Gençöz, & Özlale 2004; Aydin et al., 2017) indicating that social support had a direct effect on psychological well-being leading to increased psychological well-being and reduced depression; and it is not the mere number of family relationships one has that enhances well-being; instead, it is the strength of the relationships that matter. The strength of social support comes from close relatives, and it can maintain healthy behaviour. Lack of positive social support could result in adverse psychological conditions like depression and anxiety.

In support, the Parent Empowerment Program (PEP) Model of Family Support advocates that family support helps parents set priorities and identify family goals and actions (Olin et al., 2010). As parents act to achieve identified goals, family advocates systematically utilize the parents as agents of change framework to help them understand factors that may influence their intentions and behaviour toward goal attainment. However, the parent empowerment program ensures that parents assist their children in self-actualization and achieving their goals, thereby enhancing their personal growth.

The study's second finding showed that emotional regulation significantly predicted personal growth. The finding also confirmed the second hypothesis that emotional regulation would

significantly influence the psychological well-being of Corps members (personal growth). A previous study found a positive relationship between psychological well-being (personal growth) and emotion regulation (Yailagh et al., 2011); emotional regulation highly predicts personal growth. It has been empirically shown that in daily life situations, people regularly increase, decrease, and maintain both positive and negative emotions (Parrott, 1993). The capacity to control the emotion generation process can determine human well-being and personal growth (Garland et al., 2009). Suitable emotion regulation strategies increase life satisfaction and decrease negative affect (Martini & Busseri, 2010). Emotion regulation is considered an integral factor in psychological well-being, and regulating emotions is essential for adaptive functioning and personal growth. People with good emotion regulation skills can control the urges to engage in impulsive behaviours, such as self-harm, reckless behaviour, or physical aggression, during emotional distress, thus maintaining a standard level of personal growth. The study's findings align with previous research (Mahmoudzadeh et al., 2015), which revealed a strong correlation between personal growth and emotional regulation.

The eudaimonic tradition emphasizes living well by making choices congruent with authentic being. These choices have been posited to facilitate the development and expression of individual potentialities, contributing to a sense of subjective well-being. Eudaimonic well-being can be achieved by pursuing personal development/growth.

Gross's theory is meant to help individuals master their emotions, steering them to materialize (or not) at just the right time, making them more emotionally intelligent. Hundreds of experiments support the strategies as effective, but they do not explain why they work. Some researchers try to localize some strategies to particular blobs in the brain, like placing reappraisal in the control network.

### **The Implication of the Findings**

This work provides information on the influence of personal growth and emotional regulation which would enable the corps members to understand themselves and also develop their innate abilities. These abilities may positively influence Corps members' performance and hence improve their personal growth. Moreover, the study would also propel corps members to develop a high emotional regulation strategy which is considered necessary for successful personal growth in varieties of social situations. It would make family members more acquainted with the need to build and sustain family support and emotional regulation among corps members. It would also be beneficial to policymakers in the government sector who are expected to include measures that will encourage high family support and emotional regulation in the National Youth Service Corps curriculum.

This work will equally serve as a secondary source of data collection to aid future research endeavors on the subject matter. It will provide policymakers in the government sector with qualitative and quantitative data that will aid them in knowing how best to deal with corp members. Finally, it will provide youth corps members with quality data on how best to combine family support and emotional regulation strategies to obtain the optimum level of personal growth.

Family Systems theory takes an ecological approach, viewing problems as things that occur between people. They tend to see individual problems as instances of larger relationship problems occurring within families (or within communities or society). This means that when a family member becomes depressed, the effects of that depression are not localized within the depressed person, but rather affect all family members. It is thus a family problem, not an individual one. The depression may even be a consequence of some other family problem. For example, a mother's "empty nest" depression (occurring when her last child leaves home) may result as much from the radical alteration of her day-to-day family life as from any chemical problem she may



have. Family Systems theorists pay careful attention to the boundaries between family members because such boundaries are exactly where problems tend to manifest.

