



**Impact of Resilience and Social Support on Stress Levels in Academic Aspirant
Droppers in Delhi-NCR**

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Abstract: Present study explored the transforming impact of social support and resilience on the stress levels of academic aspirant droppers in Delhi-NCR; specially those students who confront challenges in their educational journey. The study examined how these aspirants' lives are impacted by the interaction of resilience and social support on their stress level. The sample consisted of NEET and JEE aspirant Droppers (N = 100) respectively from Delhi-NCR. The participants were between the ranges of 18-24 years dropout from the university for preparation. The sampling was based on the Purposive sampling method. The Brief Resilience

Scale (Smith et al., 2013), The Multidimensional Scale of Perceived Social Support (Zimet et al., 1988) and Perceived Stress Scale (Cohen et al., 1983) were used. Applying the descriptive analysis, the results showed that social support has a substantial impact on the stress levels of academic aspirant droppers. However, there is insufficient evidence to conclusively know about how resilience affects stress levels; a positive correlation ($r=0.238$) between perceived stress and resilience, indicating that better resilience is linked to higher levels of stress. A negative correlation ($r= -0.297$) between perceived social support and stress levels, meaning that lower levels of stress are linked to higher levels of social support.

Keywords: *Resilience, Social Support, Stress, Academic Aspirants*

INTRODUCTION

The path to academic success is sometimes paved with obstacles and disappointments. The capacity to recover and flourish becomes essential for prospective students who, after facing a setback, find themselves negotiating the challenges of academic goals. The ideas of resilience and social support, which are essential in reducing the detrimental effects of stress on people who are resuming their academic pursuits after a break, best describe this situation. Research on the obstacles faced by academic dropouts has uncovered several significant problems that students run into whether they decide to resume their academic endeavors after a break. Academic dropouts may be more prone to mental health conditions including depression and anxiety, which could affect their capacity to handle the demands of schooling. (Radcliffe et al., 2010).

Stress is the awareness of an imbalance between an individual's capacity to meet the demands of their environment (stressors) and their level of environmental burden (Vermont et al., 2005). Stress is typically defined by researchers as an unfavorable reaction humans

experience to severe strain or other forms of burden. When an individual deals with any circumstance, they know they can't control but are unable to resist, stress results. When a person is burdened with more than they can afford, stress results. Harsh and prolonged stress can lower academic performance, make it more difficult for students to participate in and contribute to campus life, and increase the likelihood of substance addiction and other potentially harmful behaviors (Richlin et al., 2003). Stress is regarded as a natural element of student's life and might influence coping mechanisms to meet the demands of the classroom. This is because doing academic work requires constant stress-inducing activities (Agolla et al., 2009).

Due to the pressure to perform well on tests, compete in class rankings, and absorb a vast amount of material in a short amount of time, students reported experiencing significant levels of academic stress at specific points during each semester (Rawson et al., 1999). Research indicates that stress is an adverse physiological, psychological, and behavioral reaction that arises when an individual attempts to manage a stressor (Bernstein et al., 2008). Numerous continuous normative stressors, which are characterized as everyday inconveniences like unrelenting academic obligations, are encountered by students in secondary and postsecondary educational environments (Pascoe et al., 2019). Self-reported stress has been linked in the past to the manifestation of anxious moods and decreased wellbeing, according to research (Carter et al., 2006). According to the recently released OECD study, secondary students who self-report higher levels of stress connected to their academics also indicate worse levels of psychological, social, cognitive, and physical well-being (OECD, 2015). Self-reported stress levels are linked to a lower quality of life and overall well-being among people pursuing higher education, according to a systematic evaluation of 13 studies (Ribeiro et al., 2017). Persistent stress also hastens the onset of more severe mental health conditions such as depression and

anxiety (Moylan et al., 2013). Stress affects many different aspects of life, including food, sleep, memory, and attention (Kurebayashi et al., 2012).

