Students' Stress Coping Mechanism

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Abstract

Academic stress is often found in students and is sometimes difficult to avoid. Stressful conditions often have a negative impact on students' mental health. For this sake, adaptive coping strategies are needed. This present study aims at: (1) describing the level of family resilience; academic self-efficacy; stress coping mechanisms; (2) analyzing the influence of family resilience and academic self-efficacy on stress coping mechanisms. Questionnaires were used as the instrument of this study and multiple regression techniques were applied as the techniques for data analysis. The result revealed that family resilience has a significant effect on stress coping mechanisms (Sig. $0.047 < 0.05$), academic self-efficacy has a significant effect on stress coping mechanisms (Sig. $0.005 < 0.05$). The effective contribution is 21.58%, family resilience and academic self-efficacy have a significant effect on stress coping mechanisms. Meanwhile, the relative contribution of family resilience to stress coping mechanisms is 38.6%, academic self-efficacy to stress coping mechanisms is 61.4%. Academic self-efficacy has a stronger influence on stress coping mechanisms. In this way, families are expected to increase their family's resilience, students are expected to increase their academic self-efficacy so that they have good stress coping mechanisms and are adaptive in dealing with their academic problems.

Keywords: Family resilience, academic self-efficacy, stress coping mechanism

1. Introduction

As an effort to advance and enhance the quality of human resources through learning, the role of higher education is quite prominent. Continuing education to college will be a personal experience for students. The academic life of college life is different from that of the high school (SMA), and so its educational journey in college is full of challenges. The transition from high school to college often puts such a significant demand to the students. The changes that occur to those who pursues education in college often create such an anxiety. As a complex creature, a student who leads a complex life, the difficulties they encounter cannot always be overcome. It can lead to stress as it is a part of becoming a human and human life (Yazon et al., 2018). In students's context, stress emerges as a result of a variety of challenges in everyday academic life (Esia-Donkoh et al., 2011; Ganesan, 2018; Mazo, 2015)

Academic stress occurs at every level of learning listed at the college. The higher the level of learning, the higher the demands experienced so that students become more and more vulnerable to the stress of the academic mind. College level is the peak of mental disorders as the students experience unique stages of development and psychosocial transition from late adolescence to early adulthood (Cuijpers et al. 2019; Wu et al. 2016). In the first year of college, students tend to experience greater academic stress than in the next following year, since they have to adapt to a variety of new things that differ from the situation in high school. It's the stress that comes from this academic activity that can interfere students' mental health of. Studies show that stress experienced by college students can serve as a predictor of mental health diagnosis (Karyotaki et al. 2020; Liu et al. 2019; Pedrelli et al. 2015). Internationally, students report high stress related to their education, which can have an adverse effect on their health, quality of life and academic achievement (Hitches, Woodcock, and Ehrich 2022; Pascoe, Hetrick, and Parker 2020; Powell 2018). A survey of American College Health Association-National College Health Assessment 2015, revealed that 3 out of 4 students felt stressed, while 1 out of 5 students stated that they tend to relate their stress to a suicide (Hitches et al., 2022; Liu et al., 2019; The Oxford companion to American military history, 2020).

The academic pressure because of the stress and academic weight that exceeding their capacity requires optimization of the energy base of people to deal with and manage it. The academic challenges and problems need to be faced and solved so that it doesn't disturb students' study duration. In facing a variety of challenges and problems that can cause

stress, students are required to be able to solve their problems properly and adaptively. This entail adequate adaptation strategies as commonly called "coping" strategies (Östlund and Persson 2014). A coping strategy is intended to undermine the atmosphere and the urge felt by pressing, challenging, troubling and exceeding the resources (resources) it has. The resources of coping that a coping strategist wants to influence (Arlinkasari & Akmal, 2017; Chairiyati, 2013; Lata Sharma & Nasa, 2014; "Rahmayati & Lubis, 2013) are carried out in solving various problems. People who have an advanced coping mechanisms tend to have higher skills to withstand the negative effects of daily stress and therefore will be far and free of illness or psychological disorders compared to those who have a low individual strength (Smith et al., 2016; Yazon et al., 2018).

