

The Role of Parents' Social Support and Self-Efficacy towards Academic Stress



Nindi Tri Andarini, Purwadi

Abstract: Academic stress is one of problems experienced by students including the students of guidance and counseling major. Academic stress can be led by various reasons as if parental social support and self-efficacy. This study aims to verify the effect of parental social support and self-efficacy of the academic stress on the guidance and counseling students at "X" university in Yogyakarta. Besides, the subjects of this study was all scholar of guidance and counseling study program at "X" University in Yogyakarta. Following this, the samples of this study were 100 people. Technique of the sampling used in this study was cluster random sampling. In addition, the data collection methods of this study utilized the academic stress scale, the scale of parental social support and self-efficacy scale followed by a Likert scaling model. The data analysis of this study used the multiple linear regression analysis, with assumption test consisting of normality test, linearity test, and multicollinearity test. The results of data analysis showed that the parental social support and self-efficacy could significantly influence the academic stress of students in the guidance and counseling study program at "X" university in Yogyakarta. Partially, there was a very significant influence between social support from parents and self-efficacy on the academic stress of guidance and counseling study program students at "X" university in Yogyakarta. Therefore, the implication of this research was the importance of parental social support and self-efficacy to control the students' academic stress.

Keywords: Academic Stress, Self-Efficacy, Social Support of Parents

I. INTRODUCTION

Education comes as an important aspect for every individual. In Indonesia, formal education consists of various levels started from level of elementary school to tertiary institution. Along with the increasing level of education, the complexity of learning materials is also increasingly in the high level. Regarding the statement mentioned, it can cause the students to experience the stress easily. Therefore, the stress related to education is called the academic stress [1,2,3,4,5,]. Besides, the academic stress is not only found in adolescents [6] but also it has been discovered in the college students who have begun an early adult development phase [7,8,9,10,5].

In addition, the academic stress is not only experienced

by the students in general, but also it has been faced by the students of guidance and counseling study program. The results of interviews conducted with 10 students of guidance and counseling study at "X" university in Yogyakarta on September 18, 2019, showed that some students often felt headaches, had a change in appetite and difficulty in sleeping, felt anxious and had difficulty to concentrate when getting the lecture assignments which are not based on their ability. Following this, they felt stressed when the lecture schedule was dense, and the lecturers gave numerous assignments. Also, the students had to get in charge in the practicum as well as lecture materials are difficult to understand. Hence, the interview result indicated that the majority of the students had experienced the academic stress during the college activities. From the statement mentioned, it illustrates that the academic stress has also been experienced by the students of guidance and counseling major even though they are currently studying to become the counselors who later, are expected to provide the psych education related to the mental health [11].

Academic stress can cause the negative effects and reduce the sleep quality [12,13], and it can reduce academic performance which can cause the delay of the study process, so the students can be dropped out from the school [14,15,16]. Besides, the academic stress can decrease the loss of memory ability [17]. Concerto, et al. [18] stated that the academic stress can cause the cognitive impairment, and Karaman and Watson [19] also said that it can reduce life satisfaction. Leung, Yeung, and Wong [20] argued that the academic stress can increase the anxiety level, and it can increase the smartphone addict [21]. In addition, it can the depression symptom and depression itself [22,23,13], so that it is able to cause the suicidal ideation [24]. Likewise, the academic stress can be caused by various factors including high academic burden and not in accordance with individual ability [5] high academic pressure from teachers and parents [25] low emotional intelligence [2,26], low social support [8] low hardiness [8] and low adaptability [27]. However, at the college students's level, the causes of academic stress become more complex, for example, they must separate from their families and live alone [28] and they experience the transition from high school life to campus life [29]. Based on the explanations mentioned, the academic stress comes as a dangerous impact for the college students, so various efforts are needed to reduce the academic stress on them.

