



IMPACT OF PERCEIVED SOCIAL SUPPORT ON ACADEMIC STRESS AMONG COLLEGE STUDENTS

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ABSTRACT:

Perceived social support play an important role in academic stress among students. Keeping in this view present study is designed to study the key variables 270 participants (participated in this study. Students were asked to solve Academic Stress Scale for College Students (ASSCS) and Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet, G. et. al. (1988).The data were analyzed by using descriptive statistics, Regression Analysis. Results revealed that there is a significant effect of perceived social support on academic stress experienced by college students.

Key Words: *Perceived Social Support, Academic Stress and College Students.*

INTRODUCTION:

“Academic stress is defined as a mental and emotional pressure or tension that occurs due to the demands of college life”(DeDeyn Rachel, 2008). Academic stress is the common issue among college students. Continuous examination, answering questions in the class, showing progress in school subjects plays negative role among students as a part of academic stress, meanwhile understanding teaching, competition with class mates, fulfilling teachers and parental academic expectations these also the effect of academic stress consequently these demands may led to much academic pressure among students. The first year of college experienced stressful by students that led to depressiveness among students during academic journey. Other hand Perception of the social support work as a medication for academic stress. Having support from the family, friends and others play important role. Perception of social support can associate with students’ mental health. And also, can be related negatively with students’ mental health that can lead emotional disturbances and other psychological disorders.

AIM:

1. To study the role of perceived social support, and academic stress among college students.

OBJECTIVES:

1. To study the effect of level of academic stress on perceived social support among college students.

HYPOTHESES:

1. The level of academic stress will significantly affect on perceived social support among college students.

METHOD:***Participants:***

270 participants consisted from Kolhapur district age ranged from 17 to 21 years old. The subjects covered lower middle to high socio – economic status from different race, without having any psychological problems.

Measures:**1. Multidimensional Scale of Perceived Social Support (MSPSS- 1988):**

The scale developed by Gregory et.al. (1988) consists of 12 items; every item consists of 7 options from "very strongly agree" to "very strongly disagree". Every item was rated on 7 points Likert-type scale, measuring three dimensions of perceived social support named family support, friends support, and significant from others. Every subscale consists of 4 items that measure the source of support for students. The scale was administered to 136 female and 139 male university students. Reliability is measured through internal reliability and test-retest reliability. Internal consistency found for three subscales significant from others, family and friends were .91, .87, and .85 respectively, and the whole internal consistency for the scale is obtained .88. Test-retest reliability was found for three subscales, significant from others, family and friends were .72, .85, and .75 respectively, and the whole internal consistency for the scale is obtained .85. For validity, the test was correlated with the Depression and anxiety subscales of HCL. Among these perceived social support from family found significantly and negatively correlated with depression($r = -.24, < .01$) and anxiety($r = -.18, < .01$), for perceived supports from friends and significant others found negatively correlated with only depression the score is $r = -.24, < .01$ and $r = -.25, < .01$ respectively which showing high validity of the scale. On the interpretation high score indicates high social support and a low score shows low support.

2. Academic Stress Scale for College Students (ASSCS):

This scale was developed by Dr. Vikas Kamble, (2014) for college and university students. It measures the level of academic stress experienced by students in the whole academic year due to various sources viz. personal inadequacy, interactions with peers and teachers, fear of examination, inadequate facilities at college, parents' expectations and socioeconomic status.

The scale consists of 66 multiple choice items, like five-point Likert-type scale with response options ranging from strongly agree to strongly disagree. High score on scale denotes extremely high academic stress while low score shows very low academic stress. Reliability was measured through test-retest and split half reliability method which is 0.73 and 0.88 respectively on the other hand the test is valid against Bist Battery of Stress Scale and Mental Health Scale 0.86 and - 0.71. The test is useful for assessing academic stress of college students.

ANALYSIS STRATEGY:

One way ANOVA is used to assess the mean differences in level of academic stress according to the perceived social support. Scheffe's Post-Hoc test is used to analyze significant difference in the perceived social support of college students according to their level of academic stress

RESULTS AND DISCUSSION:

Table 1 Showing the Analysis of Variance of Perceived Social Support according to level of academic stress of college students

Variable	Sources of variations	Sum of squares	Df	Mean square	F Value	Significance
Level of academic stress	Between Groups	4188.439	2	2094.219	41.717	.000
	Within Groups	13403.413	267	50.200		
	Total	17591.852	269			

*. The mean difference is significant at the 0.05 level.

Table 1 shows that the obtained F-value is 41.717 which is higher than the table value 3.03 with Df (2,367) required for significance at 0.05 level ($P < 0.05$) indicating that obtained F value is significant at 0.05 level. It concludes that there is a significant difference in perceived social support among college students according to their level of academic stress.

Table 2 Showing the Scheffe's Post-Hoc Test for significant difference in the perceived social support of college students according to their level of academic stress

Level of Academic Stress			Mean Difference	Significance
Low Academic Stress	Average Academic Stress	High Academic Stress		
71.8108	63.0971		8.71372*	.000
71.8108		65.8929	5.91795*	.000
	63.0971	65.8929	2.79577	.061

*. The mean difference is significant at the 0.05 level.

Table 2 shows that the mean score of student's perceived social support according to their high, average and low level of academic stress is respectively 65.89, 63.09 and 71.81. The Mean difference between group of average academic stress and low academic stress is 8.71 which are significant at 0.05 level. It means there is significant mean difference about the perceived social support between the group having low level of academic stress and average level of academic stress. Group of students having low level of academic stress shows more perceived social support as compare to group of average academic stress.

Also the difference between high group and low group is 5.91 which is also significant at 0.05 level of significance. It means there is significant mean difference about the perceived social support between the group having low level of academic stress and high level of academic stress. Group of students having low level of academic stress shows more perceived social support as compare to group of high academic stress.

But the mean difference between the high group and average group is 2.79. which is found not significant at significance level. Students from the both groups did not show any difference about the perceived social support according their level of academic stress.

So, it is seen that the level of academic stress among the students is significantly affect on their perceived social support. So, the hypothesis no 2 "The level of academic stress will significantly affect on perceived social support among college students" is accepted supported by the results of this study.

CONCLUSIONS:

The level of academic stress has significantly affected on perceived social support among college students. Difference found on perceived social support according to their level of academic stress.

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