It is argued that family support can be related to overall well-being because it provides individuals with positive affect, a sense of self-worth and self-esteem (Ioannou et al., 2019; Thomas et al., 2017; Symister & Friend, 2003). Previous studies demonstrated that individuals with a high level of social support have a higher level of wellbeing (Soulsby & Bennett, 2015). For example, Yalçın (2015) documented that there is a positive association between social support and wellbeing indicators, and especially family support has a stronger effect size than the other support resources on wellbeing. In a longitudinal study, Demaray et al. (2005) pointed out the effects of social support resources on the adjustment behaviors in youths. Many studies also reported a significant relationship between social support and psychological wellbeing (Gençöz et al. 2004; Soulsby & Bennett, 2015). A positive relationship with others is a fundamental dimension of psychological wellbeing (Ryff 1995), therefore, having a social support positively contributes to youths' psychological wellbeing (Ioannou et al., 2019; Thomas et al., 2017).

The present study has some practical implications for our society. The finding of this study indicated that family social support significantly predicted the personal growth of corps members' psychological well-being. A practical implication of this finding is that corps members can overcome challenges that follow their present life transition stage with family support. Since the National Youth Service Corps (NYSC) program comes with a new phase of life and is usually meant to take one out of his/her culture, specific challenges are usually witnessed, such as providing for oneself, work pressures, relating with people, planning for the future Etc., with the family being the most significant in the corps member's life. Good family support helps corps members to have better direction in life, to remain focused and determined, to be guided, and feel joyful serving their fatherland.

Emotional regulation of corps members was indicated to play a role in their psychological well-being (personal growth). This implies that having the ability to withstand different challenging circumstances that may face a corps member is necessary for them to live well. Corps members who perceive the challenges of the NYSC program as something worthwhile enjoy satisfactory psychological well-being.

## **Conclusion**

It is worthy of note that the study achieved its main objectives. Based on the study, social support remarkably predicted the personal growth of Corp members. Emotional regulation was equally a significant predictor of personal growth among serving Corp members. This study additionally indicated that high psychological well-being is truly believed to serve as inoculation or immunity against stress and drastically reduce the need for negative coping strategies. The significance of sound physical and psychological health for corps members in Nigeria cannot be overemphasized. Undoubtedly, well-being is instrumental to actualizing Nigeria's national youth service corps' aims and objectives. Family support to corps members is paramount in enhancing their psychological well-being (personal growth), enabling them to function well in society. Similarly, the emotional regulation tendency developed by corps members shapes their life for the better. Finally, the researchers suggest the following areas for future research. Firstly, researchers studying this dependent variable should consider exploring other factors that may be linked to or influence personal growth in psychological well-being, such as personality type, environmental factors, peer pressure or group dynamics, mental state, and educational background. It is essential to include a larger sample size to allow for more comprehensive conclusions. This could involve corps members from other local government areas or geographical regions in Nigeria to better generalize the findings.