One of the factors which can contribute to reduce the academic stress is social support. Sarafino and Smith [30] defined that social support comes as a form of care,

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support and assistance provided to the individuals from other individuals or groups. Besides, social support can be obtained from anyone such as family, peers, and community. One of the most important social supports is social support from the family. Based on the results of the study, there is a relationship between parental support and academic stress [31,32]. Wiks and Spivey [33] stated that the social support has a positive influence on the academic resilience, and it can improve mental health so that the individuals with high social support will have the power to the higher stress [20] Accordingly, the parental social support includes the emotional social support, social support of the rewards, informative social support and internal social support [34].

Furthermore, another factor which can contribute to reduce the academic stress is self-efficacy [32]. Soysa and Wilcomb [35] added that self-efficacy is an individual's beliefs about his or her ability to organize and carry out an action which is needed to produce the achievement. Besides, self-efficacy includes three aspects, namely the level of task difficulty (level), freedom (generality), and strength [36]. Baron Byrne and Watsin [37] defined that self-efficacy comes as an individual's beliefs about his or her ability to perform the tasks. Following this, self-efficacy makes the individuals feel confident in doing the task, not being afraid to fail, having the confidence and higher persistence [38]. Therefore, high self-efficacy can reduce the academic stress [39,40,41].

Based on the explanations mentioned above, it shows the influence of parental social support and self-efficacy on the academic stress as illustrated in the figure 1 below.

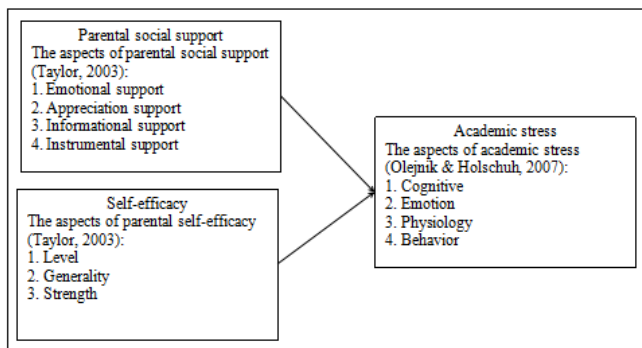


Figure 1. Illustration of the social support effect and self-efficacy on the academic stress

This study aims to examine the influences between parental social support and self-efficacy on the academic stress. Several hypothesis of this study are included in this study such as 1) there is an influence of parental social support and self-efficacy on the academic stress, 2) there is an influence of parental social support on the academic stress, and 3) there is an effect of self-efficacy on the academic stress.

II. RESEARCH METHOD

A. Population and Sample

The population of this study was all students of guidance and counseling study program at "X" university in Yogyakarta. The samples of this study were 100 people. Besides, the sampling technique used in this research was

cluster random sampling.

B. Data Collection Method

Data collection of this study used a psychological scale with a Likert scaling model. Academic stress was measured using an academic stress scale compiled by the researcher with the reference aspects of academic stress such as cognitive, emotional, physiological and behavioral aspects [42]. As an example of item on the academic stress scale, "I feel anxious when the deadline of the assignments comes". Besides, Taylor [34] asserted that the parental social support was measured by the scale of parental social support compiled by the researcher with the reference to the aspects of parental social support namely emotional support, appreciation support, informational support and instrumental support. For the example of item on the parent social support scale, "Parents ask about the progress of my study". Following this, self-efficacy was measured by the self-efficacy scale compiled by the researcher with the reference to the aspects of self-efficacy such as level, generality and strength [34]. As an example of the item on the self-efficacy scale, "I am unable to do the assignments in accordance with the demands given by the lecturer".

C. Validity and reliability instruments

The validity scale of this study adopted the validity content through the professional judgment by the experts. Besides, the reliability of the study was obtained from the internal consistency of the scale tested using the SPSS 20 software. Azwar [43] stated that the scale is reliable when it has a Cronbach alpha value of > 0.7 . A scale test was conducted on 30 students at "X" university in Yogyakarta especially in the guidance and counseling study program. In addition, the academic stress scale consisted of 40 items, and the reliability test results showed that the academic stress scale was relevant to Cronbach alpha 0.925. Based on these mentioned results, the academic stress scale could be used as the valid and relational data collection instrument. The parental social support scale consisted of 32 items, and the reliability test results showed that the parental social support scale was valid and relational with Cronbach alpha 0.960. Therefore, the parental social support scale could be used as an instrument for collecting the valid and reliable data. Likewise, the self-efficacy scale consisted of 24 items so that the reliability test results showed that the self-efficacy scale was valid and reliable with Cronbach alpha 0.896. Regarding the results of the research data, the self-efficacy scale was able to be used as the valid and reliable data collection instrument.