Every student expects a success in their study. One of that successful can be seen from their academic achievements that affect their future education and job opportunities (Flashman 2012; Kristanti and Mambur 2019). Academic achievement is heavily influenced by many factors. Self-efficacy is said to be a functional means for students to experience a whole thing to a goal that has been officially established in their academic life (Byrne, Flood, and Griffin 2014; Phan 2010). Academic self-efficacy (ASE) refers to the degree of confidence that they can do a particular task at a certain level. Students who have a great academic self-efficacy will continue to believe in their ability to undergo difficult tasks, as well as want to impact on the activity in achieving their academic results. While students who lack ASE can complete easy tasks and tend to avoid difficult and easy academic tasks when facing obstacles (Anon 2013; Arlinkasari and Akmal 2017; Lata Sharma and Nasa 2014).

Family plays an important role in the growth of an individual both physically, psychologically and also socially. The achievement of an individual's quality of life depends on the dynamics of life that take place in his family. Family is also one of the aspects that ensures the success of the student in his academic life. The problems and challenges faced on college will be responded to by students through coping strategies which influenced by strong support and bonds in the family and family resilience. Family endurance describes interaction and communication with people that are compatible and safe in a physical or mental way which refers to the ability to obtain the integrity of psychological functioning (Ahlert and Greeff 2012; Oh and Chang 2014). Family resilience developed with the theory of stress, coping, and family adaptation that mainly focused on the characteristics and characteristics of a tough family (Walsh 2016). A relisience family is a family that is able to cope with a crisis both mentally and emotionally and can return to a situation before a crisis occurs immediately. Resilience refers to energetic techniques that involve positive self-adaptation in conditions of difficulty experienced (Windle 2011).

Based on the issues mentioned above, the study aims to: 1) describe the family resilience perceived by students, the academic self-efficacy of students and the stress coping mechanism of students; 2) describe how far the influence of family resilience and academic self-efficacy on the student's stress coping mechanism. The family resilience perceived by students is the capacity of families in building resiliency, recovering from and responding positively to problems that occur in the family. Academic self-efficacy is the belief of students in their ability to perform academic tasks and organize their learning activities independently in order to optimal academic expectations. The student stress coping mechanism is a student's mental and behavioral effort to deal with various academic problems that can cause stress.

2. Research Methods

This present study aims to see whether or not there is a causal relationship between the variables of family resilience, academic self-efficacy (ASE) and stress coping mechanisms (SCM). The sample was taken from 98 students at Timor Kefamenanu University, North Central Timor, East Nusa Tenggara using simple random sampling techniques, namely 68.37% female students and 31.63% male students. Family resilience data collection was adapted from the Walsh Family Resilience Questionnaire (WFRQ) proposed by Duncan et al. (2021). The WFRQ consists of 32 items summarized in 3 formats: Belief System format, Institutional Pattern format, and Ways of Communication format. The WFRQ reliability coefficient via the Cronbach's Alpha method is $\alpha = 0.94$. Student ASE data is based on Self-efficacy theory Bandura (1977). which was adopted from Gafoor et al., (2007), based on the idea that overall ASE is supported by the contribution of efficacy to each dimension of students' academic work. The dimensions of academic work consist of: Learning Process, Reading, Comprehension, Memory, Curriculum Activities, Time Management, Student-Lecturer Relations, Peer Relations, Resource Utilization, and Goal Orientation. The Academic Self-efficacy ratio consists of 40 statements which are divided into 20 positive statements and 20 negative statements with a reliability level of 0.90. On the other hand, student SCM information applied ratios which are summarized in 3 formats, namely cognitive format, emotional format and adopted attitude format. from Sewanee et al. (2013) with a reliability level of 0.88. Statistical analysis to test the influence of family resilience and ASE on student SCM was analysed using multiple regression assisted by SPSS 25 for Windows software.

