

RELATIONSHIP BETWEEN STUDENTS' DEPRESSION, ANXIETY, STRESS, PERCEIVED SOCIAL SUPPORT, AND ACHIEVEMENT AT UNIVERSITY LEVEL

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ABSTRACT

Psychological problems have been commonly observed in individuals these days. The literature demonstrates that the number of students with mental health issues and psychological problems is rising in universities across the globe as a result of severe academic, financial and social pressures. The literature further demonstrates that most common psychological problems affecting individuals include depression, anxiety, and stress. Research also shows that the psychological problems (such as depression, anxiety, and stress) have negative effect on students' achievement in the absence of social support of their peers. Furthermore, provision of social support to university students in addressing their psychological problems (such as depression, anxiety, and stress) may help to raise their academic. Considering the importance of these variables, the main purpose of this study was thus to investigate the relationship between students' depression, anxiety, stress, perceived social support and achievement at the university level. To achieve the objectives of the study, descriptive survey design was used. All the male and female students of three universities served as population of the present study. These universities include: Baha Uddin Zakariya University Multan, University of Education Lahore (Multan Campus) and MNS Agriculture University Multan. As the population of students was heterogeneous, therefore, the researcher used cluster sampling technique to select the sample. Finally, 585 students (411 male and 174 female) were selected. This research instrument comprised two Likert scales. First scale was DASS- 42 (Depression Anxiety Stress Scale), adopted from four-point Likert scale ranging from 0-3. The second scale was Multidimensional Scale of Perceived Social Support (MSPSS), adopted on four-point Likert scale ranging from 1-7. Researcher used them in local context in order to find out the reliability of students' depression, anxiety, stress (psychological problems), perceived social support and achievement at university level. Six hundred and thirty-seven (637) questionnaires were distributed among the participants and 585 finally were returned. Researcher used both the descriptive statistics and correlational techniques to analyze the collected data of 585 participants by using SPSS. This study found that there is significant relationship between students' depression, anxiety, stress, perceived social support, and achievement at university level.

Keywords: Depression, Anxiety, Stress, Social Support, Achievement

1. Introduction:

The term "depression" refers to a person who is experiencing a state of sadness. Feelings of depression may include feelings of sadness, helplessness and disappointment as well as frustration and disappointment (Sarason & Sarason 2002). Depressive disorders are a major public health problem and one of the most common reasons for disability, affecting around 9% of men in Europe and 17% of women (World Health Organisation, 2016). According to a meta-analysis, university students have a higher weighted mean prevalence of depression than the general population, which was found to be just 21.6 percent. National surveys in the United Kingdom (UK) of 1,2000 university students indicated that 80 percent of students were suffering stress, 55 percent were anxious, and nearly half were depressed (Brown, 2016). Depression typically lasts for a brief period of time during adolescence and is condition-specific. Adolescents who are depressed are downcast and dejected. Even though they're feeling lonely, they can still get their daily tasks done. Adolescents with severe depression, on the other hand, exhibit signs such as low self-esteem, guilt, hopelessness, suicidal ideation, rage, and peevishness (Elgard & Arlett, 2002). Anxiety has been defined by the American Heritage Medical (2007, p.38) as a "State of intense apprehension, uncertainty and fear, often to the extent that normal physical and psychological functioning is disrupted". Asadullapoor et al. (2010) defined anxiety as a feeling of dread and ambiguity that occurs when a person anticipates a dangerous situation. Anxiety is a widespread cause of low academic performance among pupils and it is a common phenomenon. It is an undeniable fact of human existence that an average level of anxiety helps people work hard and take responsibility for what they have to do in numerous situations (Kahan, 2008; Donnelly, 2009).

As a result of excessive anxiety, an individual's mental and physical well-being is at risk, as well as their ability to perform in a variety of social, familial and professional contexts (Zahrakar, 2008). In recent years, test anxiety has become one of the most studied subjects. It's a type of anxiety that manifests itself most frequently

during exams. The cognitive (often referred to as "worry") and emotional (or affective) components of test anxiety have been identified as a two-factor construct. It is generally accepted that only the cognitive component of the relationship between these two variables has a direct impact on students' test scores, whereas the emotional component is thought to be related but not causal (Cassady, 2005).

Stress among university students can be better understood using the Person-Environment Model (PEM) (Misra & McKean, 2000). This paradigm implies that stressful experiences can be viewed as terrifying or demanding. The stress of achieving educational goals is accompanied by a sense of competence and greater learning capacity, which is a result of this stress. Stress is a normal aspect of students' lives, and it can have an impact on their coping mechanisms as they deal with the pressures of academic life. The reason for this is that academic work is always done in a stressful manner (Agolla, 2009). Predictable periods of severe academic stress were noted by students during each semester due to exam preparation, class ranking competition and the need to learn a large quantity of material in an extremely short period of time. Students' lower grades and health-related quality of life are both linked to stressful life events, according to research conducted amongst college students (Dusselier et al., 2005; Misra & McKean, 2000). The majority of undergrads say that stress is the most significant health issue influencing their academic performance because stress has a detrimental effect on both physical and psychological health (Dwyer & Cummings, 2001). There is a strong correlation between high levels of stress in the first year and a poorer grade point average (GPA) in the last year of college (Wintre & Yaffe, 2000).

