

STUDY OF STRESS IN RELATION TO SOCIAL SUPPORT IN GRADUATES

A dissertation submitted in partial fulfilment of the degree M.A. Psychology



Transforming Education Transforming India

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DECLARATION

I hereby declare that the dissertation entitled *Study of Stress in Relation to Social Support in Graduate Students* has been prepared by me under the guidance of Dr. Komal Rai, Assistant Professor of School of psychology, Lovely Professional University. No part of this dissertation has formed the basis for the award of any degree or fellowship previously.

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I certify that Sabina Parveen has prepared his dissertation, entitle “*Study Of Stress In Relation To Social Support In Graduates*” for the award of M.A degree of the Lovely Professional University, under my guidance. She has carried out the work at the School of Education, Lovely Professional University.

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Dated: _____

Sabina Parveen.

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ABSTRACT

The study was aimed to investigate the relationship between stress and social support in graduates. Besides, it also aimed to examine the difference in gender in relation to stress and social support. To assess the social support, social support scale developed by Sarason, Levin, Basham & Sarason (1983) was used. And to assess the stress, Perceived stress scale (Cohen and Williamson (1988) was used. A sample size of 160 graduates in which 80 males and 80 female's graduates with age range of 18-25 are taken from Lovely Professional University. The selection of sample the investigation was done by using convenient sampling technique. Taking in consideration our objectives and hypotheses, data collected was analyzed by t-test and correlation.

The main findings indicated that majority of the graduate students have average level of stress. There exists no significant difference in the stress of male and female graduate students of Lovely Professional University. Also there exists no significant difference in the social support of male and female graduate students of Lovely Professional University. Stress and Social Support of graduate students are not significantly correlated with one another.

Key Words: Stress and Social Support



INTRODUCTION

Introduction

Stress is common problem in today's world. Many people are becoming the prey of stress. Stress is of two type-acute and chronic. Acute stress is short term stress like exam stress, dating with a girl, standing long in the line, these can be easily overcome. Chronic stress is like death of spouse, lost in relations, low social economic system, poverty, etc and can cause deadly disease and even leads to death. Stress can even cause an individual to develop low self-esteem and improper social relations. Social support influences people in both positive ways and negative ways. If people are having social support, it will lead to better self-esteem, self-confidence. Whereas, if persons are lacking social support, it will push him low self-esteem, lack of confidence which later will leads to depression and stress. The present study is focused on the study of stress in relation to social support in graduates.

1.1 STRESS:

Stress is derived from Latin word "stringi", which means, "to tight". Stress can be defined in following terms:-

1. It is defined as a psychological or physical stimulus which produces anxiety or biological problems that may lead to illness. When individuals are in stress, our adrenal gland release cortisol that may lead to an immune suppressive effect in your body and you may feel stress.
2. Richard s Lazarus says, stress results from feelings that a person cannot be able to cope or situational demands are exceeding personal resource.
3. Dr. Hans Selye, one of the leading authorities on the concept of stress, described Stress as "the rate of all wear and tear caused by life"
4. Kokokhar, (2003): It is difficult to define stress, as its meaning is different to different people. Some scientists see stress as any external stimulus that causes

wear and tear. Such as the pressure to perform at work .competition and un certainties of modern life, unemployment and job insecurity all such factors have made life increasingly stress.

5. Wijewickreme, karimian and Honegger, (2009): He present world is changing with incredible rapidity and established customs, tradations, and values are changing with it. Nearly all people suffer from stress. Every rich and also more educated people suffer more stress and also the executive.

Stress is single of the key aspects of our new years, resulted from the quick to alter in man life, therefore this age is called the generation of stress, migration of students from school atmosphere to university atmosphere can cause a psychological, academic and social shock to them, from that time educational system has big differences: the student choice face new methods of teaching, fresh academic requirements, fresh kind of relationships among students , teachers and even new relations among students themselves. Proper to these change, student can potentially knowledge different kinds of stress that can affect their mental and social health and their academic achievement. Students tolerate from academic stress resulted from trying, house working and other school requirements which may increase their abilities.

Stress is mainly how your body responds to a demand. Both good experiences and by bad experiences of life can cause of stress. The time people get stressed by something unusual around them at that time their bodies' secrets chemical into the blood. Secreted chemicals give strength to the body, which can be a good thing but it could also be awful thing, if they are stressed due to something emotional happened in their life then there is no event for this additional power(vigor) and force. Pressure is both optimistic thing and depressing thing in life. It depends upon the person how he deals with it, how to cope up with the situation and how he can handle and also how he take things lightly when he or she is in stress.

Stress can be positive or negative:

Stress is a good thing when it gives us the chance to step ahead for something better in life. It motivates us for further progress in life. It is harmful when a person has to cope up with communal, mental, managerial and emotional problems.

Causes:

Our body defends our self when he feels any kind of non-favorable situation. If such kind of situation remains continue for a long period of time, then as a response body starts functioning more. For stress there are so many factors. Example, when we are under stress, when we are worried for something, when we are dilemma about our children, bothered about the illness of our parents, when we are worried about our job security, or are concerned about our finance or many possessions, your friends , your family, your life partner all can give you stress. It is how we handle the situation .you may be under stress due to several causes. Stress can be cause by various factors. It can be happen at home either in job. Cause of stress in home like death of beloved one, improper relationship, separation, low social economic system. These are the stress happen at the home level. Whereas cause of stress at work is like to fulfill the requirement of office, our relationships with age group, to meet out deadlines etc are stress happen at work. Other causes of stress are fear, anxiety, lack of sleep etc.

Symptoms:

Symptoms of stress are very common. People with stress are having problem like headache, pains, sleep problems, sometimes stomach problems, indigestion, diarrhea, Anxiety, Anger, bad temper, Depression, Fatigue Feeling ,besieged and out of control, mood swings, so these are all the symptoms which can lead to stress symptoms. Stress is very dangerous for everyone.

Types:

Stress is acute and chronic. Acute stress are referred to short term stress and people with acute stress will easily recover from it .Acute stresses are like exam, dating with boy or girl, having to give speech etc. ironically chronic stress known as long term

stress and very harmful to an individual. People with chronic stress may be vulnerable to get deadly disease like heart disease, coronary heart disease, cancer etc. People are facing difficulty in coping with chronic stress.