Academic stress is defined as the pressure students face to perform well on tests, their fear of punishment, and the intense nature of their exams. The last few years have seen an increase in academic stress. Students are under a great deal of pressure from parents and teachers to achieve well academically. One of the main things preventing pupils from performing well academically is academic stress. Their psychological, physical, and emotional well-being could all suffer as a result. As a result, it adversely affects learning, which is essential in academic settings (Dinse et al., 2017). Numerous studies have shown that stress negatively impacts student learning quality (Ayaz et al., 2018), physical health, and psychological health. High levels of workload in the classroom have created competitive and demanding learning settings (Reeve et al., 2013). Numerous sources have used the term resilience in a variety of ways.

Resilience is broadly defined by Masten (2001) as positive results despite significant threats to development or adaptation. Similarly, resilience is described as “an outcome pattern following a potentially traumatic event” by (Bonanno et al., 2010). Others define resilience as specific kinds of reactions to stressors (Carver, 1998). Adapting to acute stressors on an emotional, behavioral, and biological level as well as functioning in various life domains (such as work, family, and social ones) are examples of resilient reactions. Resilience is defined by some as protective elements that allow for or promote constructive adjustment to stress exposure (Steinhardt, 2008). Like stress, resilience can be better understood as a comprehensive process (Glantz, 1999) that starts with an individual’s abilities and resources and allows them to respond adaptively to a particular stressor or stressors in the future, potentially leading to more adaptive outcomes. This method gives moderation effects and the processes relating resources to outcomes more weight (Schetter et al., 2011). Several writers have argued that resilience can only be understood in relation to a stressor, particularly those

specific kinds that act as triggers for resilience (Luthar et al., 2000). A threat, challenge, or loss (i.e., a stressor) must be significant enough to interfere with functioning for at least some of the people who encounter it for resilience to be meaningful. Moreover, an individual may possess resilience in response to certain stressors but not others (Rutter, 2006). Therefore, a more thorough analysis of the characteristics of the stressor or stressful situation and its appraisal is one way that resilience research might progress. (Schetter et al., 2011).

Social support from friends, family, and the school community can have a direct impact on student's educational experiences, improving their wellness and academic achievement (Scanlon et al., 2020). Students must learn how to manage stress to benefit as much as possible from their educational experiences (Gustems et al., 2019). Research has repeatedly shown that higher levels of social support are linked to lower stress levels and a better capacity to handle stressors (Mishra, 2020).

The social and psychological support an individual receives from family, friends, and their community is referred to as social support, which is a multifaceted notion (Awang et al., 2014). Perceived social support, which includes both instrumental and emotional support (Treppe et al. 2016), is the belief that assistance would be accessible if needed (Day et al., 2003). Most importantly, the fit between the individual's requirements and the type, timing, and source of social support determines how effective it is (Cutrona et al., 1990). The link between social support and favorable outcomes has been shown in both quantitative research (Brailovskaia et al., 2020) and qualitative studies (e.g. Scanlon et al., 2020), involving students from a variety of academic fields and nations (e.g., Cornelius et al., 2016). An individual's evaluation of their own worth is correlated with their sense of social support. One feels more supported when they believe they are loved, appreciated, supported when required, and have fulfilling relationships. The damage that people experience from stressful events can be lessened or balanced in large part by social support networks (Heijden, 2016).

REVIEW OF LITERATURE

Maymon and Hall (2021) provided an extensive overview of empirical studies on stress and social support among first-year postsecondary students in countries with higher education systems such as those in the United States and Canada, carried out between 1996 and 2020. It is perceived at psychological, environmental, and achievement-related variables in addition to demographic and other aspects that may contribute to stress. The review also explores other social support networks, including those within the peer, family, faculty, and institutional contexts. The review and synthesis of this material provide ideas for future research topics as well as insights into recurring issues.

Ozsaban et al. (2017) provided a study to evaluate nursing students' psychological resilience, academic stress, and social supports, as well as to investigate the associations among these factors. The study used a descriptive and correlational research approach, and 322 individuals were selected using an established procedure from a population of 1202 pupils. Structured questionnaires and measures evaluating perceived social support, academic stress, and psychological resilience were used to gather data. There was a significant correlation ($p < 0.05$) between psychological resilience and perceived social support, and 76.7% of the participants were female. Certain personal traits were found to have an impact on psychological resilience. Nursing students generally exhibited moderate levels of social support, academic stress, and psychological resilience.