Academic stress occurs when a person's capacity to meet the demands of schoolwork outpaces his or her own resources. This stress should not be ignored, as it has a negative impact on the pupils' overall adjustment (Wilks, 2008). Stress affects both genders differently, according to Misra and Castillo (2004), while Jogaratnam and Buchanan (2004) observed a substantial difference in the time pressure aspect of stress for both genders. When it comes to stress, female students are more prone to become

emotional in response to their surroundings than males, according to Sulaiman et al. (2009). Many studies have found a link between perceived social support and academic success. There appears to be a link between high school grades and perceived social support, according to cross-sectional studies (Domagala-Zysk, 2006). . When it comes to good academic behaviours (e.g., studying), one study indicated that students who received support from both their peers and their parents were more likely to engage in these behaviours (Purswell et al., 2008). Higher levels of perceived parental support were associated with better adjustment (i.e., higher well-being and happiness) as well as less distress (i.e., lower levels of depression and anxiety) among first-year students. GPA at the end of the second semester and social support from parents and peers at the beginning of the first semester. After controlling for academic aptitude, academic adjustment might be predicted based on perceptions of social support from parents and peers (i.e., college admissions test). Students' social support was found to be an essential component in helping them adjust to university life. Several studies have found that students who have a strong support system from their families perform better in school (Safree & adawiah, 2009). Perceived social support, according to Glozah (2013), shields students from mental health problems. Female students were found to be more depressed, while male students were found to be more stressed out at school (Glozah, 2013). Glozah (2013), like the majority of studies, failed to investigate the impact of various forms of social support on students' psychological well-being. Importance of social support cannot be overstated, since it serves as both a stress-relieving agent and a health-promoting agent. Social support has been proven in studies to be a significant factor in the treatment of psychological disorders. Many students' psychological difficulties can be traced back to a lack of social support (Dollete et al., 2004). Many studies believe that number of students with mental health issues is rising steadily across the globe's universities as a result of the academic, financial, and social pressures they face (Larcombe et al., 2016). Independent decision making, such as managing one's everyday life, and financial challenges have

been linked to university students' depressive symptoms (Leykin & DeRubeis, 2010). Academic achievement is also linked to depression and mental health issues that university academic requirements are perceived to be more challenging than those in high school by many students (Beiter et al., 2015). Adult depression and depression in the general population have been studied extensively. However, the university population has its own set of challenges and represents a distinct period of growth, including the development of newfound independence and the formation of new social interactions (Robotham, 2008). For this reason, it is essential to identify specific forms of support that protect university students' mental and emotional well-being and quality of life. Depressive symptoms and quality of life are often overlooked in previous studies on university students' social support, which instead focus on outcomes like depression and anxiety (Alimoradi et al., 2014). Social support has been shown to have a favourable effect on university students' depression symptoms and quality of life, however these samples were only obtained from medical students and may not be representative of the student population (Dafaalla et al., 2016).

Men and women at college have different monetary experiences, which could lead to gender-specific health consequences, but it's not clear which group is more affected. For example, female undergraduates, unlike their male counterparts, are more likely to take out loans and pursue their degrees even if they owe money (Dwyer et al., 2012). Gender differences in social support's ability to alleviate the effects of financial stress have been shown in the past, but it's not obvious which gender group benefits from this support. Women are more likely than males to worry about their own finances, according to a previous study, which found gender differences in financial stress (Aslund et al., 2014). Research has found that women are more likely to be lonely because of a lack of support from their families, but males are not (Lee & Goldstein, 2016). The literature demonstrates that number of students with mental health issues is rising across the globe's universities as a result of the academic, financial, and social pressures. Research shows that psychological problems (such as

depression, anxiety, and stress) have negative effect on students' achievement in the absence of social support of their peers. Furthermore, provision of social support to university students in addressing their psychological problems (depression, anxiety, and stress) may help to raise their academic. Although research has been conducted on the relationship of these variables in other countries, not much has been done on university students of Pakistan. The main purpose of this study was, therefore, to investigate the relationship between students' depression, anxiety, stress, perceived social support and achievement at university level. The main purpose of this study is to investigate the relationship between students' depression, anxiety, stress, perceived social support and achievement at university level.

1. Objectives of the Study

1. To measure the level of depression among university students as perceived by them.
2. To examine the level of anxiety among university students as perceived by them.
3. To investigate the level of stress among university students as perceived by them.
4. To examine the level of social support provided to university students as perceived by them.
5. To examine the differences in the level of depression, anxiety, and stress among students on the base of demographics i.e. gender, program, locality, monthly income.
6. To examine the differences in the provision of social support to university students on the base of demographics i.e. gender, department, program, semester, locality, monthly income.
7. To examine the relationship among students' depression, anxiety, stress, perceived social support and achievement at university level.

2. Significance of the Study:

This study aimed to investigate the relationship between students' depression, anxiety, stress, perceived social support and achievement at university level. Therefore, this study is helpful for the teachers, head of departments and higher authority to know the relationship between students' depression, anxiety, stress,

perceived social support and achievement at university level, to understand the social, emotional and cognitive processes that constitute learning throughout the lifespan. This study aimed to investigate that positive social support of high quality can enhance resilience to psychological problems and improve academic achievements. This study may also contribute in the field of research. The study is helpful for students and parents also.