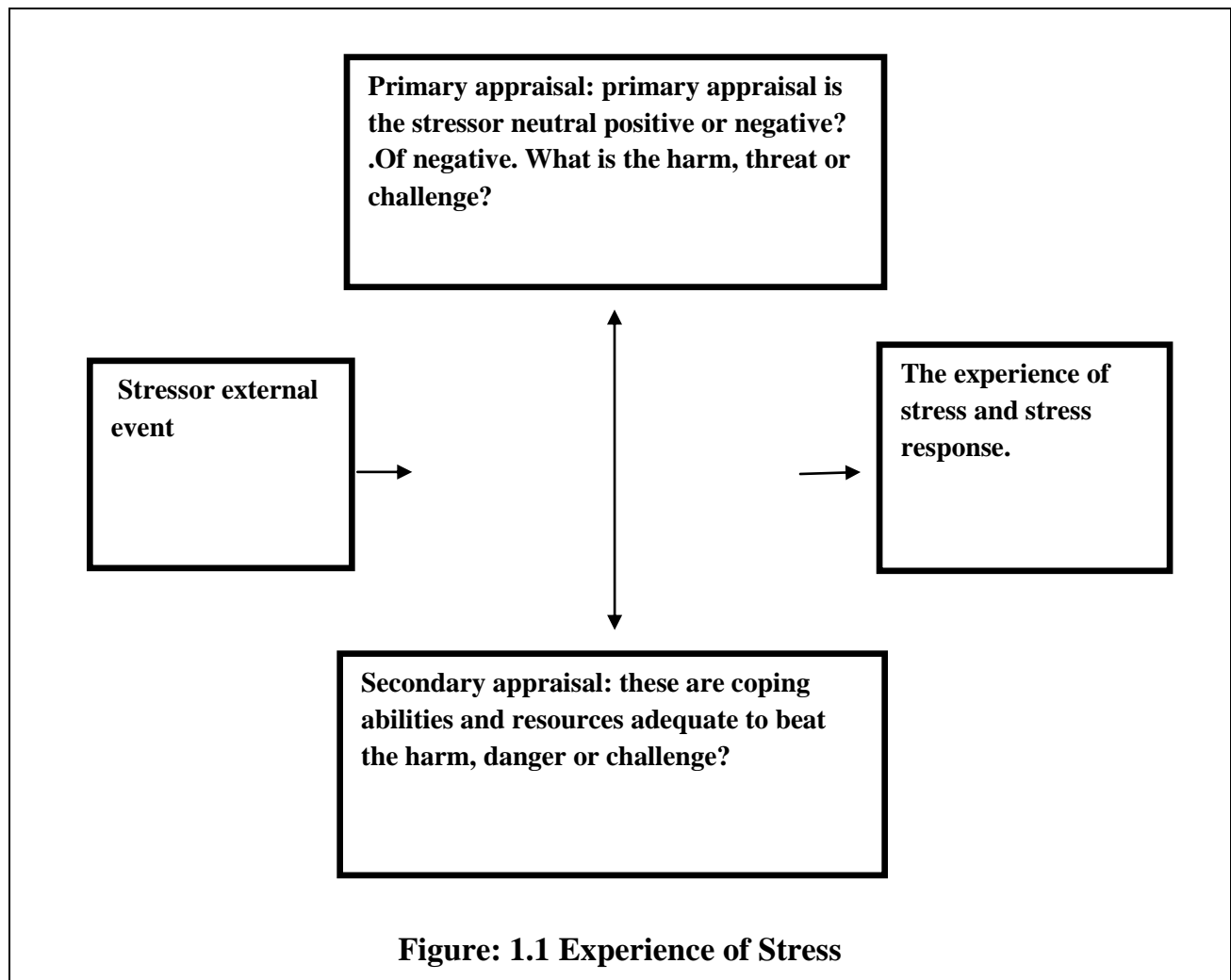
Phases:

The three phases of Selye's (1974), General adaptation syndrome. Stage 1 the fear responses, during which body reacts to stressor. At which the struggle is over. Stage 2, the stage of conflict, occurs through sustained disclosure toward a stressor. The physical symptoms related through a panic response fade away and conflict rises higher than usual. Stage 3 is the phase of exhaustion to consequences since continuing experience to the similar stressor. At this position, conflict might once more go down towards under normal.

Flight –or –flight: one of the most primitive contributions to stress study was Walter Cannon's (1932) report of the fight-or-flight retort. Cannon proposed that, once a person gets a risk, the body is instantly aroused and provoked by the sympathetically nervous coordination and the endocrine coordination. This concerted physiological reaction mobilizes the organisms towards a threat, the body is quickly aroused and provoked through the concerned nervous system and the endocrine system. This concentrated physiological rejoinder mobilizes the living being to molest the danger otherwise to run away; thus, it is known as the fight-or-flight response (Kemeny, 2003)

At a time, fight-or flight exactly referred to hostility otherwise feeling in reaction toward demanding events at the same time assault through a killer. At present extra usually clash refers to violent response to anxiety, while flight can be seen in communal removal or pulling out during matter use such as alcohol or drugs.

On the single hand, the fight-or-flight answer is adaptive because it enables the body to react rapidly to risk. On the otherhand, it can be dangerous because pressure disrupts affecting and physiological performance, and when pressure continues unbarred, it lays the groundwork for health problems.



Stress has many forms academic stress, job stress, financial stress, relationship stress etc. Along with many other form of stress, academic stress may be defined as an interaction between the challenges of an examination and resistance opposed to it by an individual. Academic stress may be defined as force behind bearing student under the pressure of final examination. Academic achievement may be motivated to pick up book,

burn midnight oil and cram. Stress could influence pupils to discover something finally adjoin to their individual progress and development, except while anxiety increase so much that the stressed individual find it difficult to maintain on inner poise. It distorts the performance, distracts the attention sometimes leading to serious consequence. Academic stress in student varies from person to person. There are some students who are better at handling academic stress. A lot people find that the stress before examination is often worse than the actual exam and it can be made even worse if they have older brother and sister who have already done well and feel they have to match up to their standard.

Study on strain as well as sexual category approved out in the author's laboratory more than two centuries is reviewed. Problems related to pressure in women's and men's daily life contain dual concepts and various ways starting the behavioral, societal and biomedical sciences, by neuro endocrine and cardiovascular capacity as indices of the pressure to which women and men are bare. Particular concentration had to be given to men and women in guidance roles. outcome are reported from studies apprehensive through corresponding load through job and relations, the problem of the working couples, and women managers' complexity unwind after work. On the origin of the consequences it is recommended whereas women in higher positions have more anxiety levels than their male counterparts, they have a wider list of anxiety management plans and, therefore, manage further efficiently

History of stress:

Existing word of stress originated on a rooftop in Canada, with some of rats freezing in the winter wind. It was in 1936 during the time the possessor of the mice, an endocrinologist named Hans Seyle had become expert at making rats suffer for science.