Khan and Kausar (2013) gave a study that examined the impact of demographic factors such gender, age, and level of education as well as the effects of academic stress on students' performance. A sample of 150 students, equally divided between males and females, from different universities in Islamabad took part. The results showed a strong correlation between student performance and academic stress. The Perceived Stress Scale (PSS) scores did not

show a significant gender difference, but there was noticeable variation between junior and senior students, with younger individuals exhibiting higher levels of stress.

Pascoe et al. (2019) discussed a narrative review, where the impacts of academic stress are summarized, which also covers how it affects learning ability, academic performance, mental health conditions like anxiety and depression, sleep patterns, and drug misuse. Students in secondary and postsecondary school face a variety of pressures associated with academic responsibilities. Numerous studies indicate that stress associated with school can impair academic performance, reduce motivation, and increase the risk of dropping out, which can have a substantial long-term financial impact on governments.

Yadav and Srivastava (2020) investigated the relationship between students' suicidal thoughts and academic stress. A total of 200 students from Kota, Rajasthan's Allen Institute made up the study's sample. 100 of the students were NEET aspirants, and 100 were IIT aspirants. Suicidal ideation was measured using the Suicidal Ideation Scale, which was developed by Sisodia and Bhatnagar, and academic stress was examined using the Academic Stress Scale created by Rao. The study's findings indicated that there was no significant difference in academic stress between IIT and NEET aspirant students, however there was a significant difference in suicidal ideation. Academic stress and suicidal thoughts can be influenced by a number of things, including parental pressure, problems in personal relationships, addiction, a competitive environment, etc.

McLean (2021) proposed a study, which included 315 first-year students at the beginning of their academic careers, found that both genders experienced moderate levels of social support and felt stress. Stress levels were lower among those who reported having more social support. There were differences between genders in the amount and sources of perceived social support; women reported higher levels of stress and support than men did. The results highlights how crucial gender-specific strategies are for university programs that increase

social support and deal with stress. Social support is essential for encouraging positive results in students, supporting their academic success as well as their well-being, especially during the difficult adjustment to university life.

Thompson et al. (2016) provided a cross-sectional study at the University of North Dakota School of Medicine and Health Sciences (UND-SMHS) that looks at medical students' help-seeking behaviours, coping mechanisms, and perceptions of social support in addition to the prevalence of depression and burnout. With 64% of respondents, the poll finds that 17% of participants have moderate-to-severe depression and 49% report burnout. Remarkably, 81% of depressed kids go undiagnosed, and depression risk is greatly increased by a lack of support from friends, family, fellow students, and the school. Approach-oriented coping techniques have an inverse relationship with depression and show a considerable reduction in the likelihood of burnout. In order to lessen mental health difficulties among medical students, the study emphasizes the stigma that surrounds mental health concerns in the medical community and the necessity of programs that enhance coping mechanisms and social support.

Cazan and Truta (2015) investigated the relationships between the Adolescent Resilience Scale and perceived stress and life satisfaction, as well as assessed the construct validity and psychometric qualities of the scale in the Romanian environment. Based on a sample of 341 Romanian students from different faculties, the results show that the translated scale has strong psychometric qualities, confirming its applicability in Romanian contexts. After translation, confirmatory factor analysis provides additional support for the concept of adolescent resilience. Furthermore, path analyses show that stressors operate as a mediator between resilience, stress-reduction strategies, and overall life happiness, which is in line with other studies. These findings highlight the role that resilience plays in protecting Romanian adolescents from stress and raising their subjective well-being.