3. Research Design

This study was quantitative in nature and used descriptive and correlational research designs. Descriptive research was conducted because it was the most efficient approach to get information from a big group of people. Since all data were gathered through a questionnaire, the system was impervious to subjectivity and error. A representative sample was drawn from the wide population in order to carry out this particular study. Data was processed to extract meaningful conclusions and judgments from it.

4. Population of the Study

Sauvignon, (2008), stated that population is a larger area which contains object and subject passed same, qualities and characteristics that decided by the researchers to get the data for further work, in simple words we can say that population is a large number people, researcher collect data from them. The population of this study comprised all students of three public sector universities of Multan. These three universities include: Bahauddin University Multan, University of Education Lahore (Multan Campus), Mian Nawaz Sharif University of Agriculture Multan. This study was included to three faculties social sciences, sciences and agriculture. Total number of departments in these three faculties of three universities were 81. Of these 81 departments. 27 departments were randomly selected. Of these 27 departments, one class was randomly selected from each department and all students of that class were selected as a sample. Total number of students in these 27 classes were 637. All these 637 students were selected as a sample of the study using multistage cluster sampling technique.

5. Sample and Sampling Techniques

A sample is a subset of a population that possesses all of the traits common to the entire group. The multistage cluster sample method is employed in this study. This was the best method for selecting a sample because of the wide range of population. Total number of departments in these three faculties of three universities are 81. Of these 81 departments, 27 departments were randomly selected. Of these 27 departments, one class was randomly selected from each department and all students of that class were selected as a sample. Total

number of students in these 27 classes were 637. All these 637 students were selected as a sample of the study using multistage cluster sampling technique. Out of these 637 students, 585 students' responses were received from Questionnaire. Using stratified sampling students were divide into groups on the basis of different groups.

By utilising Krejcie and Morgan (1970)'s appropriate sample selection table, a suitable sample can be selected based on the sample size. The detail of the sample is presented in the table below.

Table 6.1: Sample Distribution

University	Students		
	Male	Female	T
MNS University of Agriculture Multan	143	75	218
BZU Multan	260	95	355
University of Education Lahore (Multan Campus)	8	4	12
Total	411	174	585

Table 6.1 shows that 585 students (411 male and 174 female) of universities of Bahauddin Zakariya University Multan and University of Education, Lahore (Multan Campus) and Mian Nawaz Sharif University of Agriculture Multan, were included in this research.

6. Research Instruments

Two Likert scales (Depression Anxiety Stress Scale (DASS- 42) and Multidimensional Scale of Perceived Social Support (MSPSS)) were adapted. Multidimensional Scale of Perceived Social Support (MSPSS) was developed and validated by Zimet (2016). DASS-42 was employed and validated by Shayan, et al., (2021) and reported significant and valid results. The researcher adapted these scales and checked reliability in the context of Pakistan such as in three universities of Multan.

7.1. Validity of Research tools

Validation of the research instrument is critical in quantitative research to assure the tool's validity. The tools were valid because all the statements were related to psychological problems and social support provided to them.

7.2. Reliability of the Research tools

Data was evaluated using the reliability method Cronbach alpha, in which correlation coefficients among variables were checked for consistency. Variables and factors are correlated using this method to determine their dependability, which is then tested using the coefficient of correlation. The Cronbach alpha value was .78 which was considered reliable to further proceeding.

7.3. Data Collection

For this research, data was gathered from students in Multan Universities. Additionally, as a part of the research, the researcher provides her identity and the fact that she is an M. Phil Scholar in Bahauddin University Multan and ensure the students that data that you give us will be treated as totally confidential in order to maintain the integrity of this study. Because of this, the respondent is free to choose a choice based on his or her own personal experience. The researcher has a copy of the informational letter she received concerning her task. The questionnaires were handed out with the assistance of a colleague, who made it clear that they should read the statement carefully before answering any questions. The questionnaires are open to everyone, and the researcher asks

participants to return it as quickly as possible once they've completed it and also the non-responsive students' extra copy of questionnaire also send after tenure of four to five days.

7. Data analysis and Results:

8.1. Analysis of Demographic Information:

The demographic information of participants is included in this section.

Table 8.1

Data on the demographics of participants, including gender, program, semester, department, institutional, status, location, economic status (family income)

Demographic Variables		Participants Response	
		Frequency	%Age
Gender	Male	411	70.3
	Female	174	29.7
Program	BS	549	93.8
	MA/M. Sc	7	1.2
	M.PHIL	25	4.3
	Ph. D	4	.7
	1 st	143	24.4
Semester	2 nd	6	1.0
	3 rd	188	32.1
	4 th	9	1.5
	5 th	149	25.5
	6 th	1	.2
	7 th	88	15.0
Department	English	66	11.3
	Agronomy	81	13.8
	Agriculture	282	48.2
	DVM	10	1.7
	Food Sciences	7	1.2
	Computer Sciences	3	.5
	Environmental Sciences	53	9.1
	BBA	49	8.4
	Horticulture	3	.5
	Bio Tech	1	.2
	IR	1	.2
	Physics	1	.2
	Engineering	2	.3
	Literature	1	.2
	AE	13	2.2
	Agribusiness	5	.9
	Entomology	1	.2
	Farm Management	6	1.0
Institution	MNS University of Agriculture Multan	218	37.3
	BZU Multan	355	60.7
	UE Multan	12	2.1
	Urban	362	61.9
Status	Rural	223	38.1
	Home	352	60.2
Residence	Hostel (Private)	233	39.8