3. Results and Discussion

3.1. Result

The aim of this research is to reveal the level of family resilience, academic self-efficacy (ASE) and stress coping mechanisms (SCM) of students and analyze the impact of family resilience and ASE on students' SCM. Univariate analysis was applied to prove the distribution and elastic waves that are measured such as family resilience, academic self-efficacy (ASE), and stress coping mechanisms (SCM).
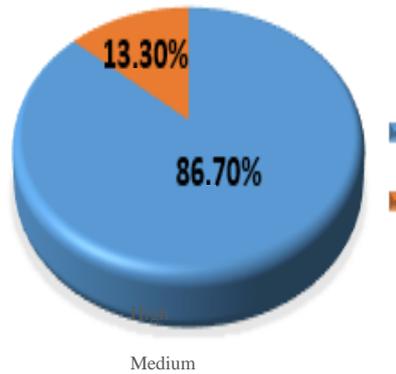

Figure 1: Family relisience

Based on Figures 1, it is clearly seen that the family resilience perceived by students is mostly in the "high" category with a percentage of 86.70% and in the "low" category at 13.30%.
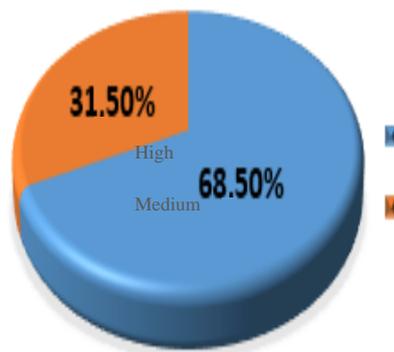

Figure 2: Academic self-efficacy

The majority of students' academic self-efficacy variables lie in the "high" type with a percentage of 68.70% and in the "low" type at 31.50%.
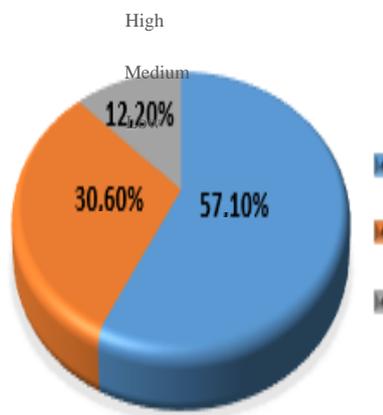

Figure 3: Stress coping mechanism

On the other hand, students' SCM is also mostly in the "high" category with a percentage of 57.10%, with the "medium" category at 30.60% and the "low" category at 12.20%.

Information normality experiments applied the Kolmogorov-Smirnov test. Based on the test results, Asymp was obtained. Sig (2-tailed) family resilience variable is 0.074 > 0.05. Asymp Number. Sig (2-tailed) ASE 0.200 > 0.05.

Asymp Number. Sig (2-tailed) elastic SCM 0.065 > 0.05. Therefore, it can be concluded that the 3 elastics have a reasonable distribution. Multicollinearity experiments used the Variance Inflation Factor (VIF) with the determination, if the tolerance number is > 0.1 and the VIF number is < 10, then the information does not face multicollinearity. Result of multicollinearity experiments disclose that the tolerance number is 0.569 > 0.1 and the VIF number for each elastic is 1.757 < 10. Thus, it can be concluded that there is no multicollinearity between the two elastics.

The heteroscedasticity test was carried out to investigate whether there is an inequality in the variance of the residuals in the observation data. The heteroscedasticity experiment was done by using the Glesjer method, the Sig number was obtained. 1.139 and 0.497 > 0.05 means that there is no heteroscedasticity problem. The autocorrelation experiment aimed to investigate whether in linear regression there was a relationship accompanying the confounding error (residual) in the time range t with time t-1 (earlier). If a relationship exists, it can be concluded that there is an autocorrelation problem. Autocorrelation experiment using the Durbin Watson number, the results of the autocorrelation experiment obtained a Durbin-Watson number of 1.844 which is between 1.715 to 1.285 as a result in this form of regression there is no autocorrelation.