Almedia et al. (2018) investigated a cross-sectional quantitative study to examine how nursing students perceive stress and social support, taking into account both the quantity and quality of their supporters. Utilizing the Stress Evaluation in Nursing Students scale and the Social Support Questionnaire, 192 participants were surveyed for the study, which was carried out at a public institution in São Paulo, Brazil. The majority of students reported feeling satisfied even though they had little support, according to the results, which show that friends and family were the main sources of support. Students who were satisfied with their social support system showed decreased stress levels in theoretical coursework, but stress levels were still noticeably high in the “professional training” domain. Better coping mechanisms for student stress can be achieved by improving social support networks, fostering supportive academic settings, and putting procedures in place to ease the transition from student to professional life.

Smith et al. (2022) investigated a cross-sectional and correlational study to look into how pre-licensure nursing students handled stress, resilience, and rudeness from their peers during the COVID-19 epidemic. Data from 490 undergraduate nursing students in a state in the Southwest of the United States were evaluated through an online survey. The addition of an interaction term between stress and resilience had a nonsignificant impact on low-level disruptive student conduct, according to the results of ordinal regression models. This implies that stress, resiliency, and rudeness interact intricately. The results highlight the necessity for additional investigation to gain a deeper comprehension of the frequency of stress and resilience during pre-licensure nursing education. This will facilitate the creation of focused interventions aimed at providing effective student support.

Liu et al. (2021) discussed a cross-sectional study about the relationships between exam anxiety, emotion control, and psychological resilience in Chinese medical students. The survey evaluated the levels of test anxiety, emotion management, and psychological resilience in a

sample of 1266 students. The findings showed that a significant proportion of medical students had exam anxiety, with gender and academic standing having a major impact. Test anxiety, emotional control, and psychological resilience were found to be significantly correlated, according to logistic regression analysis. Furthermore, it was discovered that psychological resilience acted as a mediator in the connection between test anxiety and emotion control. The results highlights the significance of addressing psychological resilience and emotion control in reducing test anxiety in medical students, indicating the possibility of using interventions that prioritize resilience to assist students during tests.

Bacchi and Licinio (2016) investigated the resilience and psychological distress levels of University of Adelaide medical and psychology students. Data from 560 respondents were gathered using a voluntary, anonymous online survey, and the results showed that the mean ratings for psychological distress and resilience were comparable for both student groups. Psychological distress was indicated by about half of the medical and psychology students. The study also discovered a correlation between lower levels of distress and higher levels of resilience, underscoring the role resilience plays in reducing psychological distress. Students also indicated that they agreed with resilience-based interventions and recommended more steps to reduce stress, like more funding and more precise learning objectives. These findings highlight the necessity for more investigation to assess the efficacy of resilience-based therapies in mitigating distress among medical and psychology students.

METHODOLOGY

AIM

Present study investigates the impact of Resilience and Social Support on Stress Levels in Academic Aspirant Droppers in Delhi-NCR.

RESEARCH OBJECTIVE

- To determine the positive impact of resilience on stress level of academic aspirant droppers.
- To determine the positive impact of social support on the stress level of academic aspirant droppers.
- To determine the gender differences in impact of resilience and social support on stress levels.

HYPOTHESES

- **H₁:** There would be a positive impact of resilience on the stress level of academic aspirant droppers.
- **H₂:** There would be a positive impact of social support on the stress level of academic aspirant droppers.
- **H₃:** There would be a gender difference in impact of resilience and social support on stress levels.

RESEARCH DESIGN

The present study adopted a Descriptive Research Design.

SAMPLE

The sample consisted of NEET and JEE aspirants Droppers (N = 100, Male=55, Female=41, Prefer Not to say = 4) respectively from Delhi-NCR. The participants were between the ranges of 18-24 years and had spent 0 to 6 years preparing after dropping out from university. The sampling was based on the Purposive Sampling Method.