Economic status (Family Income)	0-15,000	57	9.7
	15,001-30,000	147	25.1
	30,001-45,000	162	27.7
	45,001-60,000	109	18.6
	Above than 60,001	110	18.8

Table 8.1 shows descriptive statistics used to analyse sample participants demographic information by gender, program, semester, department, Institution, status, residence and economic status (Family Income). The table displays that 70.3% were male and 29.7% were female students and 93.8% students were enrolled in BS, 1.2% MA/M. Sc, 4.3% M. PHIL and .7% in Ph. D program. 24.4% respondents according to sample survey were enrolled in semester 1, 1.0% in semester 2, 32.1% in semester 3, 1.5% in semester 4, 25.5% in semester 5, .2% in semester 6 and 15.0% were enrolled in semester 7.

Similarly 11.3% were from English department, 13.8% were from Agronomy department, 48.2% were from Agriculture department, 1.7% were from DVM department, 1.2% were from Food Sciences department, .5% were from Computer Sciences department, 9.1% were from Environmental Sciences department, 8.4% were from BBA department, .5% were from Horticulture

department, .2% were from Bio Tech department, .2% were from IR department, .2% were from Physics department, .3% were from Engineering department, .2% were from Literature department, 2.2% were from AE department, .9% were from Agribusiness department, .2% were from Entomology department and 1.0% were from Farm Management department. 37.3% students were from MNS University of Agriculture Multan, 60.7% were from BZU and 2.1% were from UE Lahore, Multan Campus.

Similarly, 61.9% respondents were from urban area and 31.1% were from rural area. 60.2% respondents were lived in their home and 39.8% were lived in Hostel. Likewise, 9.7% sample respondents chooses their Economic status (Family Income) 0-15,000, 25.1% have 15,001-30,000, 27.7% chooses 30,001-45,000, 18.6% chooses 45,001-60,000 and 18.8% chooses their Economic status (Family Income) above than 60,001.

8.2. Statement Wise Analysis of Respondents' Opinion:

This section presents descriptive analysis of students Data.

Table 8.2

Students' Perceived Depression

S. No	Statements	Mean	SD
1	I couldn't seem to experience any positive feeling at all	1.11	1.01
2	I just couldn't seem to get going	0.84	0.90
3	I felt that I had nothing to look forward to	1.08	0.99
4	I felt sad and depressed	1.25	1.05
5	I felt that I had lost interest in just about everything	1.17	1.04
6	I felt I wasn't worth much as a person	1.08	1.02
7	I felt that life wasn't worthwhile	1.00	1.05
8	I couldn't get to seem any enjoyment out of things I did	1.03	1.02

9	I felt down-hearted and blue	1.02	0.98
10	I was unable to become enthusiastic about anything	1.08	1.00
11	I felt I was pretty worthless	0.99	1.07
12	I could see nothing in future to be hopeful about	0.91	1.04
13	I felt that life was meaningless	0.91	1.05
14	I experienced trembling (e. g. in the hands)	1.11	1.01
Overall		1.04	1.02

According to what is shown in Table, the median estimate for the first statement is 1.11. This demonstrates that pupils had the perception that they were unable to experience any kind of happy emotion at any point. The number 0.84 is determined to be the mean for the second statement. This demonstrates that the majority of the students believed that they were not only incapable of getting started. The median estimate for the third proposition is 1.08. This demonstrates that students seldom get the impression that they have nothing to look forward to in their lives.

The figure 1.25 is determined to be the mean for the fourth statement. Students have the perception that they do not experience feelings of sadness and depression very often. 1.17 is the figure that represents the mean for the fifth statement. This demonstrates that students seldom have the feeling that they have lost interest in just about everything, as shown by the fact that they perceive this. The median estimate for the sixth proposition is 1.08. This demonstrates that pupils very seldom have the perception that they do not have much value as a person. The number 1.00 is the median for the seventh statement. This demonstrates that pupils seldom get the impression that their lives are not meaningful to them. The average value of the eighth statement comes to 1.03. This demonstrates that pupils have the perception

that they are unable to get any satisfaction from the activities they participate in.

The mean of the ninth statement comes out to be 1.02. This demonstrates that students believe they seldom experience feelings of depression and gloominess. 1.08 is the figure that represents the mean for the tenth statement. This demonstrates that students think they have seldom been unable to get enthused about whatever they were interested in. The figure 0.99 is the mean of the eleventh statement. This demonstrates that the majority of the pupils did not have the perception that they believed they were relatively useless. The number 0.91 is determined to be the mean for the twelfth statement. This demonstrates that the majority of the pupils had the perception that there was nothing in the future for which they might be optimistic. The number 0.91 is determined to be the mean of all thirteen statements. This demonstrates that the majority of the students did not have the perception that they believed life lacked any significance. 1.11 is the figure that represents the mean of all fourteen statements. This indicates that pupils have a limited perception of the frequency with which they have experienced shaking (e. g. in the hands). This study found that students perceive that they get depressed some of the time or to some degree (mean = 1.04) during academic sessions.