He subjects them to tremendous temperature, created them go on starving for certain time, or let them work out. An interesting thing happen to know for Seyle was not concerned about how dissimilar the torture he applied for the mice were — from freezing airstream to agonizing insertion — as he slash them to unlock to check their spirit it appear to the bodily things of his diverse torture for all the time will be same. It

would vary mostly in the adrenal gland. So Seyle begin to advise that subjecting a creature to protracted anxiety led to tissue changes and physiological changes with the release of certain hormones which would then reason illness and ultimately the loss of the animal.

1.2 SOCIAL SUPPORT

Social support simply means that any kinds of assistance that an individual is getting from social support. These supportive resources can be emotional, tangible which is financial assistance, informational that is counsel, or companionship means sense of belongingness and intangible that is own advice. Support can come from various such as family, friends, animals, neighbors, coworkers, social support plays an important role in our daily life. We are human beings; we need friends, family, and whenever we are in stress or any problem we go to our near dear ones for social support.

According to Adelman and Albrecht (1987): explained social support as oral and nonverbal language in receivers and senders which minimizes ambiguity in relation to the position, the oneself, others, or the connection to develop a view of individuals manage in one's own experiences.

According to Gottlieb 2000: the process of social support is interaction which results in enhancing handling strategies, high self-esteem, and capability all the way through actual or perceived contacts of physical, psychological and social resources.

Types of social support:

There are various researchers who described social support as follows-
Schaefer, coyne, and Lazarus (1981) explained five types of social support. They are:

- 1. Emotional maintain:** Emotional hold is the offering of empathy, concern, affection, care, faith, receiving, closeness, back-up, or caring.
- 2. Esteem support:** Is statement that boosts an individual's self-esteem so that they can handle their problems effectively or perform a desirable job.

3. Network support: Network is communication that reminds people that they are not alone in whatever position they are facing.

4. Information support Is the condition of counsel, direction, suggestion, or helpful information to somebody. These kinds of knowledge have prospective to assist others in solving problems.

5. Tangible hold up: Tangible support is the condition of economic aid, material goods, and any kind of services, also called instrumental support.

SOURCE:

Social support could come up with a range of sources, such as members in the family, friend circle, romantic relations, pets, society ties, and colleagues. We have generally two types of sources in social support i.e., natural support which is family and friends and another is formal source i.e. mental health specialists and society organizations. The social support base is known to be an essential factor useful in a various coping strategies. Social support plays an important role in our daily life. But one study has revealed that even if support from partners buffer the harmful effects of stress related to work, it did not shield the connection between wedded stress and parental stress, since the spouses were connected in these situation. In addition social support from friend circle give a very good retort to matrimonial stress, because they were not as much of alarmed. Early family support and social support has identified as important variable to develop helpful parental relationships and have also benefits students from college and university levels.

Since the present study is based on stress in relation to social support in graduates, we have to come up with the question. Is there anybody who has studied and never face any form of stress in relation to social support? Therefore, at this particular position we can almost certainly comprehend that the source of 'stress' is not very clear-cut. Hence, we may advise only those students who think that they are in misery from stress in

relation to social support have lot to think. Most of the stress is having roots in their own inner demands and outer demands.

So from this we can turn up with the explanation of school stress as being define in the classic study on students that stress is a unease response to a specific situation. This definition throw light on the importance of sense person gives to stress by side by side de-emphasizes stress in terms of the nature of the experience. Person cannot live in an variable state of anxiety and emotional hurt .The concepts of stress and coping are impartial. Though people mainly see stress as negative and coping as positive, the relationship is not that simple. Stress can be psychologically positive or negative. It depends upon the person how they handle the condition.

Social support is measured as the most chief mode of handling the educational stress. Having few facts though, so as to make clear the important effects of support on major health endings for the differences among persons who are feeling isolation like having very few social relations and individuals with average or good type of support.

Risks of seeking social support:

Person may wonder why others will use indirect method of support elicitation if they are not effective or why others don't try to get support, even though the efficiency of social support in improving health. The main reason individuals are unwilling to directly ask for support is the danger involved in search of social support. The danger of getting social support is worry about being a load to others in terms of time, resources, and emotional energy. An additional danger of getting social support is the danger of losing face. As explained before, persons want to present their good face. By asking for help, persons acknowledge they cannot do a little independently or that they are under pressure. Asking for support also could reveal intimate and sometimes embarrassing details regarding individual's physical, mental, and emotional health. In order for persons to be ready to admit their weakness, they typically need to have a physically powerful sense of interpersonal faith with those they are asking for support.

Gender differences in social support:

Gender differences include be start in social support study .Female offer extra social support to others and are extra busy in their social networks. Evidance has also supported the notion that female may be superior provider of social support. In addition to being more involved the giving of support, female are also extra likely to seek out of social support to deal with stress. Additionally, social support may be extra beneficial to female. Taylor Shelley and her age group have recommended that these sex difference in social support may stem from hereditary differences between man and women in how they react to pressure. Marry man are small likely to be unhappy compare to non –married man after the attendance of a particular stressor for this reason men are able to send as a representative their emotional burden to their colleague, and women have been shown to be influenced and act extra in reaction to social context compared to boys. It has been found that boy’s behaviors are overall more antisocial, with less regard to the impact their coping may have upon others, and women extra pro social-active with significance stressed on how their coping affects public around them. This may clarify why females are more likely to experiences negative mental problems such as depression and anxiety based on how females receive and process stressors.

STATEMENT OF PROBLEM

In the present investigation the researcher intended to study the stress of the under graduate students, along with this social support. Further the investigation also intended to study the relation of stress with social support. Keeping the focus on these variables the problem was entitled as;

“STUDY OF STRESS IN RELATION TO SOCIAL SUPPORT IN GRADUATES”

OBJECTIVES OF THE STUDY

1. To explore the difference in gender and stress level among graduates of Lovely Professional University.
2. To explore the difference in the gender and social support of graduates of Lovely Professional University.
3. To find the relationship in stress and social support of graduate students of Lovely Professional university.

HYPOTHESES

1. There exists no significant difference in the stress of male and female graduates of Lovely Professional University.
2. There exists no significant difference in social support of male and female graduates of Lovely Professional University.
3. There is no significant relationship between stress and social support of graduate students of Lovely Professional University.



CHAPTER II

REVIEW OF LITERATURE

With a view to seek some guidelines from the previous researches, which could be helpful in formulating the present investigation, the results of some of the representative studies are discussed below. The review of studies has been used for the formulation of hypotheses. The present review is no means exhaustive; it is an attempt to indicate the main trends in research and theory which have direct or indirect bearing on the present problem.

Tanc. Townsend studied the relation of perceived stress with life satisfaction among graduate students studying counseling psychology and identified any link between social support and a psychological intellect of society are protective aspects of life satisfaction. And they found that psychological graduate students experienced higher degree of approval and this was significantly related to family support and friends support.