INCLUSION CRITERIA

- Academic Aspirants dropouts of NEET and JEE
- Delhi-NCR Students
- Students aged between 18-24 years of age

EXCLUSION CRITERIA

- Non-voluntary dropouts
- People with physical disabilities are excluded.
- Students under 18 years and above 24 years

TOOLS USED

1. **Brief Resilience Scale (BRS) (Smith et al., 2013):** It is a popular tool used to assess a person's capacity to recover from stress. It consists of six questions that evaluate a person's capacity for speedy stress recovery. On a 5-point Likert scale system, participants indicate how much they agree with each statement and how well it depicts their behavior. Numerous studies have indicated that the internal consistency metric, Cronbach's alpha, is above 0.80, meaning that the scale's components consistently assess the intended construct.
2. **The Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet et al., 1988):** The Multidimensional Scale of Perceived Social Support measures how much people believe their friends, family, and significant others to be there for them. Respondents rate how much they agree with each of the 12 statements on a 7-point scale. It aids in determining how much people believe social support is available to them in many spheres of their lives. When compared to other populations, the Cronbach's alpha values of the MSPSS typically range from 0.85 to 0.90, indicating

strong internal consistency reliability. It suggests that the scale's items evaluate felt social support in a consistent manner.

3. **Perceived Stress Scale (PSS) (Cohen et al.,1983):** The Perceived Stress Scale is a popular tool for measuring how stressed out someone feels about their lives. It consists of ten items that gauge how stressful one considers certain situations in their life to be. On a 5-point rating system, from “never” to “very often,” participants indicate how they have been feeling and thinking throughout the last month. Concurrent, predictive, and construct validity of the PSS have all proven well. According to various research, the PSS has a great internal consistency dependability, with reported Cronbach's alpha values ranging from 0.78 to 0.91.

PROCEDURE

Through educational institutions, participants were gathered, guaranteeing a varied representation of academic dropouts. Every prospective participant received a comprehensive information sheet detailing the goals, protocols, potential advantages, and potential dangers of the study. Written informed consent was acquired, outlining the voluntary nature of the participation, and providing a guarantee of confidentiality. Participants received a brief introduction to the study prior to the testing session, emphasizing the significance of providing truthful and precise answers

STATISTICAL ANALYSIS

The SPSS-26 Version software program was used to perform statistical analysis. The gathered data were summarized using descriptive statistics, such as the mean and standard deviation calculations. The t-test and regression analysis were applied to identify the results. The methodology section outlines the plan and method that how the study is conducted. This

includes Universe of the study, sample of the study, Data and Sources of Data, study's variables, and analytical framework. The details are as follows:

RESULTS

The purpose of the study is to find out how social support and resilience affect the stress levels of Delhi-NCR academic dropout aspirants. Stress, the dependent variable, has been regressed against the predictors of resilience and social support.

Table 1

N, Mean and Standard Deviation

DEMOGRAPHICS		N	Mean	Std. deviation
Male	Resilience	55	18.32	2.66
	Social Support		53.61	16.14
	Stress		20.89	5.11
Female	Resilience	41	17.70	2.68
	Social Support		61.31	12.78
	Stress		22.56	6.64
JEE Aspirant	Resilience	47	18.25	2.33
	Social Support		56.46	15.96
	Stress		21.36	4.48
NEET Aspirant	Resilience	52	17.98	2.93
	Social Support		57.36	15.61
	Stress		21.88	7.11

From Table No. 1, the mean Resilience score of male participants was marginally higher ($M = 18.32$) than that of female participants ($M = 17.70$). Even if the mean differences are negligible, they imply that, male in this sample may think of themselves as somewhat more resilient than females. When compared to male participants ($M = 53.61$), female participants reported a mean Social Support score that was significantly higher ($M = 61.31$). The gender-specific difference in mean Social Support scores is significant and could suggest that, generally speaking, females in this sample perceive higher amounts of Social Support than

male do. Compared to male participants ($M = 20.89$), female participants reported a somewhat higher mean stress level ($M = 22.56$). Despite the very minor gender-to-gender difference in mean stress levels, this shows that, on average, females in this group may be slightly more stressed than male.