8.3. Student's Perceived Anxiety:

Sr. No	Statement	Mean	SD
1	I was aware of dryness of my mouth	1.15	1.05
2	I experienced breathing difficulty (e. g. breathlessness or excessively rapid breathing in the absence of physical exertion)	0.78	0.98
3	I had a feeling of shakiness (e. g. legs going to give away)	0.89	1.01
4	I found myself in situation that made me so anxious I was most relieved when they ended	1.39	1.05

5	I had a feeling of faintness	0.99	0.99
6	I perspired noticeably (e. g. hand sweating in the absence of high temperatures or physical exertions)	1.08	1.03
7	I felt scared without any good reason	0.89	1.02
8	I found it hard to wind down	0.94	1.06
9	I felt I was close to panic	1.26	1.06
10	I was aware of the action of my heart in the absence of physical exertion (e. g. sense of heart rate increase, heart missing a beat)	1.06	1.00
11	I feared that I would be thrown by some trivial but unfamiliar task	1.16	1.08
12	I felt terrified	0.99	0.96
13	I was worried about situations in which I might panic and make a fool of myself	1.17	1.01
14	I experienced trembling (e. g. in the hands)	0.99	0.98
Overall		1.05	1.02

Table 8.3 gives an explanation of how the mean value of the first statement is 1.15. This demonstrates that the student thought they were only sometimes aware of the dryness in their mouth. The value of the second statement's mean, 0.78, is given. This demonstrates that the vast majority of the pupils did not recognise that they had trouble breathing. The value of the mean for the third statement is 0.89. This demonstrates that the majority of the pupils did not feel that they experienced a shaky sensation in their bodies. The median estimate for the fourth hypothesis is 1.39. This demonstrates that students have the perception that they seldom find themselves in situations that make them feel so apprehensive that they are glad when they come to an end.

The number 0.99 represents the mean of the fifth statement. This demonstrates that the majority of the pupils do not believe that they had a sense of faintness. The median estimate for the sixth proposition is 1.08. This demonstrates that students believe they seldom experience noticeable perspiration. The median estimate for the seventh proposition is 0.89. This demonstrates that the majority of the students did not recognise that they lacked a rational basis for their feelings of fear. The value of 0.94 is the mean for the seventh statement. This demonstrates that the majority

of students do not realise how difficult it was for them to wind down. 1.26 is the figure that represents the mean for the ninth statement. This indicates that students believe they seldom had feelings of being on the verge of panic. 1.06 is the figure that represents the mean for the tenth statement. This demonstrates that students believe they were only seldom aware of the activity of their heart when there was no need for them to push themselves physically. 1.16 is the figure that represents the mean of the eleventh statement. This demonstrates that students have a perception that they seldom worry that they may be thrown off by some simple but unexpected assignment.

The figure 0.99 is determined to be the mean for the twelfth assertion. This demonstrates that the majority of the kids did not realise that they were feeling afraid. 1.17 is the figure that represents the mean of the thirteenth statement. This demonstrates that students believe they seldom had to worry about being concerned about circumstances in which they may get flustered and embarrass themselves. The figure 0.99 represents the mean of the fourteenth statement. This demonstrates that the majority of the pupils did not perceive that they had experienced shaking. This study found that students perceive that they feel anxiety some of the time or to some degree (mean = 1.05) during academic sessions.

8.4. Students Perceived Stress:

S. No	Statement	Mean	SD
1	I found myself getting upset by quite trivial things	0.96	0.81
2	I tended to over react to situation	1.10	0.96

3	I found it difficult to relax	1.24	1.01
4	I found myself getting upset rather easily	1.08	1.03
5	I felt that I was using a lot of nervous energy	1.33	1.02
6	I found myself getting impatient when I was delayed in any way (e. g. lifts, traffic lights, being kept waiting)	1.28	1.10
7	I felt that I was rather touchy	1.02	1.14
8	I found it hard to wind down	0.95	0.92
9	I found that I as very irritable	1.05	0.98
10	I found it hard to calm down after something upset me	1.32	1.04
11	I found it difficult to tolerate interruptions to what I was doing	1.27	1.01
12	I was in state of nervous tension	1.14	1.02
13	I was intolerant of anything that kept me from getting on with what I was doing	1.19	1.06
14	I found myself getting agitated	1.06	1.03
Overall		1.14	1.00

Mean value for the first statement is 0.96, as shown in Table 8.4 This demonstrates how most students did not believe that they were easily triggered to anger by very little events. The average of the second assertion is 1.10. The results indicate that pupils seldom overreact to situations. The median of the third assertion is 1.24. This demonstrates that students have a somewhat low perception of the amount of time it takes to fully unwind. The average of the statement 4 is 1.08. Students report a low frequency of experiencing anger outbursts. It turns out that 1.33 is the median for that fifth assertion. Students said that they did not often feel like they were using an excessive amount of worried energy. As for the median, it comes in at 1.28 for the sixth statement in the data set. The findings demonstrate that students do not get restless while they are held in place (e. g. lifts, traffic lights, being kept waiting). The average for the seventh assertion is 1.02. As a result, it is clear that the majority of students only seldom thought that they were very sensitive. An average of 0.95 is assigned to the eighth assertion. This demonstrates that most

pupils did not feel they had trouble winding down. The average of the last nine statements comes out to 1.05 What this demonstrates is that students have a generalised belief that they are more easily irritated than their peers. In ten statements, the mean value is 1.32. This suggests that students seldom report having a hard time calming down after experiencing an emotional setback. The average of the eleventh assertion is 1.27. This demonstrates that students have a rather high perception of their own ability to handle disruptions.