Çayırdağ, Nur (2012): evaluated the perceived stress of Turkish students in the U.S.A., based on cognitive Appraisal Theory of Stress, by a glance at their perceived social support in the united states, age, sex status in the degree of study. They used the sample of 276 Turkish students. Three instruments were used in the demographic information form, the multidimensional scale, perceived stress scale, social support scale. Results showed that the predictors explained that there was 38% of the total variance. Social support came as the main analytic of the perceived stress.

Yue Zhang (2012) examined acculturative Stress, Perceived Social Support and Depression among students of Chinese International. Through an online survey data was collected from students enrolled at Syracuse University. 545 students participated in the survey and among them 236 number response were incorporated in the study. This showed that students who have less acculturative stress, they have a better adjustment and also have very low level of depression. Moreover, when students experienced a high level of stress, study exposed that perceived social support functions as a moderator for the connection between acculturative stress and depression.

Naoto Ogawa (2007): This research on cultural similarity and difference in perceptions of stress, coping behavior, and social support in the theoretical structure of two cultural aspects i.e. individualism and collectivism and ambiguous prevention and five individual factors (self-construct, certainty/uncertainty orientation, tolerance for ambiguity, self-esteem and gender). The sample size is 269 from Japanese students and 256 American students. A one-way between-groups multivariate study of covariance was carried out to evaluate the impact of societal and personal factors on the person. The study showed that, compared with college students of Japan, American college students experience low level of stress, engage more in escaping-related and problem related coping actions because of more support from members of family and close friends.

Beehr, (1985): examined the task of social support and coping with job stress. And they analyzed the effect of coping on social support together organizational stress. Particularly, this research analyzes the effects of three types of job stress role overwork, role uncertainty and physical surroundings and two sources of social support supervisor and coworker support. Hierarchical regression analysis was performed using data from a survey of 619 police officers. The result revealed that, the role of ambiguity and physical surroundings are pessimistically associated to job satisfaction second, and social support has a direct Effect on job satisfaction but has no moderate result. Third, revealed that boss support is extra effective in job agreement enhancement than coworker support.

Murrell *et al.* (1992): observed that when faced with job stress, people with well-built social support manage by the stress productively and practice small suffering, as compared to persons with frail social support cope a smaller amount well and experience bigger distress.

Dharman, Jairam, David, & Kahl, (2012): examined social support is the part of unbeaten perfection of a doctoral degree. 31 participant with earn doctoral degrees completed an open-ended qualitative survey. The findings support the stress-buffer proposition and showed that all three academic, friends, family, and faculty, are source of social support provide positive support.

Csikszentmihalyi & Larson (1984): Among others, have noted that the family continues to serve an important role during adolescence i.e., safe environment for rest and rejuvenation.

Meeus (1989) & Dekovic (1995): Revealed that the impact of peers is limited to definite areas, especially leisure, while close relatives are more significant in relation of personal relations and school considering the job-related identity improvement, academic presentation, and social support in youth. The importance of parental support on the well-being of young adults is higher than that of friends support. It might be the helpfulness of parents that cannot be replaced by friend support.

Meeus, (1993): In addition, to their “main effects”, family, societal and ecological conditions are important in predicting mental disorders such as depression. This showed particularly behavior of parents, and performances in school level might act together with one other in predicting depression. Factors which act as a buffer are positive parenting styles and pleasing family environment specially for children who experiences social difficulties and educational difficulties

Cohen & Wills, (1985): Children who experience stress but are also receiving love and nurturance from the family may experience a smaller amount which may develop

symptoms related to depression than children who experience stress but do not have such resources in the home.

Assumption by current health psychologists that social support from important ones is one of main significance in coping with vital existence dealings, and that social support is essential which can decrease or do away with the unfavorable cost of these events upon health or well being

Coyne & Downey, Sara Son, Sarason & Pierce (1991): Perceived available of support i.e. the perception that single is respected and valued by others can be counted on to be available when needed appears to be a very strong correlate of health and well being

Washington & Kessler, 1986; Cohen & Symer, (1985); The unspecified valuable outcomes of social support have split into 2parts: direct and buffer effects. Direct effects cover the ordinary optimistic power of social support, in spite of whether somebody experiences special stress or not. A cushion effect means it protects individual against any negative or harmful effects from stress.

Cohen & Wills, (1985): Moderating or buffering effects model suggested, support is linked to well being simply (or primarily) for people below stress. This is the buffering copy because it hypothesize that support ‘buffer’ guard persons from the potentially pathogenic influence of stressful actions.

Brown & Harris (1978): suggested that social strengthen self- esteem and logic of ecological mastery. Every of these, in turn, can promote a positive effect and thus cut the disturbing mental blow of stress. The moderating effects has been supported by a lot of researchers.

Gladies, & Kennedy, (2011) revealed an essential relationship between Organizational weather and occupation Stress with the females work in IT companies of , knowledge how to cope with stress is very severe event that should be developed in IT companies so that they can eliminate the reason of stress and poor work atmosphere.

Weiss, (1983): investigated the basis of occupation stress that is linked to occupation dissatisfaction, occupation associated tension and anxiety and decreased productivity and effectiveness. Researcher tried to decrease sources of stress so that he can control the harmful health consequences. This study determined the potential social support that lessen the harmful consequences of stress.

Srivastav, (2010): focused on the role of nature that leads to stress. It says role performance encountered the harms of stress so they tried to eliminate it. The nature of role stress was found to be heterogeneous which cannot be dealt with one identical solution. Hence, specific problem related solution should be modified for better organizational performance and effectiveness.

Heller, (1979): Social support refers all to information or action (real or potential) that lead individuals to believe that they are cared for ,valued ,or in a position to receive help from others when they need it .

Lazarus & Folkman, (1984): social support has been conceptualized as a coping resource that affects the extent to which a situation is appraised as stressful.

Thoits, (1986): enables a person in stress to alter the condition, to alter his or her touching reactions to the condition.

Cohen & Wills, (1985): social support is connected with improved psychological health in common and decreases the negative psychological consequences of contact to stressful life events.

Pomerantz & Rudolph, (2003): investigated the process by which emotional sufferings adds to capability estimation among children in a 3-wave longitudinal study. Emotional suffering forecasted negative beliefs about the oneself and the world, these beliefs in turn forecast decrease in capability estimation over time. Negative views of oneself and the world medicated the path from emotional suffering to competence underestimation.

Cohen & Syme, (1985): Recently, there has been a significant amount of research which showed that family support, friends, and community networks is linked to better physical health and lower levels of psychological disorder symptoms.