## References

- Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013). Sampling: Why and how of it. *Indian Journal of Medical Specialties*, 4(2), 330-333. doi:10.7713/ijms.2013.0032
- Andriessen, K., Mowl, J., Lobb, E., Draper, B., Dudley, M., & Mitchell, P. B. (2018). "Don't bother about me." The grief and mental health of bereaved adolescents. *Death Studies*, 42(10), 607–615. <https://doi.org/10.1080/07481187.2017.1415393>
- Aydın, A., Kahraman, N., & Hiçdurmaz, D. (2017). Determining the levels of perceived social support and psychological well-being of nursing students. *Journal of Psychiatric Nursing*, 8(1), 40-47. doi:10.14744/phd.2017.95967
- Balami, A. D. (2015). Depression, anxiety, stress, and their associated factors among corps members serving in Kebbi State. *Nigerian Journal of Medicine*, 24(3), 223-232. doi: 10.4103/1115-2613.278931
- Blanch, A., & Aluja, A. (2012). Social support (family and supervisor), work–family conflict, and burnout: Sex differences. *Human Relations*, 65(7), 811-833. doi: 10.1177/0018726712440471
- Bukhari, S. R., & Afzal, F. (2017). Perceived social support predicts psychological problems among university students. *The International Journal of Indian Psychology*, 4(2), 18-27
- Burns, R. A., & Machin, M. A. (2013). Psychological wellbeing and the diathesis-stress hypothesis model: The role of psychological functioning and quality of relations in promoting subjective well-being in a life events study. *Personality and Individual Differences*, 54(3), 321-326. <https://doi.org/10.1016/j.paid.2012.09.017>
- Calhoun, L. G., Cann, A., & Tedeschi, R. G. (2010). The posttraumatic growth model: Sociocultural considerations.
- Cano, M. Á., Sánchez, M., Trepka, M. J., Dillon, F. R., Sheehan, D. M., Rojas, P., Kanamori, M. J., Huang, H., Auf, R., & De La Rosa, M. (2017). Immigration Stress and Alcohol Use Severity Among Recently Immigrated Hispanic Adults: Examining Moderating Effects of Gender, Immigration Status, and Social Support. *Journal of clinical psychology*, 73(3), 294–307. <https://doi.org/10.1002/jclp.22330>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications. [https://www.ucg.ac.me/skladiste/blog\\_609332/objava\\_105202/fajlovi/Creswell.pdf](https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf).
- Demaray, M. K., Malecki, C. K., Davidson, L. M., Hodgson, K. K., & Rebus, P. J. (2005). The Relationship Between Social Support And Student Adjustment: A Longitudinal Analysis. *Psychology in the Schools*, 42(7), 691-706. <http://dx.doi.org/10.1002/pits.20120>
- Díaz, D., Rodríguez-Carvajal, R., Blanco, A., Moreno-Jiménez, B., Gallardo, I., Valle, C., & van Dierendonck, D. (2006). Adaptación española de las escalas de bienestar psicológico de Ryff [Spanish adaptation of the Psychological Well-Being Scales (PWBS)]. *Psicothema*, 18(3), 572–577. <https://psycnet.apa.org/record/2006-12461-037>
- Foster, K. R., & Spencer, D. (2011). At risk of what? Possibilities over probabilities in the study of young lives. *Journal of Youth Studies*, 14(1), 125-143. doi:10.1080/13676261.2010.506527.
- Galderisi, S., Heinz, A., Kastrup, M., Beezhold, J., & Sartorius, N. (2015). Toward a new definition of mental health. *World psychiatry: official journal of the World Psychiatric Association (WPA)*, 14(2), 231–233. <https://doi.org/10.1002/wps.20231>
- Garland, E., Gaylord, S., & Park, J. (2009). The role of mindfulness in positive reappraisal. *Explore*, 5(1), 37-44. DOI: 10.1016/j.explore.2008.10.001
- Gencoz, T., & Ozlale, Y. (2004). Direct and indirect effects of social support on psychological well-being. *Social Behavior and Personality*, 32(5), 449–458. DOI:10.2224/SBP.2004.32.5.449
- Gross, J. J. (2014). Emotion regulation: Conceptual and empirical foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3–20). The Guilford Press. <https://doi.org/10.2224/SBP.2004.32.5.449>

- Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85, 348-362.  
[https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self\\_Measures\\_for\\_Personal\\_Growth\\_and\\_Positive\\_Emotions\\_EMOTION\\_REGULATION.pdf](https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Personal_Growth_and_Positive_Emotions_EMOTION_REGULATION.pdf)
- Guse, T., & Vermaak, Y. (2011). Hope, psychosocial well-being, and socioeconomic status among a group of South African adolescents. *Journal of Psychology in Africa*, 21(4), 527-533. DOI:10.1080/14330237.2011.10820493
- Harris, T. L., & Molock, S. D. (2000). Cultural orientation, family cohesion, and family support in suicide ideation and depression among African American college students. *Suicide and Life-Threatening Behavior*, 30(4), 341-353. <https://doi.org/10.1111/j.1943-278X.2000.tb01100.x>
- Held M. L. (2018). Correlates of Social Support Among Latino Immigrants. *Journal of racial and ethnic health disparities*, 5(2), 422-429. <https://doi.org/10.1007/s40615-017-0385-6>
- Ioannou, M., Kassianos, A. P., & Symeou, M. (2019). Coping With Depressive Symptoms in Young Adults: Perceived Social Support Protects Against Depressive Symptoms Only Under Moderate Levels of Stress. *Frontiers in psychology*, 9, 2780. <https://doi.org/10.3389/fpsyg.2018.02780>
- Irwin, S. (2009). Family contexts, norms, and young people's orientations: researching diversity. *Journal of youth studies*, 12(4), 337-354. doi:10.1080/13676260902807235.
- Kent de Grey, R. G., Uchino, B. N., Trettenvik, R., Cronan, S., & Hogan, J. N. (2018). Social support and sleep: A meta-analysis. *Health psychology: official journal of the Division of Health Psychology, American Psychological Association*, 37(8), 787-798. <https://doi.org/10.1037/hea0000628>
- Kerr, D. C., Preuss, L. J., & King, C. A. (2006). Suicidal adolescents' social support from family and peers: gender-specific associations with psychopathology. *Journal of abnormal child psychology*, 34, 99-110. <https://doi.org/10.1007/s10802-005-9005-8>
- Kiefer, R. A. (2008). An integrative review of the concept of well-being. *Holistic Nursing Practice*, 22(5), 244-252. <https://doi.org/10.1097/01.hnp.0000334915.16186.b2>
- Mahmoudzadeh, S., Mohammadkhani, P., Dolatshahi, B., & Moradi, S. (2015). Prediction of psychological well-being based on dispositional mindfulness and cognitive emotion regulation strategies in students.
- Martini, T. S., & Busseri, M. A. (2010). Emotion regulation strategies and goals as predictors of older mothers' and adult daughters' helping-related subjective well-being. *Psychology and Aging*, 25(1), 48-59. <https://doi.org/10.1037/a0018776>
- Mason, H. D. (2015). Meaning, happiness and psychological distress: Correlates and qualitative reflections. *Journal of Psychology in Africa*, 25(1), 15-19. <https://doi.org/10.1080/14330237.2015.1007596>
- Mauss, I. B., Bunge, S. A., & Gross, J. J. (2007). Automatic emotion regulation. *Social and Personality Psychology Compass*, 1(1), 146-167. [10.1111/j.1751-9004.2007.00005.x](https://doi.org/10.1111/j.1751-9004.2007.00005.x)
- Morales-Rodríguez, F. M., Espigares-López, I., Brown, T., & Pérez-Mármol, J. M. (2020). The Relationship between Psychological Well-Being and Psychosocial Factors in University Students. *International Journal Of Environmental Research And Public Health*, 17(13), 4778. <https://doi.org/10.3390/ijerph17134778>
- Novitasari, D., Asbari, M., Purwanto, A., Iskandar, J., Sutardi, D., Silitonga, N., & Putra, A. S. (2020). Peran Social Support terhadap Work Conflict, Kepuasan dan Kinerja. *Journal Penelitian Ilmu Manajemen (JPIM)*, 5(2), 187-202. <https://doi.org/http://dx.doi.org/10.30736/2Fjpim.v5i2.350>
- Olin, S. S., Hoagwood, K. E., Rodriguez, J., Ramos, B., Burton, G., Penn, M., ... & Jensen, P. S. (2010). The application of behavior change theory to family-based services: Improving