In the 12th statement, the mean value is 1.14. In other words, this demonstrates that pupils seldom experienced a condition of tense tension. The median of the 13th statement is 1.19. This demonstrates that students believe they seldom shown intolerance against anything that impeded their progress. The median of the last 14 statements averages 1.06. This indicates that pupils believe they seldom experience anger. This study found that students perceive that they feel stress some of the time or to some degree (mean = 1.14) during academic sessions.

8.5. Students Perceived Social Support:

S. No	Statement	Mean	SD
1	There is a special person who is around when I am in need.	4.41	2.22
2	There is a special person with whom I can share joys and sorrows.	4.98	1.98
3	My family really tries to help me.	5.78	1.74
4	I get the emotional help & support I need from my family.	5.44	1.83
5	I have a special person who is a real source of comfort to me.	4.67	2.14
6	My friends really try to help me.	4.96	1.70
7	I can count on my friends when things go on wrong.	4.28	1.94

8	I can talk about my problems with my family.	4.80	1.94
9	I have friends with whom I can share my joys and sorrows.	4.87	1.84
10	There is a special person in my life who care about my family.	4.52	2.13
11	My family is willing to help me make decisions.	5.28	1.76
12	I can talk about my problems with my friends.	4.24	1.92
Overall		4.85	1.92

As shown in table 8.5, the average value of the first statement is 4.41. There seems to be a perception among students that there are few people they can turn to for help when they need it the most. The second statement has a mean value of 4.98. This demonstrates that students seldom have a specific individual with whom they can share both their pleasures and their sorrows. For the third statement, the mean value is set as 5.78. This demonstrates how little students believe their families are doing to assist them. For the fourth statement, the mean value is 5.44. Students believe they get little emotional support from their families, as seen by this finding.

The average number of statements in the fifth paragraph is 4.67. According to this study, students believe that they do not possess a close friend or family member who can really provide emotional support and comfort. Sixth-placed statements have an average value of 4.96. Many students believe their buddies seldom go above and beyond to support them. Seventh-placed statements have an average value of 4.28.

According to these findings, students believe that their friends are less likely to help them out when things go wrong. The average number of statements in the tenth paragraph is 4.80. This demonstrates that students believe they can only seldom discuss their difficulties with their families in this manner. The ninth statement has a mean value of 4.87. According to this data, students believe they have few true pals with whom to share their highs and lows in life. The tenth statement has a mean value of 4.52, on average. This demonstrates that pupils believe they have a personal hero who looks out for them and their loved ones. The eleventh statement has a mean value of 5.28. There seems to be a lack of willingness on the part of family members to assist pupils makes choices. The average statement value is 4.24. That students believe they can only seldom discuss their issues with friends suggests that they consider this to be true. This study found that students perceive that they get mild social support (mean = 4.85) from their friends and family during academic sessions.

8.6. Analysis of Difference between the Students' Perception on the base of Demographics i.e. Gender, Residence, status, Program, CGPA, Semester, Department, Institution, Economic Status. Independent samples t. test and ANOVA was applied to know the difference between the respondents' opinion based on demographics. Results were interpreted in below tables.

Table 8.6.1

Gender Wise Difference of respondents' Opinion regarding the Level of Depression, Anxiety, and Stress among Students at University Level

Gender	N	Mean	SD	t	df	Sig
Male	411	104.1606	21.57581	.312	582	.755
Female	173	104.8555	30.62046			

Significance Level $**P \leq .05$

Table 8.6.1 shows that there is no significant difference (.755) exists between the opinions of male and female on the amount of depression,

anxiety, and stress among university students. Standard deviation value difference (9.05) and t value (.312) also supports the claim.

Table 8.6.2

Difference of Participants' Opinions on the base of Residence regarding the Level of Depression, Anxiety, and Stress among Students at University Level

Residence	N	Mean	SD	t	df	Sig
Home	352	102.2415	25.41857	2.595	583	.010
Hostel	233	107.5966	22.87598			

Significance Level $**P \leq .05$

Table 8.6.2 shows that there is significant difference (.010) between the opinion of students' resident of home and hostel regarding the level of depression, anxiety, and stress

among students at university level. Standard deviation value difference (2.54) and t value (2.59) also supports the claim.

Table 8.6.3

Difference of Participants' Opinions on the base of Status regarding the Level of Depression, Anxiety, and Stress among Students at University Level

Status	N	Mean	SD	t	df	Sig
Urban	362	104.2707	26.35331	.130	583	.897
Rural	223	104.5426	21.38107			

Significance Level $**P \leq .05$

According to the findings shown in Table 8.6.3, there is not a statistically significant difference (.89) in the opinions of students classified into the various statuses (urban and rural) regarding

the level of depression, anxiety, and stress among students at university level. Standard deviation value difference (4.97) and t value (.130) also supports the claim.

Table 8.6.4

Difference between Participants' Opinions by Program regarding the Level of Depression, Anxiety, and Stress among Students at University Level

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	15408.003	3	5136.001	8.860	.000
Within Groups	336803.012	581	579.695		
Total	352211.015	584			

Table 8.6.4 indicates the difference between participants' opinions about the level of depression, anxiety, and stress among students at university level. The fact that the significance

value (.00) is less than 0.05 demonstrates that there is a statistically significant difference between the participants' opinions when it comes to the various programmes. F value (8.86) also supports the claim.