Cohen & Wills, (1985): Investigated that the person with high perceived social support is more resistant to the unpleasant psychological effects of environmental stressor than those who are low in it.

Schmidt & Keating, (1979): The study showed person with high personal contact can cope up well with environmental stressors and their negative effects. When individuals are provided, vital characteristics of the experience is that they lose much of their capability to control what happens to them (personal control).

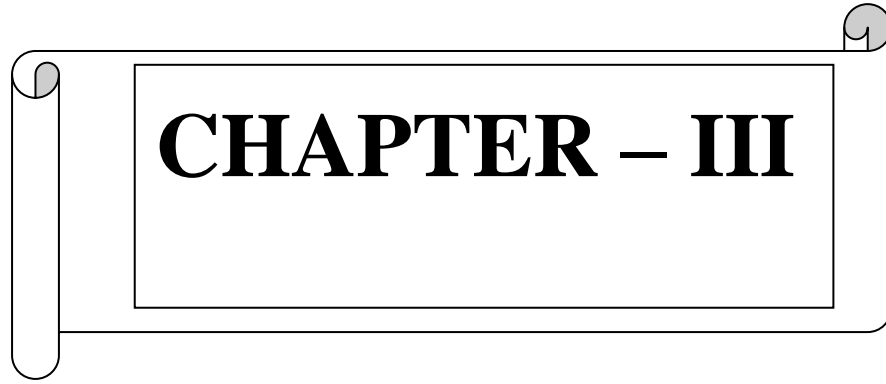
Rosenbaum & Benari, (1985): Distinguished three forms of self control; cognitive, behavioral, and decisional. The earlier researchers thought that even under high-density circumstances, the stress of crowding may be decreased if one can reach one or more of the three forms of self control. People with high self-control evaluate the stress condition differently from those with low self-control and the different evaluation outcomes in different psychological outcomes.

Barrera, (1986): Social support has a negative impact on stressors at work and thus has a positive impact on health. If, for example, the stressor is a quantitative burden and the person will receive direct help when the workload exceeds a definite limit, social support directly decreases the stressor and thus reduces the chances of ill-health. In this case, social support has a stress-preventive effect. Methodologically, the social support-health relationship is interceded by the stressors.

Frese, (1999): Social support moderates the association among stressors and strains. There is a powerful stressor-strain connection when support is low and a weak stressor-strain connection when support is high. Social support works as a shield and stops stressors from rising their impact on strain. It is the reasonable effect that has received the most attention in the literature. One reason may have been the realistic implication:

Because stressors can occasionally not be decreased, the negative outcome of high stressors can be rewarded for by increasing social support.

Peeters, *et.al.* (2005):Examined sex differences in connection to social support ,troubles in parent-offspring communication , and anxiety, depression between adolescents and youth –adult children of parents with a depression and panic disorder .The outcome revealed that the daughters were having more advantage from social support than the sons when troubles in parent-offspring communication are at its peak ,but that result hold only for depression signs and particularly in connection to troubles in father –offspring communication .Social support does not play a role in the increase of anxiety level.



METHODOLOGY

METHODOLOGY

After the selection, definition and delimitation of the problem, the next step is how to collect relevant data, which is sufficient in quantity as well as in quality. It is a systematic method to investigate the study problem. It may be understood as a science of studying how research is done scientifically. In it the various steps that are generally adopted by a researcher are study methodology, sampling procedure, description of tools and statistical technique, in studying the research problem along with logic behind them.

3.1 RESEARCH METHOD

Research method is of utmost important in research process .Research is not a haphazard task, it requires one to proceed in a definite direction along with definite lines. Descriptive survey method was employed in the present study. Descriptive survey method of research describes records and analyzes and interprets situation that exist. It involved several kinds of comparison and contrasts, and attempt to find out relationship existing among manipulate variables. (Best 1992). Firstly the study included the sampling group. The sample was collected from undergraduate students of LPU. Age range 18-25 years .Then the variables were assessed by suitable scales. Appropriate statistical approach was used for analyzing data. Lastly, the framed hypotheses were accepted or rejected according to the findings and discussions. The study was normative survey and non –experimental in nature.

3.2 SAMPLING

It is the systematic process with the help of which relatively limited number of subjects or events are selected and analyzed in order to explore new things/facts about whole population from where it was selected.. A sample of 160 under graduates (80 males and 80 females) students was drawn from the Lovely Professional University, using convenient sampling technique. The demographic characteristics like age, marital

status, educational status, social support, socioeconomic background and place of residence were controlled .in the sense that students will be. It was significant to emphasize that in addition to the homogeneity, which resulted from this type of control, there was also an increased danger of bias.