D. Data analysis

Data analysis of the study utilized the parametric analysis method such as the multiple regression analysis using SPSS 20 software. This analysis technique was used to see the effect of two independent variables (parental social support and self-efficacy) on one dependent variable (academic stress). Hence, the assumption test of this study adopted the normality test, linearity test, and multicollinearity test.



III. RESULTS AND DISCUSSION

A. Assumption Test Results

1. Normality Test Results

Normality test was conducted to find out whether the data were normally distributed or not, and it was shown from the distribution of the subject's score on the variables of academic stress, parental social support and self-efficacy. The normality test was carried out using the One Sample-Kolmogrov-Sminov Test. As the rule used to determine whether it is normal or not towards the distribution, if the value of p was > 0.05, the distribution was normal. If the value of p was <0.05, the distribution was not normal. The results of the normality test showed that all variables were normally distributed. Therefore, results of the normality test are shown in the following table in detail.

Table 1. Normality test results

Variables	Kolmogrov-Sminov Z	Sig (p)	Information
Academic stress	0.070	0.200	Normal
Parental social support	0.066	0.117	Normal
Self-efficacy	0.080	0.200	Normal

2. Linearity test results

Linearity test results were obtained from Dev. From linearity on the academic stress towards the parental social support which was 49.434 with a significance level (p) of 0.171 which meant that the variable of parental social support with academic stress met the criteria for the linearity. Dev. linearity test of self-efficacy results on academic stress were obtained. from the linearity of 69.715 with a significance level (p) of 0.416 which the self-efficacy variable with academic stress met the linearity criteria. Therefore, the linearity test results are mentioned in the following table in detail.

Table 2. Linearity test results

Variables	F Linearity	Sig.	Threshold	Annotation
Academic stress on the parental social support	49.434	0.171	P > 0.05	Linier
Academic stress on the self-efficacy	69.715	0.416	P > 0.05	Linier

3. Multicollinearity test results

Multicollinearity test was used to ensure that there was no multicollinearity relationship among the independent variables. Based on table 3, it showed that the parental social support and self-efficacy had a value of VIF = 1.388 (VIF ≤ 10) and tolerance = 0.720 (Tolerance ≥ 0.1). Hence, it could be concluded that between parent social support and self-efficacy did not occur the multicollinearity. For more detailed information, the multicollinearity test results are shown in the following table in detail.

Table 3. Multicollinearity test results

Variables	Tolerance	VIF	Information
Parental social support	0.720	1.388	There is no multicollinearity
Self-efficacy	0.720	1.388	There is no multicollinearity

B. Hypothesis Test Results

Based on the results of the multiple regression test, it was obtained the value of F = 44.025 with a significance of p = 0.000 (p < 0.01). From the statement mentioned, it showed that the parental social support and self-efficacy simultaneously affected the academic stress at "X" university in Yogyakarta faced by the students of guidance and counseling major. The coefficient of determination obtained was R = 0.476. Consequently, these results indicated that parental social support and self-efficacy contributed to the academic stress as much as 47.6 percent while the rest of the result was 52.4 percent which was influenced by other variables. Multiple regression test results are shown in the following table in detail.