Table 8.6.5

Difference between Participants' Opinions by CGPA regarding the Level of Depression, Anxiety, and Stress among Students at University Level

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	92378.010	108	855.352	1.567	.001
Within Groups	256063.035	469	545.977		
Total	348441.045	577			

Table 8.6.5 indicates the difference between participants' opinions regarding the level of depression, anxiety, and stress among students at university level. The fact that the significance value is .001, which is lower than 0.05 and

indicates that there is a statistically significant difference between the participants' opinions on various students who have varying CGPAs, shows that the significance value is significant. F value (1.56) also supports the claim.

Table 8.6.6

Difference between Participants' Opinions by Semester regarding the Level of Depression, Anxiety, and Stress among Students at University Level

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	11292.507	6	1882.085	3.207	.004
Within Groups	338670.335	577	586.950		
Total	349962.842	583			

Table 8.6.6 indicates the difference between participants' opinions by different semesters regarding the level of depression, anxiety, and stress among students at university level. The

calculated significance value is .004 which is less than significance level 0.05 shows that there is statistically significant difference between participants' opinion by semester. F value (3.20) also supports the claim.

Table 8.6.7

Difference between Participants' Opinions by Department regarding the Level of Depression, Anxiety, and Stress among Students at University Level.

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	19994.192	17	1176.129	2.007	.010
Within Groups	332216.823	567	585.920		
Total	352211.015	584			

Table 8.6.7 indicates the difference between participants' opinions by department regarding the level of depression, anxiety, and stress among students at university level. The calculated significance value is .010 which is

less than significance level 0.05 shows that there is statistically significant difference between opinions of participants by different departments. F value (2.007) also supports the claim.

Table 8.6.8

Difference between Participants' Opinions by Institution regarding the Level of Depression, Anxiety, and Stress among Students at University Level

	Sum of Squares	Df	Mean Square	f	Sig.
Between Groups	11903.891	2	5951.946	10.179	.000
Within Groups	340307.124	582	584.720		
Total	352211.015	584			

Table 8.6.8 indicates the difference between participants' opinions by institution regarding the level of depression, anxiety, and stress among students at university level. The calculated significance value is .000 which is

less than significance level 0.05 shows that there is statistically significant difference between opinions of participants by different institutions. F value (10.17) also supports the claim.

Table 8.6.9

Difference between Participants' Opinions by Eco- Status regarding the Level of Depression, Anxiety, and Stress among Students at University Level

	Sum of Squares	Df	Mean Square	f	Sig.
Between Groups	11535.552	4	2883.888	4.910	.001
Within Groups	340675.464	580	587.371		
Total	352211.015	584			

Table 8.6.9 indicates the difference between participants' opinions by eco-status regarding the level of depression, anxiety, and stress among students at university level. The calculated significance value is .001 which is

less than significance level 0.05 shows that there is statistically significant difference between opinions of participants by different economic status. F value (4.91) also supports the claim.

Table 8.6.10

Relationship between Depression, Anxiety, Stress and Social Support among Students at University level

Variable	N	R	Sig(2-Tailed)
Depression	585	.1	.000
Anxiety	585	.773**	.000
Stress	585	.773**	.000
Social Support	585	-.191**	.000

**Correlation is significant at the 0.01 level (2-tailed).

Table 8.6.10 shows that there exists significant relationship ($p=.00<.01$) between Depression,

Anxiety, Stress and Social Support among Students at University level.

Table 8.6.11

Relationship between Depression, Anxiety, Stress, Social Support and Academic Achievement among Students at University level

Correlations

		Depression	Anxiety	Stress	Social Support	Academic Ach
Depression	Pearson Correlation	1	.773**	.773**	-.191**	-.044
	Sig. (2-tailed)		.000	.000	.000	.285
Anxiety	Pearson Correlation	.773**	1	.779**	-.073	-.068
	Sig. (2-tailed)	.000		.000	.077	.103
Stress	Pearson Correlation	.773**	.779**	1	-.080	-.036
	Sig. (2-tailed)	.000	.000		.053	.381
Social Support	Pearson Correlation	-.191**	-.073	-.080	1	.035
	Sig. (2-tailed)	.000	.077	.053		.402
Academic Ach	Pearson Correlation	-.044	-.068	-.036	.035	1
	Sig. (2-tailed)	.285	.103	.381	.402	

** . Correlation is significant at the 0.01 level (2-tailed).

Above table 8.6.11 shows that there exists significant relationship ($p=.00<.01$) between depression, anxiety, stress and social support and academic achievement among students at university level.

8. Findings Regarding Students' Perceived Depression:

1. This study finds that students perceive that they could not seem to experience any feeling of depression at all.
2. This study found that mostly students did not perceive that they could not seem to get going to depression condition.
3. This study found that students perceive they seldom felt nothing to look forward.
4. This study found that students perceive that they seldom felt sad and depressed.
5. This study found that students perceive that they seldom felt they had lost interest in just everything.
6. This study found that students perceive that they seldom felt they were not worth much as a person.
7. This study found that students perceive that they seldom felt that life wasn't worthwhile.
8. This study found that students perceive that they could not get to see enjoyment out of things they did.