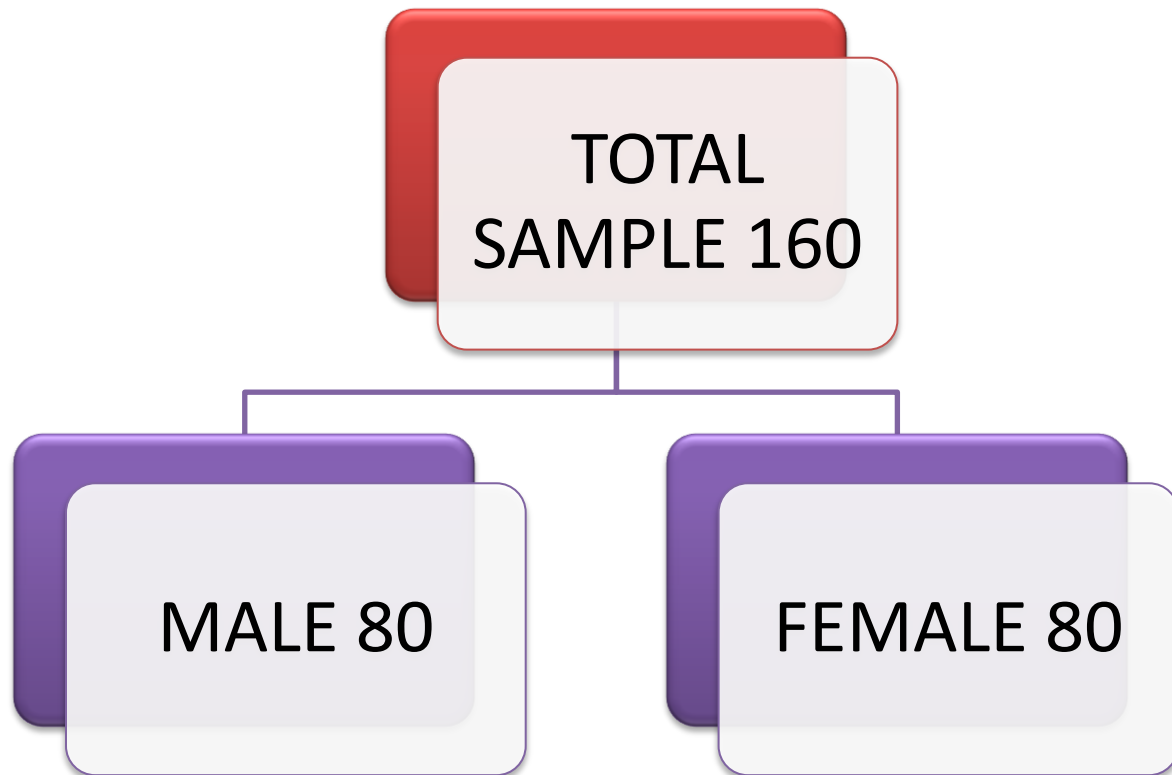


Figure 3.1: SAMPLING FRAME

3.3 TOOLS USED

Tools are nothing but instruments that help the researcher to collect the data, they are used for collection certain type of information or evidence, which helps to analyze the responses of sample on related variables. In order to collect data the following tools were used:.

1. Social support Questionnaire (SSQ: Sarason, Levine, Basham & Sarason 1983)
2. Perceived stress scale (PSS -10: Cohen &Williamson, 1988)

3.3.1 Description of Social Support

This scale was developed by Sarason, Levine, Bashan & Sarason (1983). The social support questionnaire consists of 27 items. Each one asks a question to which a two part answer is requested. The SSQ yields two scores: (a) Perceived availability of the number of supportive persons listed (SSQ-N) and (b) satisfaction with available support (SSQ-S) the number (N) score for each item of the SSQ was the number support persons listed. The social support available to deal with given problem was rated on a scale ranging from a “very satisfied” to “very dissatisfied” .This yields a satisfaction (S) score for each item that ranges between 1 and 6. The overall N&S scores are obtained by dividing the sum of N or S scores for all items by 27, the number of items included in the social support questionnaire.

3.3.2 Description of Perceived Stress Scale

Perceived stress scale was developed by Cohen and Williamson in the year 1998 to measure the stress level of an individual. It contained 10 questions with four options. We can say it was a four point rating scale. Subject has to read the question carefully and tick on his/her preferred answered. Options vary from 0(never), 1(almost never), 2(sometimes), 3(fairly often), 4(very often). Scoring-rules of scoring was simple for this perceived stress scale. Apparently this was four point rating scale, so the scoring is range from 0 to 4. If the subject has tick on option number 1 then he/she will be awarded 1 mark. In the same way if she /he tick on option no 0 then subject will score 0. Maximum mark should be four and minimum will be zero. After scoring, add all the marks. Refer to below table for interpretation.

INTERPRETATION TABLE

| | | |
|---------------------|-----------------------|-------------------|
| 0 to 12 =LOW | 13 -25=AVERAGE | 26-40=HIGH |
|---------------------|-----------------------|-------------------|

3.4 STATISTICAL TECHNIQUE

In order to study the stress level among undergraduate students descriptive statistics was applied as statistical technique, on the other hand to study the influence of gender on perceived stress of undergraduate students, t-test was applied as a statistical technique and finally to study the relationship of stress and social support of undergraduate students Pearson Product Moment coefficient of Correlation was employed.



RESULTS AND DISCUSSION

This deals with the statistical analysis and interpretation of the results in accordance with the objectives. Analysis of the data is most important and crucial step in research; it represents the application of inductive and deductive logic to the process of research. Analysis and interpretation of data is considered one of the crucial step in any research .After finishing with the data collection. Next step is to analyze and interpret the collected data, in order to arrive at some empirical solution of selected problem. Analysis of the data for this research was done quantitatively by applying both descriptive and inferential technique of statistics. The statistical techniques like mean, percentage, standard deviation, t-test and Pearson's coefficient of correlation were used during data analysis. The analysis and interpretation represents the application of inductive and deductive logic to the research process. Analysis means categorizing, manipulating of data to reach solution of the research problem. Interpretation calls for a critical examination of analysis. The tabulated data has no meaning, unless it is analyzed and interpreted by applying appropriate statistical techniques. Interpretation is most essential part of research as utility and usefulness of findings of any research lies in proper process of interpretation. It is only possible with the help of interpretation an investigator is able to explore the differences and relations which underline in the findings.

4.1. RESULTS PERTAINING TO THE LEVEL OF STRESS AMONG GRADUATE STUDENTS OF LOVELY PROFESSIONAL UNIVERSITY

The Perceived Stress scale is a Likert type scale with five points ranging from never to very often. The entire scale has 10 items. Each item has five alternatives; the score range for Perceived stress scale is 0-40. The minimum score can be 0 and the maximum score 40. Hence the respondents who scored between 0-12 were considered as the group with low level of stress and the respondents who scored between 13-25 were considered as the group with average level of stress, and the respondents who scored between 26-40 were considered as the group with high level of stress. The classification of different levels of stress among graduate students is presented in the Table No. 4.1.

Table No. 4.1 Frequency and percentage of stress among graduate students

| S. NO | LEVEL OF STRESS | FREQUENCY | PERCENTAGE |
|--------------|-----------------|------------|-------------|
| 1 | HIGH | 38 | 23.75% |
| 2 | AVERAGE | 120 | 75.0% |
| 3 | LOW | 2 | 1.25% |
| TOTAL | | 160 | 100% |

Table no. 4.1 shows the distribution of 160 graduate students in three levels of stress. On the basis of table no. 4.1, it was found that 2 respondents out of 160 scored 0-12, 120 respondents out of 160 scored in between 13-25 and 38 respondents out of 160 scored 26-40 on perceived stress scale. The respective percentage of respondents in different levels of stress were as; high (23.75%), average (75%) and low (1.25%). The data reveals that maximum graduate students have average level of stress.

