


The Effect of Coping Stress on Final Year Students' Academic Achievement Index

Tri Windi Oktara^{1*}, Farhanah Murniasih², Hilda Rosida¹
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia¹
Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia²
tri.windi@uinbanten.ac.id*

<p>Submitted: 2024-05-23</p> <p>Published: 2024-07-10</p> <p>Keywords: Resilience, Psychological Empowerment, Self-Compassion</p> <p>Copyright holder: Author/s (2024)</p> <p>This article is under:</p>  <p>How to cite: Oktara, T. W., Murniasih, F., & Rosida, H. (2024). The Effect of Coping Stress on Final Year Students' Academic Achievement Index . Bulletin of Counseling and Psychotherapy, 6(2). https://doi.org/10.51214/00202406962000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>ABSTRACT: Final year students often face significant academic and emotional challenges, especially when completing their theses, which can impact their academic performance. The aim of this research is to find out how coping with stress affects the academic achievement index of final year students. The sample of the study was 175 final year students who are doing their thesis of Universitas Islam Negeri Sultan Maulana Hasanuddin Banten. Data was collected through the Coping Stress questionnaire, the questionnaire revealed two aspects, namely problem-focused coping or coping focused on problems and emotion-focused coping or coping focused on emotions. The data analysis technique used in this research is linear regression. The results of the research show that stress coping for final year students has a significant effect on academic achievement. Besides that, there is a strong relationship between final year students' stress coping and academic achievement. Apart from that, coping stress in final year students has an effect on academic achievement by 36,1%. This study's findings highlight the importance of paying close attention to students' living situations, particularly those who reside with their parents. The emotional health and academic success of students can be improved when schools and parents work together to provide a nurturing atmosphere for them. The research show that stress coping for final year students has a significant effect on academic achievement.</p>
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INTRODUCTION

Academic pressure is often rather high for final year students (Ifdil, Lela, et al., 2022; Ifdil, Syahputra, et al., 2022). Academic stress primarily impacts students due to the diverse array of stressors they encounter, including academic pressure and the expectation of academic excellence (Pathirana et al., 2016). As stated by Kötter et al. (2017), academic performance is adversely impacted by stress, which may also feed into a self-perpetuating cycle of stress levels that worsens performance. Thus, motivation is an individual's disposition to perform particular duties. This strain results from the increased academic expectations as well as from the getting ready for life after graduation and the workforce (Okolie et al., 2020; Syarifuddin et al., 2022). They are under extreme stress in this circumstance; therefore, they need to learn good coping mechanisms to control and get over it.

Final year students who experience academic stress may find that it has an impact on their social lives, mental health, and above all academic success (Fajri et al., 2023; Lubis et al., 2022). According to a study by Crego et al. (2016), academic tension may hinder the performance of students. Kötter et al. (2017) noted in a separate study that elevated levels of stress result in a decline in performance, which

in turn heightens levels of stress. This establishes the significant correlation between stress and academic achievement. According to a study by Crego et al. (2016), academic tension has an adverse effect on the performance of students. An additional investigation conducted by Bello & Gumarao (2016) sought to ascertain the correlation between the coping mechanisms and stress levels of students and their academic achievement. The study's findings indicate that no statistically significant correlation exists between stress levels and academic achievement. Nonetheless, academic performance and avoidant coping strategies are significantly inversely correlated. The greater the use of avoidant coping strategies, the lower the respondents' academic performance. According to another study conducted by Kötter et al. (2017) in Lübeck, Germany, tension and poor academic performance may form a self-perpetuating cycle. Knowing what influences academic performance is essential to knowing how successful a student will be in finishing their education.

The capacity of pupils to control stress often known as managing stress is one crucial element that can affect academic achievement. Stress coping is the process by which people manage, lessen, or put up with the demands and pressures they encounter. Coon & Mitterer (2008) defines coping stress strategies as a type of application that utilizes cognitive and behavioural processes to decrease stress and enhance coping abilities. Individuals have the ability to mitigate, control, restrict, or avoid the detrimental impacts of stress through the implementation of coping mechanisms, which may consist of both psychological and behavioural strategies (Ciccarelli, 2015). Lazarus & Folkman (1984) posits that coping is the most straightforward and practical approach to resolving issues through behaviour management. It serves as a means to liberate oneself from a multitude of tangible and intangible challenges and consists of both cognitive and behavioural endeavours to diminish, endure, and cope with pressures.

Students who encounter stress while attending online lectures have the ability to mitigate the negative emotions by employing stress coping mechanisms. Individuals can manage stress in a variety of ways, contingent on the intensity of the stress they encounter and the type of stress coping mechanism they find most effective. In accordance with the research of (Lazarus & Folkman, 1984), stress can be managed in one of two ways: (1) Problem-focused coping, which entails altering one's emotional response to a stressor or removing the stressor itself, or (2) Emotional focused coping, which entails modifying one's emotional state or reaction to a stressor. By reducing the emotional impact of stressors, this approach facilitates more efficient problem-solving. Effective coping mechanisms can enable final-year students to keep their attention, effectively manage their time, and reach their full academic potential.