9. This study found that students perceive that they seldom felt down-hearted and blue.

10. This study found that students perceive that they were seldom unable to become enthusiastic about anything.

11. This study found that students perceive that they felt very worthless.

12. This study found that students did not perceive that they could see nothing in future to be hopeful.

13. This study found that students did not perceive that they felt their life was meaningless.

14. This study found that student perceive that they seldom experienced trembling.

9. Findings Regarding Student's Perceived Anxiety:

1. This study found that student perceive that they were seldom aware of dryness of their mouth during anxiety.

2. This study found that students did not perceive that they experienced breathing difficulty (e. g. breathlessness or excessively rapid breathing in the absence of physical exertion).

3. This study found that students did not perceive that they had a feeling of shakiness (e. g. legs going to give away).

4. This study found that students perceive that they seldom found their self in situation

that made them so anxious they were most relieved when they ended.

5. This study found that students did not perceive not that they had a feeling of faintness.

6. This study found that students perceive that they seldom perspired noticeably (e. g. hand sweating in the absence of high temperatures or physical exertions).

7. This study found that students did not perceive that they felt scared without any good reason.

8. This study found that students did not perceive that they found it hard to wind down in anxiety situation.

9. This study found that students perceive that they seldom felt they were close to panic.

10. This study found that students perceive that they were seldom aware of the action of their heart in the absence of physical exertion (e. g. sense of heart rate increase, heart missing a beat).

11. This study found that students perceive that they seldom feared that they would be thrown by some trivial but unfamiliar task.

12. This study found that students did not perceive that they felt terrified of anxiety.

13. This study found that students perceive that they were seldom worried about situations in which they might panic and make a fool of their self.

14. This study found that students did not perceive that they experienced trembling (e. g. in the hands) in anxiety.

10. Findings Regarding Student's Perceived Stress:

1. This study found that students did not perceive that they found their self-getting upset by quite trivial things during stress.

2. This study found that students perceive that they seldom tended to over react to situation.

3. This study found that students perceive that they seldom found it difficult to relax in stress situation.

4. This study found that students perceive that they seldom found their self-getting upset rate easily.

5. This study found that students perceive they seldom felt that they were using a lot of nervous energy.

6. This study found that students perceive that they seldom found their self-getting impatient when they were delayed in any way (e. g. lifts, traffic lights, being kept waiting).

7. This study found that students perceive that they seldom felt that they were rather touchy during stress condition.

8. This study found that students did not perceive that they found it hard to wind down.

9. This study found that students perceive that they seldom found that they are very irritable.

10. This study found that students perceive that they were seldom found it hard to calm down after something upset them.

11. This study found that students perceive that they were seldom found it difficult to tolerate interruptions to what they were doing.

12. This study found that students perceive that they were seldom in state of nervous tension.

13. This study found that students perceive that they were seldom intolerant of anything that kept me from getting on with what they were doing.

14. This study found that students perceive that they seldom found their self-getting agitated.

11. Findings Regarding Student's Perceived Social Support:

1. This study found that students perceive that seldom there is a special person who is around when they are in need.

2. This study found that students perceive that seldom there is a special person with whom they can share joys and sorrows.

3. This study found that students perceive that seldom their family really tries to help them.

4. This study found that students perceive that they seldom get the emotional help & support they need from their family.

5. This study found that students perceive that they have a special person who is a real source of comfort to them.

6. This study found that students perceive that their friends really try to help them.

7. This study found that students perceive that they can count on their friends when things go on wrong.

8. This study found that students perceive that they can talk about their problems with their family.

9. This study found that students perceive that they have friends with whom they can share their joys and sorrows.

10. This study found that students perceive that there is a special person in their life who care about their family.

11. This study found that students perceive that their family is willing to help them while make decisions.

12. This study found that students perceive that they can talk about their problems with their friends.

Conclusions:

The main purpose of the study was to know about the relationship between students' depression, anxiety, stress, perceived social support, and achievement at university level. This study found that students perceive that they get depressed, feel anxiety and stress some of the time or to some degree and mild social support from their friends and family during academic sessions. This study found that there is no significant difference between male and female students in the level of depression, anxiety and stress as perceived by them, but female students perceive that more social support is provided to them than male and this difference was significant. This study found that there is no significant difference between gender (male and female) and locality (urban and rural) students in the level of depression, anxiety and stress as perceived by them but have significant difference among programs and different economic status. This study found the current literature by pointing out that certain of the traits have an impact on student achievement at the university level and good environment helps the students in reducing the stress and anxiety and its impact better overall on student's achievement. No doubt social support plays a vital role in the betterment of the students. There are a number of aspects that contribute in achievement of students. Students' motivation, teachers' roles, and teaching approaches all played an important role. Based on the research and analysis, it is possible to draw the conclusion that social

support has an effect on university students' achievement.

Recommendations:

The recommendations of the study are given below:

- This study found that students perceive that they get depressed, feel anxiety, and stress to some degree during academic sessions. It is therefore recommended that support centers may be establish to support them
- This study found that students perceive that they get mild social support from their friends and family during academic sessions. It is therefor, recommended that training programs may be arranged for students and parent about the importance of social support
- This study found that teachers and parents should be aware of the type of social support and teachers should assign such work that should be helpful to improve their academic achievements.
- This study found that Need-base scholarship and merit-based scholarship should be arranged for financially assistance of students.
- Students should calm their anxiety and stress regarding their studies and take help from the teachers and peers.

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