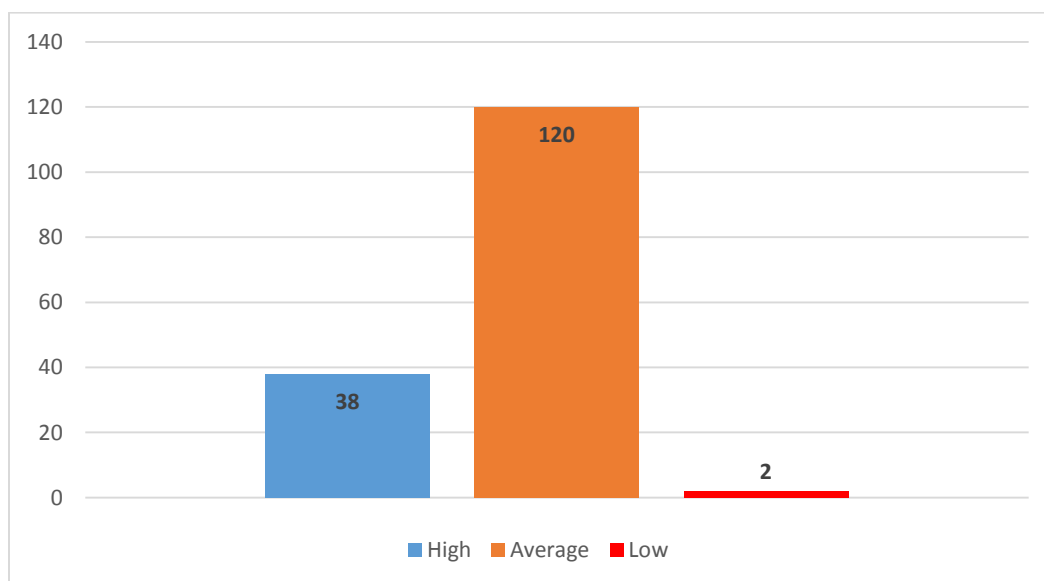


Fig. 4.1.1 Distribution of graduate students in different levels of stress

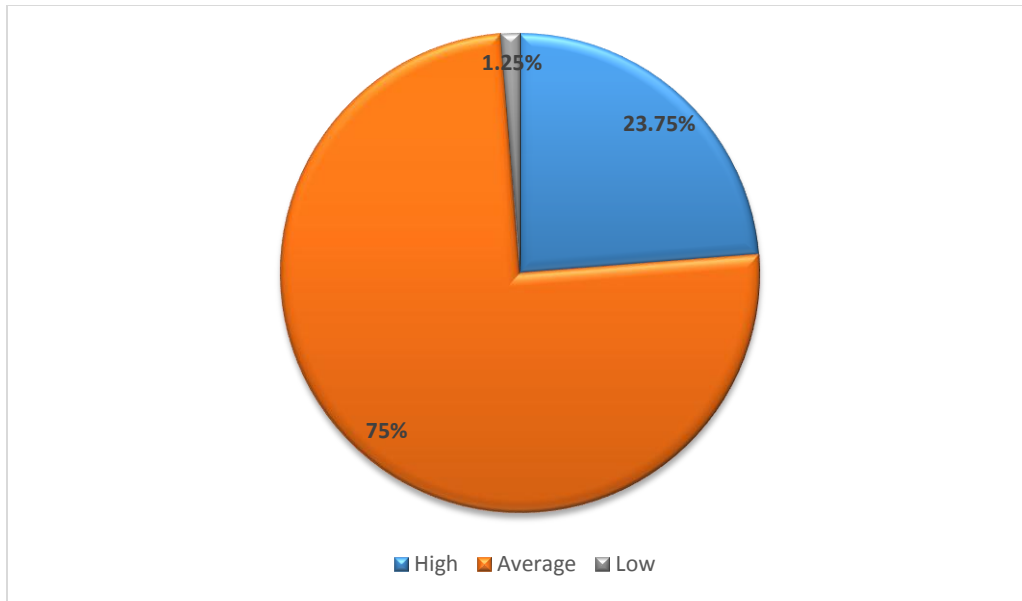


Fig. 4.1.2 Percentage of graduate students in different levels of stress

4.2. RESULTS PERTAINING TO THE DIFFERENCE OF STRESS AMONG GRADUATE STUDENTS OF LOVELY PROFESSIONAL UNIVERSITY

In order to study the significance of difference in the stress of male and female graduate student's data was analyzed by using t-test. The analysis of the data is given in the Table - 4.2 below;

Table - 4.2

MEAN, SD AND t-value SHOWING DIFFERENCE OF STRESS AMONG GRADUATE STUDENTS OF LOVELY PROFESSIONAL UNIVERSITY

| CATEGORY | N | MEAN | SD | t-value |
|-----------------|-----------|--------------|-------------|----------------|
| MALE | 80 | 22.12 | 4.11 | -1.43 |
| FEMALE | 80 | 23.02 | 4.12 | |

The calculated value of “t” with df 158 came out to be -1.43, which is less than the table value (1.98) even at the 0.05 level of significance. Hence, the null hypothesis No. 1, “There is no significant difference in the stress of male and female graduate students” is accepted. Therefore, it may be interpreted that male and female graduate students do not differ significantly on the basis of stress. However, it may be observed from Table-4.1 that the mean score of stress of male and female graduate students is almost same i.e. (22.12) and (23.02) respectively.

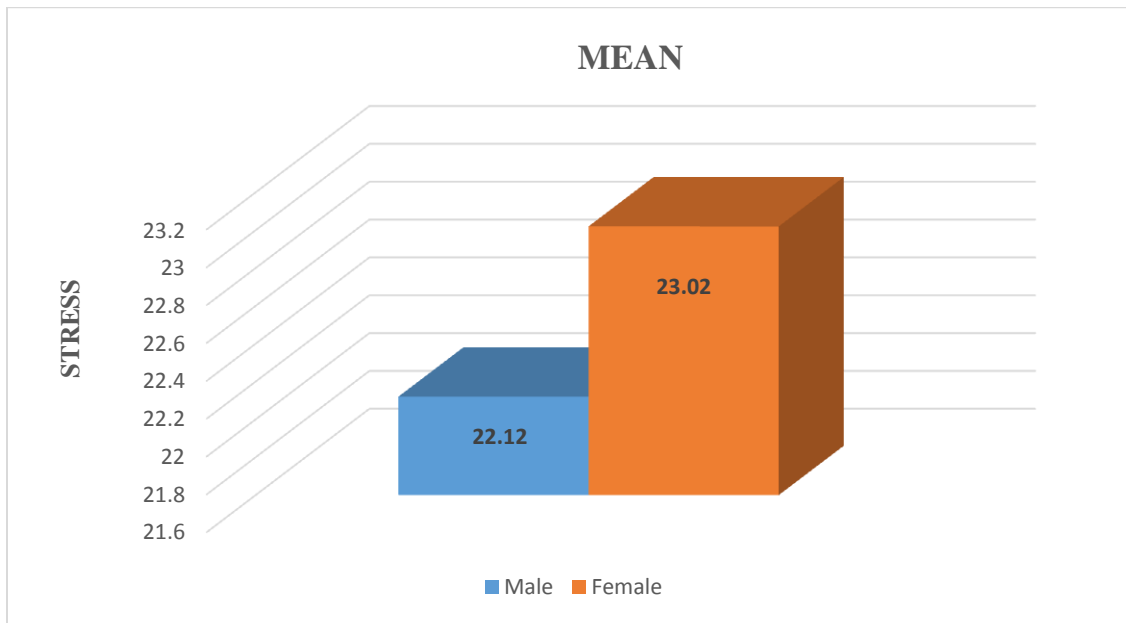


Figure-4.2

STRESS OF MALE & FEMALE GRADUATE STUDENTS

4.3. RESULTS PERTAINING TO THE DIFFERENCE OF SOCIAL SUPPORT AMONG GRADUATE STUDENTS OF LOVELY PROFESSIONAL UNIVERSITY

In order to study the significance of difference in the social support of male and female graduate student’s data was analyzed by using t-test. The analysis of the data is given in the Table - 4.3 below;