In comparison to NEET students ($M = 17.98$), JEE aspirants have a significantly higher mean Resilience score ($M = 18.25$). There is a slight but noticeable variation in the two groups' mean Resilience ratings. It implies that JEE aspirants generally believe they are a little more resilient than NEET aspirants. The mean Social Support scores of JEET and NEET aspirants are comparatively close ($M = 56.46$ for JEE, $M = 57.36$ for NEET). The two groups' mean Social Support scores are nearly identical, indicating similar levels of perceived Social Support. In comparison to JEE aspirants ($M = 21.36$), NEET aspirants have slightly higher mean stress level ($M = 21.88$). The relatively small but significant difference in mean stress levels between the two groups suggests that, generally speaking, NEET aspirants would feel a little more stressed than JEE applicants.

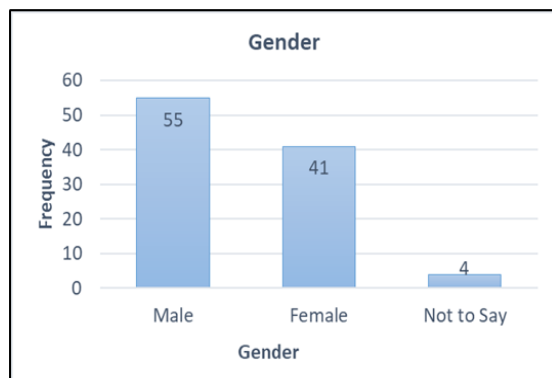


Fig 1. Gender Distribution Chart

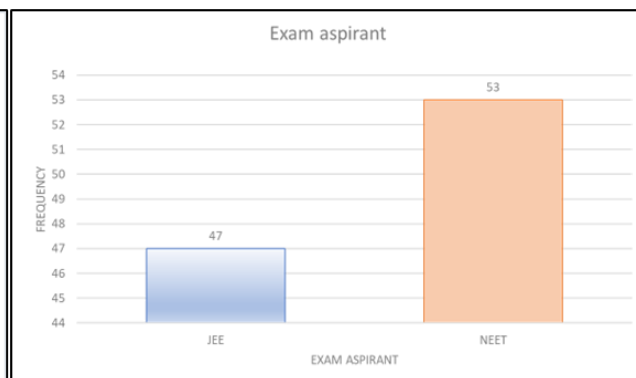


Fig 2. Exam aspirants (NEET and JEE) Chart

Table 2*Correlational Analysis*

Variable	Mean	Std. Deviation	Stress	Resilience	Social Support
Stress	21.66	5.959	1.000	0.238	-0.297
Resilience	18.08	2.661		1.000	-0.294
Social Support	56.77	15.719			1.000

From Table No. 2, Contrary to expectations, there appears to be a positive correlation ($r=0.238$) between perceived stress and resilience, indicating that better resilience is linked to higher levels of stress. Concurrently, there is a negative correlation (-0.297) between perceived social support and stress levels, meaning that lower levels of stress are linked to higher levels of social support.

Table 3*Model Summary*

MODEL SUMMARY ^B				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.336 ^a	.113	.095	5.67064

a. Predictors: (Constant), Social Support, Resilience

b. Dependent Variable: Stress

From the Table No.3, The model's predictors - social support and resilience account for around 11.3% of the variance in perceived stress, according to the R-squared value of 0.113.

Although it indicates a moderate degree of explanatory power, a more conservative assessment is provided by the Adjusted R-squared (0.095), which takes the number of predictors into account.

Table 4

ANOVA Analysis

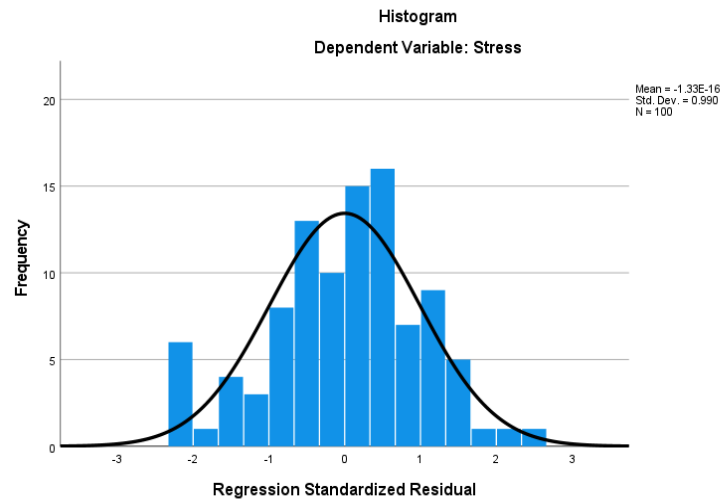
ANOVA ^a				
Model		df	F	Sig.
1	Regression	2	6.177	.003 ^b
	Residual	97		
	Total	99		