Partial tests were applied out to determine whether a free elastic has a partial or individual effect on the bound elastic. Partial experimental results can be seen in table 1. Based on the table above, the Sig number is known. For the family resilience variable (X1) it is 0.038 < 0.05, whereas for the academic self-efficacy variable (X2) the figure is Sig. 0.000 < 0.05. In this way, it can be concluded that there is a very important impact of family resilience variables and ASE variables on SCM.

Table 1: Partial Test Results

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	20.395	8.227		2.479	0.015
	Family Resilience (X1)	-0.161	0.077	-0.257	-2.100	0.038
	Academic Self-efficacy (X2)	0.297	0.069	0.527	4.300	0.000

a. Dependent Variable: Stress Coping Mechanism

Based on the data of partial test result in table 1 above, it is clearly seen that the family resilience variable significantly influences the stress coping mechanism (SCM) variable with a significance level of 1.038 < 0.05. Likewise, the academic self-efficacy variable has a significant effect on the stress coping mechanism variable with a significance value of 0.000 < 0.05.

Simultaneous tests were attempted to identify whether or not there was a joint effect between family resilience variables and academic self-efficacy on stress coping mechanism variables. Based on simultaneous experiments, the Sig number was obtained. 0.000 < 0.05. In this way, it can be concluded that simultaneously the variables of family resilience (X1) and academic self-efficacy (X2) have a very important influence on the variable of stress coping mechanism (Y). The results of simultaneous experiments can be seen in table 2.

Table 2: Simultaneous Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	766.038	2	383.019	9.640	.000[b]
	Residual	3774.380	95	39.730		
	Total	4540.418	97			

a. Dependent Variable: Stress Coping Mechanism
b. Predictors: (Constant), Academic Self-efficacy, Family Resilience

Table 3: t-Test Results

Variable	Regression Coefficients	Regression Coefficients (Beta)	Correlation coefficient (r)	tcount	Sig.
Constanta	-11.621				
Family Resiliece (X1)	0.188	0.217	0.384	2.009	0.047
Academic Self-efficacy (X2)	1.196	0.310	0.427	2.868	0.005
F_{count}	13.044				
R Square	0.215				

Based on the data from table 3 above, T-test results of multiple regression experiments proved that simultaneously family resilience and ASE have a very significant effect on SCM with a coefficient of determination of 21.58%. The effective contribution of the family resilience variable (X1) to the stress coping mechanism variable (Y) is 8.33% and the relative contribution is 38.6%, while the effective contribution of the academic self-efficacy variable (X2) to the stress coping mechanism variable (Y) is 13 .24% and a relative contribution of 61.4%. According to the results of this analysis, it can be seen that the academic self-efficacy variable (X2) has a more dominant influence on stress coping mechanisms than the family resilience variable (X2).

3.2. Discussion

The college experience is a unique experience for every student. In their academic life, some students succeed smoothly without significant obstacles, while others face various obstacles and continue to struggle (Khan 2013). College years are often referred to as "the greatest time in a student's life" because people learn so many things, meet so many people with different personalities, and experience so many new things. There are many positive experiences during college, but it is often not easy to ignore the fact that there are many challenges when studying in college. The complex problems experienced by students in higher education are quite vulnerable to stress. These conditions must be responded to positively in order to make adaptive adjustments so that they can achieve optimal goals in their academic activities. Therefore, in order to achieve optimal goals in studies, students need to fulfill their personal needs through academic self-efficacy (ASE) and support from strong family resilience. The result of this study revealed research hypothesis that there are consequences between family resilience and ASE.

This study emphasizes the significance of a family's resilience level and the ways in which families may help their members (students) deal with the range of academic issues that may develop and lead to stress and mental health issues. The study's findings showed that most research participants rated family resilience as being in the high range. This reveals that families have successfully navigated challenging circumstances and issues. It can be concluded, then, that families have made the best use of protective characteristics to help their members get through challenging circumstances. Additionally, research findings demonstrate that students' ASE levels are in high category. Those with high ASE exhibit more self-assurance and constructive behavior in their academic lives. These traits can help students improve their adaptive coping abilities when faced with challenges or circumstances that could lead to academic stress for then they can achieve high academic accomplishment.