Ranasinghe et al. (2017) found a negative association between emotional intelligence and academic success on academic stress and performance. However, other research suggests no link between strain and academic performance. Bello & Gumarao (2016) found no correlation between stress and academic performance. Banaee et al. (2020) and Razban F et al. (2022) found a link between academic performance and achievement motivation. Additionally, Bolkan et al. (2016) examined how teacher clarity affects student motivation, academic performance, and learning. This research is based on inconsistencies in findings from previous studies, which was the main motivation for conducting this research. The purpose of this study is to determine how coping stress affects final-year students' academic accomplishment index.

METHODS

Design

This research is quantitative descriptive research on students at the Sultan Maulana Hasanuddin State Islamic University, Banten, which was obtained through purposive random sampling. Selection Criteria: 1) Final Year Students: Only students who are in their final year of study; 2) Currently Writing a Thesis: Students must actively write their thesis. 3) Complete the Questionnaire: Only consider students who have completed the questionnaire completely.

Participants

The questionnaire was filled in by 225 students, but the data that could be processed was only 175 final year students who were writing their thesis. Among these 175 students, 12% were men and 88% were women (as detailed in Table 1), because the rest did not complete the questionnaire. The remaining 50 students were excluded from the analysis because they did not complete the questionnaire in its entirety, resulting in incomplete data that could not be processed.

Instrument

Data was collected through the Coping Stress questionnaire which was adapted from the Cope Inventory (Carver et al., 1989), adapted using Indonesian, which was distributed online. This adaptation process includes several important steps. First, the initial translation is carried out by two bilingual translators who are competent in the native language (English) and the target language (Indonesian), followed by alignment of the translation through discussion between the translator and the bilingual moderator to resolve differences and ensure appropriateness of terminology. Next, the back-translation was carried out by two different translators who were not involved in the initial translation to evaluate the accuracy of the translation, then the results of the back-translation were compared with the original questionnaire to identify and correct inconsistencies. Validity testing is carried out through initial trials on small samples to identify problematic items and carry out revisions based on analysis of trial results. The next step is further validity and reliability testing with trials on a larger sample to test construct validity through exploratory (EFA) and confirmatory (CFA) factor analysis, as well as measuring reliability with Cronbach's alpha coefficient. Finally, after validity and reliability were confirmed, the adapted questionnaire was finalized and accompanied by clear instructions for use and scoring.

This adaptation procedure ensures that the adapted Coping Stress questionnaire can be used accurately and validly in research, so that the data collected is reliable and provides meaningful insight into stress coping mechanisms in students who are writing their theses. The questionnaire uses a 4-point Likert scale ranging from always to never. The stress coping questionnaire revealed 2 aspects, namely problem-focused coping or coping focused on problems and emotion-focused coping or coping focused on emotions with a Cronbach's alpha value of 0.82, indicating that the quality of the stress coping instrument is good for measuring.

Data Analysis

Furthermore, data regarding the contribution of stress coping of students who are writing their theses to academic achievement is processed through linear regression analysis. Apart from that, this research also displays a scatter plot to identify and understand the relationship between two variables. By observing the patterns that form and calculating correlations, we can make better conclusions about our data and the potential relationships between the analyzed variables.

The analysis is conducted under the assumption of linearity, meaning that the relationship between stress coping and academic achievement is linear, implying proportional changes in academic performance with changes in stress coping scores. Additionally, the assumption of normality is tested to ensure that the residuals (errors) of the model are normally distributed, which is crucial for making valid inferences about the parameters. Lastly, the assumption of no autocorrelation is examined to ensure that the residuals are independent of each other, meaning that the data points are not correlated with each other over time. By fulfilling these assumptions, the linear regression analysis provides reliable insights into the impact of stress coping mechanisms on academic achievement, helping to identify effective strategies for improving students' academic performance while managing stress effectively.

RESULTS AND DISCUSSION

Results

The results of the analysis of the contribution of final year students' stress coping to their academic

achievement are shown in detail in Table 2. This table presents comprehensive data regarding the relationship between various stress coping strategies used by students and their impact on their academic achievement index. This analysis includes various variables such as stress levels, the type of coping strategies applied, and how effective these strategies are in helping students manage their academic stress.