a. Dependent Variable: Stress

b. Predictors: (Constant), Social Support, Resilience

From Table No.4, the model appears to be a strong predictor of perceived stress, as indicated by the statistically significant F (2,97; 6.177) and matching $p > 0.003$. It suggests that perceived stress is significantly influenced by at least one of the predictor variables (Social Support and Resilience).

According to the results, it appears to confirm the hypothesis that social support has a substantial impact on the stress levels of academic aspirant droppers (**H₂**). However, there is insufficient evidence to conclusively support the hypothesis (**H₁**) about how resilience affects stress levels. Results also showcases that there would be a gender difference in impact of resilience and social support on stress levels (**H₃**)

**Fig 3**

Normal probability Curve (Dependent Variable: Stress)

DISCUSSION OF RESULTS

The analysis's findings offer a comprehensive viewpoint on the complex processes affecting people's perceptions of stress. While some factors, like social support's protective qualities, for example, show clear links with stress, other factors, like resilience, present more nuanced interactions that call for additional research. It may appear counterintuitive at first that there is a positive association between perceived stress and resilience (as measured by the Brief Resilience Scale, or BRS). Resilience's non-significant effect in the regression model, however, suggests that other variables outside the scope of our investigation may have an impact on the association. It suggests that while those who are more resilient may in fact feel more stressed out, there may be a moderating or mediating effect from other unidentified factors, making the relationship between perceived stress and resilience non-linear.

The ambiguity regarding the relationship between stress and resilience highlights how intricately human psychology functions. Although resilience is usually thought of as a defense against stress, it can occasionally take on unexpected forms. People that possess high degrees of resilience might have a different perspective on stress or be better at identifying and

admitting their sources of stress. Alternatively, resilience may be influenced by coping mechanisms or underlying psychological processes that combine to affect how stress is perceived. Additional investigation into these hypothetical moderators or mediators may shed important light on this complex relationship.

As an example, the regression model's negative coefficient for social support demonstrates the substantial and reliable role that social support networks play in protecting people from the negative effects of stress. The finding is consistent with the body of research that has been done on the subject and shows that people who perceive strong social support from friends, family, or other sources are better able to handle stressors and report feeling less stressed. Comprehending the ways in which social support functions to mitigate stress might carry significant consequences for mental health interventions. Promoting and sustaining supportive relationships among individuals may prove to be a viable approach towards augmenting resilience and mitigating stress in diverse situations, ranging from professional environments to community endeavors. It's important to understand, though, that a person's unique circumstances and individual characteristics may have a different effect on how social support affects stress.

The efficiency of social support in lowering stress can be influenced by various factors such as the perceived availability of support, the quality of support received, and cultural norms surrounding support-seeking behaviors. Therefore, it may be easier to harness the protective effects of social support through treatments designed for particular people and situations. Getting back to the unexpectedly high correlation between stress and resilience, the existence of moderating variables that change the nature of this relationship could be one possible reason. For example, coping mechanisms are essential to how people react to stress. It is plausible that individuals exhibiting high levels of resilience utilize coping strategies that compel them to face stressors head-on, hence elevating their perceived stress levels and increasing the

awareness of stressors. On the other hand, those who lack resilience could turn to avoidant coping mechanisms, which might reduce stress in the short term but eventually cause problems in the long run. Perceptions of stress may also be influenced by personality factors together with resilience. For example, people with high neuroticism may be more sensitive to unpleasant emotions, which makes them more likely to experience stress regardless of their resilience level.