This study highlights the important role of the level of family resilience and how families can support their members (students) in dealing with various academic problems that arise which have the potential to cause stress and mental disorders. The results of the study revealed that the level of family resilience perceived by research participants was mostly in the high category. This shows that family has been able to overcome problems and difficult situations efficiently, thus it is said that family has optimized the use of the protective factors it has to help overcome the problems or difficult situations experienced by its members. Research results also prove that students have high levels of ASE. Students with high ASE are more self-confident and have positive actions towards their academic life which can support improving adaptive coping skills when facing problems or situations that have the potential to cause academic stress. achieving high academic achievement.

Family resilience includes coping methods and adapting when people are close to high-risk stressors and face mental stress. Mental stress forces a person to create special coping strategies. Next, coping strategies will encourage people to determine how to adapt to what they try next. More appropriate and efficient coping with stressful situations will focus on adapting and being more positive. Adapting to the positive self will ultimately lead to a variety of resilient attitudes (Herdiana and Handoyo 2018). By strengthening family resilience, family resources will be built to be more adaptive in facing new challenges. In the family context, family resilience can be described as a family situation that is able to adapt and succeed through various stresses caused by various obstacles faced. The high academic self-efficacy (ASE) of students and their resilient families can be a model for individuals (students) to cope when experiencing various pressures that can cause stress in the dynamics of their academic life.

This research also disclose that ASE levels have a role in stress coping mechanisms. Students with high confidence in their ability to carry out their academic assignments will be able to respond positively to problems that arise and can overcome them adaptively. This proves that academic self-efficacy can take into account that students can adaptively deal with stress (Freire et al. 2020; Lannin et al. 2019; Şahin and Çetin 2017). Students with high self-confidence may consider the stress they experience as a challenge rather than a threat so that it can reduce their stress and they can better adapt to their academic life on campus and can lead to a more positive learning experience. Conversely, students who tend to be less confident in their abilities will experience feelings of anxiety because they feel unable to overcome the academic problems they face. Coping is a person's way of thinking and behaving in dealing with various pressures both internal and external from stressful situations (Budimir et al., 2021; Kobbin et al., 2020; Taha et al., 2014; Yang et al., 2022).

The results of multiple regression analysis show that academic self-efficacy has a greater influence than family resilience on stress coping mechanisms, namely 13.24%. Social support (family) will make it easier for students to adapt to problems that cause stress in their academic life. Resilient families will be able to adapt to achieve balance in their family (Neo, Chang, and Fung 2016) and can become a model for their family members (students) to find good stress coping mechanisms. A resilient family is a type of social support that acts as a buffer against the negative impacts of stress or (academic) life events that cause a lot of pressure (Dupont, Galand, and Nils 2015; Janaye Wright and Miller Lucy Elizabeth Hargis Ellen L Usher Joseph H Hammer 2022). In this study, it is also clear that academic self-efficacy has a greater influence than family resilience on stress coping mechanisms. This proves that high academic self-efficacy will raise student motivation to master challenging academic tasks.

4. Conclussion

This present study indicates that the levels of family resilience, academic self-efficacy (ASE) and stress coping mechanisms (SCM) of students are each in the "high" category. The results of the analysis show that the variables of family resilience and ASE either partially or simultaneously have a very important influence on the SCM of students at the University of Timor Kefamenanu, East Nusa Tenggara. Students with resilient families and high ASE have a positive role in dealing with academic stress experienced as a result of problems that arise in their academic life. With the support of a resilient family and a high level of ASE, students will be able to support success in living their academic life.

The result of this study can be used as a reference for families to continuously increase their resilience in order to become an increasingly resilient family. Likewise, students are expected to continuously increase their ASE positively to support their productivity in their academic life. Through the support of a resilient family and high ASE of students, it is hoped that they will carry out SCM effectively so that they are able to face and resolve the academic problems they experience adaptively.

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