Table 1. Characteristics of the research sample

Sample characteristics		n (%)
Gender		
Male		21 (12%)
Female		154 (88%)
Faculty		
Social		16 (9.1%)
Education Science		89 (50.9%)
Da'wah		53 (30.3%)
Economy		4 (2.3%)
Select if there is no option		13 (7.4%)
Residence		
Boarding/Hostel		31 (17,7%)
At my parents' house		132 (75,4%)
At grandmother's/relative's house		12 (6,9%)

Table 2. Effect of Final Year Students' Stress Coping on Academic Achievement

Model	R	R Square	Sig.
X.Y	0.601	0.361	0.000

Based on the analysis of the table above, there is a significance value of 0.000 which states that it is smaller than 0.05 ($0.000 < 0.05$), so it can be concluded that stress coping for final year students has a significant effect on academic achievement. Besides that, the R value is 0.601, this indicates that there is a strong relationship between final year students' coping with stress and academic achievement. It can be seen that the R Square value is 0.361. This means that final year students' stress coping influences academic achievement by 36.1%, while the remaining 63.9% is influenced by other factors that cannot be explained in this research study. To further see the regression equation, see Table 3 below.

Table 3. Regression Equation and Significance of Final Year Students' Stress Coping on Academic Achievement

	Unstandardized Coefficients	
	B	Std. Error
(Constant)	6,385	0,234
Coping Stress	0,047	0,005

In table 3 above, the constant value (a) is 6.385, while the stress coping value for final year students (b) is -0.047. So, the regression equation becomes: $\hat{Y} = 6.385 + 0.047X$. This regression formula shows that every one-point increase in stress coping in final year students is accompanied by an increase in student academic achievement of 0.047. The regression coefficient is positive, so it can be stated that the influence of final year students' stress coping variable (X) on academic achievement (Y) is positive, which means that an increase in final year students' stress coping will cause an increase. in student academic achievement. This research also provides an overview of the results of the analysis of the contribution of the statistical anxiety subvariable to statistical values which can be seen in Table 3.

Table 3. Contribution of Stress Coping Subvariables to Academic Achievement

Subvariabel Coping Stres	R	R Square	Sig.
Problem Focused Coping	0.532	0.283	0.000
Emotion Focused Coping	0.537	0.288	0.000

Based on the analysis in table 3 above, there is a significance value of 0.000 for all stress coping sub-variables which states that it is smaller than 0.05 ($0.000 < 0.05$), meaning that all stress coping sub-variables have an effect on the academic achievement of final year students. Besides that, the R value for all sub variables is 0.532 (for problem focused coping) and 0.537 (for emotion focused coping), this indicates a strong relationship between final year students' stress coping and academic achievement. Furthermore, it can be seen that the R Square value for all problem focused coping and emotion focused coping sub variables is 0.283 and 0.288. This means that the stress coping sub variable that contributes most to academic achievement is the emotion focused coping sub variable of 28.8%, while the problem focused coping is below that. So, it can be stated that the emotion focused coping sub variable has quite a large influence on the academic achievements obtained by students.

Discussion

The results of the research show that stress coping for final year students has a significant effect on academic achievement. In line with research by Ranasinghe et al. (2017) concerning the influence of emotional intelligence and academic performance on academic stress and academic performance unveiled a negative correlation between the two variables. Conversely, alternative research posits that there is no substantial correlation between tension and academic achievement. The conclusion of a study by Bello & Gumarao (2016) is that academic performance and stress are not correlated. Additionally, Banaee et al. (2020) and Razban F et al. (2022) discovered a significant correlation between academic performance and students' achievement motivation. In addition, Bolkan et al. (2016) investigated the relationship between instructor clarity and student motivation, academic performance, and learning.

Furthermore, it has been observed that students' apprehension may precipitate a decline in their ability to concentrate, ultimately impacting their academic achievements (Padgett & Glaser, 2003). Students' inability to concentrate, which leads to a diminished sense of self-assurance, will inevitably have an effect on their learning outcomes in statistics when they experience apprehension. A negative correlation has been identified between the learning outcomes achieved by students and the emergence of apprehension during statistics examinations (Khan et al., 2015; Macher et al., 2013; Oktasari et al., 2021). Hence, it is possible to regard the test anxiety component of statistical anxiety as a prognostic indicator of students' achievement in statistics courses (Afdal et al., 2019). Furthermore, this research also reveals the conditions of problem focused coping and emotion focused coping based on where final year students live as follows.