- parent empowerment in children's mental health. *Journal of Child and Family Studies*, 19, 462-470. doi: [10.1007/s10826-009-9317-3](https://doi.org/10.1007/s10826-009-9317-3)
- Panlilio, C. C., Jones Harden, B., & Haring, J. (2018). School readiness of maltreated preschoolers and later school achievement: The role of emotion regulation, language, and context. *Child Abuse and Neglect*, 75, 82-91. <https://doi.org/10.1016/j.chiabu.2017.06.004>
- Parrott, W. G. (1993). Beyond hedonism: Motives for inhibiting good moods and for maintaining bad moods. In D. M. Wegner & J. W. Pennebaker (Eds.), *Handbook of mental control* (pp. 278–305). Engle-wood Cliffs, NJ: Prentice Hall.
- Pluut, H., Iliès, R., Curşeu, P. L., & Liu, Y. (2018). Social support at work and at home: Dual-buffering effects in the work-family conflict process. *Organizational Behavior and Human Decision Processes*, 146, 1-13. DOI: [10.1016/j.obhdp.2018.02.001](https://doi.org/10.1016/j.obhdp.2018.02.001)
- Robitschek, C. (1998). Personal Growth Initiative: The construct and its measures. *Measurement and Evaluation in Counseling and Development*, 30(4), 183–198. <https://doi.org/10.1080/07481756.1998.12068941>
- Robitschek, C. (1999). Further validation of the Personal Growth Initiative Scale. *Measurement and Evaluation in Counseling and Development*, 31, 197–210.
- Russell, L., Simmons, R., & Thompson, R. (2011). Ordinary lives: an ethnographic study of young people attending Entry to Employment programmes. *Journal of Education and Work*, 24(5), 477-499. doi:10.1080/13639080.2011.573773.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of personality and social psychology*, 69(4), 719. DOI:10.1037/0022-3514.69.4.719
- Siu, O. L., & Phillips, D. R. (2002). A study of family support, friendship, and psychological well-being among older women in Hong Kong. *The International Journal of Aging and Human Development*, 55(4), 299-319. doi:10.2190/2K1W-HWLP-JKD5-LRP6
- Soulsby, L. K., & Bennett, K. M. (2015). Marriage and psychological wellbeing: The role of social support. *Psychology*, 6(11), 1349-1359. doi:10.4236/psych.2015.611132
- Sukamolson, S. (2007). Fundamentals of quantitative research Suphat Sukamolson, Ph. D. Language Institute Chulalongkorn University. *Language Institute*, 20. <http://carinadizonmaellt.com/LANGRES/pdf/30.pdf>.
- Sutardi, D., Novitasari, D., Asbari, M., Silitonga, N., Nugroho, Y. A., Hutagalung, D., Mustofa, Chidir, G., Basuki, S., & Yuwono, T. (2020). Pengaruh Work-Family Conflict, Stres Kerja dan Social Support terhadap Kepuasan Kerja: Studi Kasus pada Guru Wanita di Tangerang. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 482–498. <https://ummaspul.e-journal.id/Edupsycounts/article/view/513>
- Symister, P., & Friend, R. (2003). The influence of social support and problematic support on optimism and depression in chronic illness: a prospective study evaluating self-esteem as a mediator. *Health psychology: official journal of the Division of Health Psychology, American Psychological Association*, 22(2), 123–129. <https://doi.org/10.1037/0278-6133.22.2.123>
- Thoits P. A. (2011). Mechanisms linking social ties and support to physical and mental health. *Journal of health and social behavior*, 52(2), 145–161. <https://doi.org/10.1177/0022146510395592>
- Thomas, E. A., Hamrick, L. A., Owens, G. P., & Tiekie, Y. T. (2020). Posttraumatic growth among undergraduates: Contributions from adaptive cognitive emotion regulation and emotional intelligence. *Traumatology*, 26(1), 68. DOI:10.1037/trm0000203
- Thomas, P. A., Liu, H., & Umberson, D. (2017). Family relationships and well-being. *Innovation in aging*, 1(3), igx025. <https://doi.org/10.1093/geroni/igx025>

- Watson, R. (2015). Quantitative research. *Nursing standard*, 29(31).  
<https://doi.org/10.7748/ns.29.31.44.e8681>.
- Wilson, A., & Somhlaba, N. Z. (2016). Psychological well-being in a context of adversity: Ghanaian adolescents' experiences of hope and life satisfaction. *Africa Today*, 63(1), 85-103. <https://doi.org/10.2979/africatoday.63.1.0085>
- Van Dierendonck, D., Díaz, D., Rodríguez-Carvajal, R., Blanco, A., & Moreno-Jiménez, B. (2008). Ryff's six-factor model of psychological well-being, a Spanish exploration. *Social Indicators Research*, 87, 473-479. doi:10.1007/s11205-007-9174-7
- Yailagh, M., Shojaie, A., Behroozi, N., & Maktabi, G. H. (2011). The Relationship between Emotional Intelligence, Social Skills, and Psychological Well-being in Female Students' of Shahid Chamran University. *Journal of Psychological Achievements*, 18(4), 73-92.