In a similar vein, certain life situations like a persistent disease, unstable finances, or interpersonal problems can exert considerable pressures that outweigh resilience's protective benefits. ANOVA's indication of the regression model's overall significance highlights the joint role of social support and resilience in explaining subjective stress levels. Resilience by itself might not be a major predictor in our model, but when combined with social support, it offers a more complete picture of stress mechanisms. It emphasizes how crucial it is to consider several variables at once rather than looking at each one separately. To sum up, our research provides insightful information on the intricate interactions among variables that affect how stressed-out people feel. Although social support has consistently shown to be a protective factor, the connection between stress and resilience is more complex and needs additional research. We can improve our understanding of stress processes and develop more focused interventions to support mental health by investigating potential mediating and moderating variables, such as coping mechanisms, personality traits, and life circumstances.

IMPLICATIONS AND FURTHER RESEARCH

These results have significant implications for stress management approaches. Although building resilience might not immediately reduce felt stress, it might be a useful tactic to increase perceived social support. Stress levels may be decreased by interventions that strengthen people's sense of support and encourage supportive social networks. To investigate the mechanisms behind the observed connections, more research is necessary. Studies with a

longitudinal design may shed light on how these variables change over time and present a dynamic viewpoint on stress and coping.

A more comprehensive understanding of social support and resilience may be obtained through qualitative research that reveals its qualitative components. As it wraps up, the research provides insightful information on the complex interactions among perceived stress, resilience, and social support. A comprehensive approach to stress management is required considering the nuanced findings, which acknowledge the complexity of these concepts. To fully comprehend stress and coping, more research must be done on the intricacies of human experiences by scholars and practitioners.

LIMITATIONS

It is critical to recognize several limitations that could affect how the results are interpreted and used generally. First, the external validity of the results may be impacted by the study's sample size and representativeness. The results may not be as broadly applicable in other circumstances since the sample may not be entirely representative of the varied group of Indian academic dropout applicants.

Additionally, there is a chance that selection bias will be introduced by the convenience sampling method since participants may differ consistently from non-participants. Moreover, the cross-sectional form of the study makes it impossible to establish causal links between the variables of interest. Regression analysis can be used to examine relationships, but it is not able to determine which way causality runs. Therefore, it is conceivable that the connections between social support, resilience, and stress levels that have been identified may have been influenced by unmeasured confounding variables or reverse causation. The use of self-report measures, which are prone to biases including social desirability and recall bias, is another crucial factor to take into account. Inaccurate recall of prior experiences or socially acceptable comments from participants could introduce measurement error and compromise the validity

of the findings. Furthermore, because stress can seem differently in different settings and individuals, self-reported stress levels may not accurately reflect the complex and diverse nature of stress experienced by academic dropout aspirants.

By using felt stress as the dependent variable, the study may have missed other important aspects of stress, such as physiological indicators or stressors related only to the experience of academic dropout. The study may not fully capture the range of stress experienced by participants if it exclusively depends on their subjective views of stress, which would limit the breadth of knowledge. Furthermore, it is more difficult to discern the directionality of the correlations between social support, resilience, and stress or to draw conclusions about causality when correlational analysis is used. Although correlations are useful for determining the direction and intensity of relationships, they cannot prove causality.

As a result, different analytical techniques like longitudinal or experimental designs could provide more light on the dynamic interactions that arise between these variables throughout time. Additionally, the study may have missed possible interactions or nonlinear effects between social support, resilience, and stress levels because it relied solely on one statistical model to analyze the link between these factors. A more comprehensive knowledge of the underlying mechanisms causing stress in academic dropout candidates may be obtained through exploratory analysis or different modeling approaches. In conclusion, even though the study's findings provide insightful information about the associations between social support, stress levels, and resilience in Delhi-NCR academic dropout candidates, several limitations should be considered when interpreting the data. To improve the robustness and generalizability of the results, future research projects should seek to address these constraints by utilizing larger and more diverse samples, longitudinal designs, objective measurements of stress, and sophisticated statistical approaches.

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