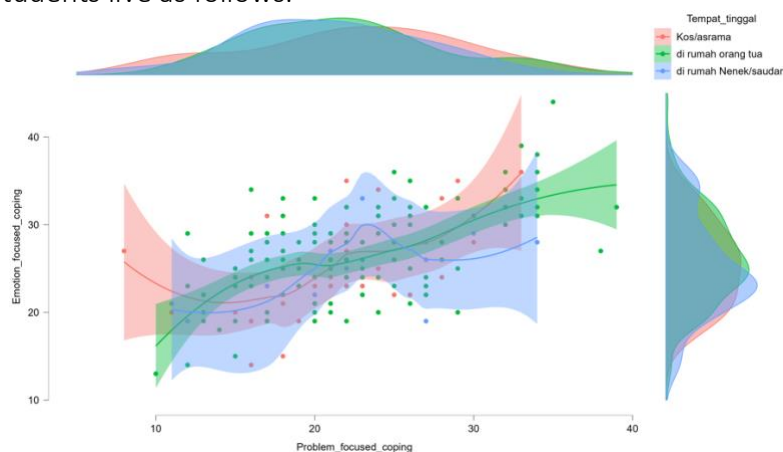


Figure 1. Problem focused coping-emotion focused coping seen from place of residence

Figure 1 shows that the majority of seniors deal with stress by directing their attention to emotionally focused coping mechanisms. When people strive to alleviate the stress they're feeling, emotionally focused coping means they isolate themselves emotionally and physically (R. Lubis et al., 2023). This happens all the time in real life, for example, when students attempt to escape the stress, they're feeling by ignoring issues that crop up during online lectures. The effectiveness of emotional focused coping in stress coping strategies, according to Ben-Zur (2020), depends on the environmental factors that produce stress, such as situations over which the individual has no control. One way for pupils to deal with difficult situations is for them to take stock of what's going on and determine how much power they really have over it.

The objective of emotion-focused coping mechanisms is to alleviate tension and negative emotions that result from exposure to stressful situations. External events are particularly unavoidable when the individual lacks control over them. Problem-focused coping (Lazarus & Folkman, 1984) entails cognitive and behavioral endeavors to alleviate tension through the resolution of the issue at hand. Therefore, the primary prerequisite for effective functioning is the cultivation of optimal coping mechanisms for stress. The findings of the present research indicate that students are increasingly employing coping mechanisms that are emotion-focused, as proposed by Lazarus & Folkman (1984) (acceptance, pursuing emotional support). Although planning is a problem-oriented coping mechanism, it is not the case.

Additional analyses revealed that students who expressed a requirement for emotional and social support were less likely to employ the coping mechanisms of positive reframing and acceptance of the pandemic circumstances. A correlation was observed between typical stressors (studying, pressure to attain high grades, pass exams, and qualify for scholarships) and the requirement for emotional, organizational, and psychological support (Gao et al., 2020; Tardy, 1985). Students who desired genuine, direct assistance articulated an interest in enhancing their emotional state and developing psychological resilience, which is consistent with the findings of Bernabé & Botia (2016). In order to maintain a high level of functioning, students primarily expressed a need for psychological, organizational, and emotional support from their families and companions (Masten, 2020; Masten et al., 1990). This may be explicable in light of the resilience theory. This is due to the fact that perceived emotional support and secure, close relationships with family and acquaintances (Luthar et al., 2000; Skalski et al., 2022) are significant predictors of resilience (Elmer et al., 2020). These factors collectively establish networks of emotional and social support. The capacity to utilize support functions as a protective barrier against the detrimental effects of stress. Additionally, it can prevent the problems from worsening by providing coping mechanisms in the event of stress. Research confirms that individuals who have access to support exhibit reduced susceptibility to stressors and experience improved mental well-being (Cohen & Wills, 1985).

Implications

The primary implication of this study is that higher education institutions must implement comprehensive stress management support programs for students. Academic achievement can be negatively impacted by 36.1% when contending with stress; therefore, universities must provide effective interventions and resources, such as coping skills training that addresses both problems and emotions. In addition to this, the living environment significantly influences the coping capabilities of students. Those students who reside in boarding houses or dormitories are more likely to employ emotion-focused coping strategies, whereas those who live with their parents have greater difficulty with problem-focused coping. These programs will help students recognize their level of self-efficacy and the positive impact that self-efficacy has on their academic accomplishment, as stated by (Karaman et al., 2019). This is in accordance with the findings of the organization. According to (Boyraz et al., 2016), counselors have the ability to encourage teachers to participate in close collaboration with students,

which provides a support structure that is desperately required.

CONCLUSIONS

The results of the research show that stress coping for final year students has a significant effect on academic achievement. Besides that, there is a strong relationship between final year students' stress coping and academic achievement. Apart from that, coping stress in final year students has an effect on academic achievement by 36,1%. This study's findings highlight the importance of paying close attention to students' living situations, particularly those who reside with their parents. The emotional health and academic success of students can be improved when schools and parents work together to provide a nurturing atmosphere for them. These findings may also serve as a basis for the development of specific interventions aimed at helping students manage stress coping more effectively, such as coping skills training programs or special counseling sessions. Thus, it is hoped that this research can make a significant contribution in efforts to improve the quality of education and welfare of students, especially those in the final years of their studies.

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