



**“IMPACT OF PERCEIVED STRESS AND PERCEIVED SOCIAL SUPPORT ON
THE ACADEMIC PERFORMANCE OF PART TIME EMPLOYED
UNDERGRADUATES”**

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We certify that the research work presented in this research project, to the best of my knowledge, is our own. All the sources used, and any help received in the preparation of this thesis have been acknowledged. We hereby declare that we have not submitted this material, either in whole or in part, for any other degree at this or any institution.

Signature(s):

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DEDICATION

This thesis is dedicated to our prevailing friendship, that guided our sails through these tides. To Wafa and Manfoosah, who kept us strong throughout this process. As well as our Parents, without whose unwavering support we would not be where we are today. Special thanks to Ms. Iqra Fatima, whose guidance helped us every step of the way.

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Abstract

The purpose of this study is to investigate the impact of variables like perceived stress and perceived social support on the academic performance of part time employed undergraduate students, aiming to expound the psychological and social factors that influence their academic success. The study uses three validated measures: the Perceived Stress Scale (PSS-10; Cohen et al., 1983), measuring subjective ratings of stress; the Multidimensional Scale of Perceived Social Support (MSPSS; Zimlet et al., 1988), measuring perceived support from family, friends, and significant others; and the Academic Performance Scale (Schmitt et al., 2008), measuring self-reported academic performance. Aided by a non-directional hypothesis, the research suggests that there is an association between perceived stress, perceived social support and academic performance without assuming the nature of these relations, in an attempt to ensure unbiased exploration of data to the maximum extent. A cross-sectional study design was opted to conduct this study. A sample of around 200 undergraduate students was used, ranging from 18-25 years of age, through a purposive sampling technique. Pearson product moment correlation analysis showed results that perceived stress proved to be negatively correlated with academic performance, while perceived social support showed a positive correlation with academic performance. Furthermore, perceived stress was found to be a significant negative predictor of academic performance, while perceived social support was found to be a significant positive predictor of academic performance.

Keywords: *perceived stress, perceived social support, academic performance, part-time employed undergraduates*