Table - 4.3

**MEAN, SD AND t-value SHOWING DIFFERENCE OF SOCIAL SUPPORT
AMONG GRADUATE STUDENTS OF LOVELY PROFESSIONAL
UNIVERSITY**

| CATEGORY | N | MEAN | SD | t-value |
|-----------------|-----------|-------------|-------------|----------------|
| MALE | 80 | 4.95 | 0.94 | -1.35 |
| FEMALE | 80 | 5.18 | 0.78 | |

The calculated value of “t” with df 158 came out to be -1.35, which is less than the table value (1.98) even at the 0.05 level of significance. Hence, the null hypothesis No. 2, “There is no significant difference in the social support of male and female graduate students” is accepted. Therefore, it may be interpreted that male and female graduate students do not differ significantly on the basis of social support. However, it may be observed from Table-4.2 that the mean score of stress of male and female graduate students is almost same i.e. (4.95) and (5.18) respectively.

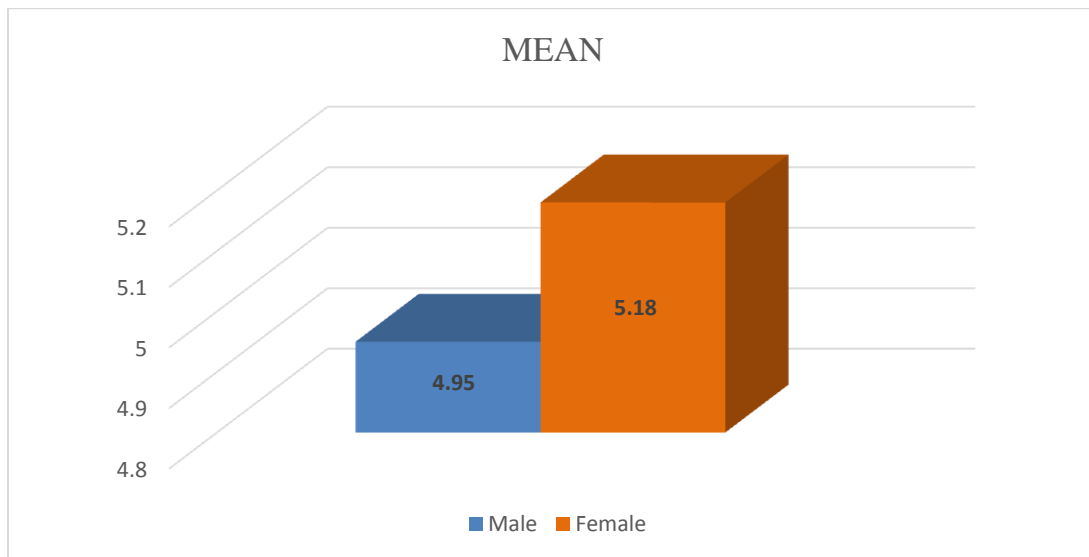


Figure-4.3

SOCIAL SUPPORT OF MALE & FEMALE GRADUATE STUDENTS

4.4. RESULTS PERTAINING TO THE RELATIONSHIP OF STRESS AND SOCIAL SUPPORT AMONG GRADUATE STUDENTS OF LOVELY PROFESSIONAL UNIVERSITY

In order to study the relationship of stress with social support of graduate student’s data was analyzed by using Pearson’s coefficient of correlation. The analysis of the data is given in the Table 4.3 below;

Table - 4.4

RELATIONSHIP OF STRESS WITH SOCIAL SUPPORT OF GRADUATE STUDENTS OF LOVELY PROFESSIONAL UNIVERSITY

| S.NO | GROUPS | NUMBER | GRADUATES |
|-------------|-----------------------|---------------|------------------|
| 1 | STRESS | 160 | 0.080 |
| 2 | SOCIAL SUPPORT | 160 | |

The coefficient of correlation between stress and social support of graduate students is .080, which is insignificant at .05 level with df 158. It means that there is no significant relationship between stress and social support of graduate students. In the light of this the null hypothesis No. 2, “There is no significant relationship between Stress and Social Support of Graduate Students” is accepted.

During graduation, student are no longer required the support. it is because they can identify their own way without referring to anyone. At this stage they are choosing their own profession and they are seeking independent.



CHAPTER - V

CONCLUSIONS, LIMITATIONS AND SUGGESTIONS

5.1 CONCLUSION

Conclusion is essential part of an investigation as it is the chance to have last word on the subject. The conclusion allows an investigator to have the finishing polish on the issues he/she has raised in the investigation, to summarize thoughts, to demonstrate the importance of ideas, and to propel readers to a new view of the subject. It is also an opportunity to make a good final impression and to end on a positive note. The conclusions of the study are as follows.

1. In the conclusion we can say that, Maximum graduate students possess average level of stress because every student has to follow the same pattern of teaching methodology, internal assessments, term papers and they are always indulged in common school activities and it maybe because of climate of institute that is same for every student.
2. There is no significant difference in stress of male and female graduate students because study schedule for academic tasks is same for everyone.
3. No relationship is found between stress and social support in graduate students. The findings reveal that stress and social support of graduate students are not correlated.

5.2 LIMITATION

1. Only Lovely Professional University was considered as universe of this study.
2. The present study was confined to graduate students only.
3. Due to duration of time, in depth of study on the subjects could not conduct.

5.3 SUGGESTIONS

Research is a continuous process. After completing research every investigator becomes aware of areas in which further research is needed and naturally feels motivated to indicate area which may be taken up for the research by other investigator. The researcher by the virtue of his experience in the field of the study offers the following suggestions for further research that could be undertaken by perspective researcher.

1. Study can be conducted on the post graduate level students.
2. This study can be conducted by considering high, average and low stress.
3. This study can be extended to District & state level.
4. The comparative study can be conducted between the streams of graduate's students.



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LIST OF APPENDICES

Appendix A: Perceived stress Scale.

Appendix B: Social Support Questionnaire