Table 4. Multiple regression test

Variables	R Square	F	Significance	Rule	Information
Parental social support and self-efficacy towards academic stress	0.476	44.025	0.000	P < 0.01	There was influence which was very significant

Partially, there was an influence between each independent variable (parental social support and self-efficacy) on the dependent variable (academic stress). The results of the analysis indicated the influence of parental social support on the academic stress towards the guidance and counseling students at "X" university in Yogyakarta with a value of t = -3.437 and the value of significance is 0.001 (p < 0.01). Regarding the statement mentioned, these data indicated very significant influence between the parental social support and the academic stress faced by the students of guidance and counseling department at "X" university in Yogyakarta with the negative influence direction. Following this, the analysis also showed the influence of self-efficacy on the academic stress with a value of t = -5.562 and a significance of 0.000 (p < 0.01). These results indicated very significant effect between self-efficacy and academic stress of guidance and counseling students at "X" university in Yogyakarta with the aim of negative influence. Therefore, the results of the relationship analysis among the variables are shown in the following table in detail.

Table 5. The relationship analysis results among the variables

Variables	T	Significance	Rule	Annotation
Parental social support on the academic stress	-3.437	0.001	P < 0.01	There was very significant effect
Self-efficacy on the academic stress	-5.562	0.000	P < 0.01	There was very significant effect



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The results of the multiple regression analysis towards parental social support, self-efficacy and academic stress indicated that social support and self-efficacy very significantly affected the academic stress of guidance and counseling students at "X" university in Yogyakarta. Besides, these results indicated that the first hypothesis was accepted so that the academic stress could be predicted by the social support and self-efficacy. The two independent variables, social support and self-efficacy altogether contributed to the academic stress by 47.6 percent while the rest of variables were 52.4 percent which was influenced by other variables.

In the second hypothesis proposed in this study, there was an effect of parental social support on the academic stress so that this hypothesis was also accepted. From this study, it was known that the parental social support influenced the academic stress of guidance and counseling study program students at "X" university in Yogyakarta. The results of previous studies which were relevant to this study included the research from Sand, Robinson, and Rayle, [44], Rayle, and Chung [45], Feldman et.al [46], and Sy, Fong, Carter, Boehme, and Alpert [47] who found that lack of support would be able to ease the students to experience various problems, so the lack of support from parents became a strong predictor of high academic stress. On the contrary, Rayle and Chung [45] stated that the support from the parents can make the students feel important and cared for so that their emotional condition is more stable, and the feelings of integration with family also led the individuals to be more persistent in facing various experienced academic difficulties.

In addition, other studies showed that the emotional support obtained by the individuals can predict low stress [48]. As the reason, the emotional support and acceptance received by individuals can be one of coping with stress [49]. Besides, the social assistance which can be done as a deterrent to the individuals experiences the stress when they are out of control [50]. When recovering the pressure, those individuals who are supported will be able to control the stress caused by the pressure [51]. Besides, the individuals with higher instrumental support will be able to overcome stress-difficulties [52]. Following this, the third hypothesis proposed in this study was about an effect of self-efficacy on the academic stress. The results of data analysis showed that this hypothesis could be accepted, so it was known that there was an effect of self-efficacy on the academic stress of the guidance and counseling major students at "X" university in Yogyakarta. Accordingly, the results of this study were relevant to the previous studies. As the results, the self-efficacy could improve the academic performance and reduce academic stress [53], and it could also make the individuals have the higher persistence [38], higher emotional intelligence [54], and coping with rational strategies. Besides, they are also still able to concentrate even if they are in under pressure condition [16]. Gholamali, Rastgoo, Azarniadi, and Ahmadi [55] stated that having self-efficacy will be able to lead the majority of the people to have better mental health, and Roddenberry and Renk [56] added that the individual is not easily stressed due to the self-efficacy. Furthermore, self-efficacy can reduce the stress and lead every individual to have better academic

achievement in learning process [39].

Based on the results of this study, we know that guidance and counseling students can also experience academic stress. Then the factors that influence academic stress are parental social support and self-efficacy. This finding is different from previous studies including research [8] which found that social support had no effect on student academic stress and research [57] which shows that social support only acts as a moderating variable. Then the results of the study [58] showed that self-efficacy did not directly influence academic stress but mediated the effect of campus pressure on academic stress.

IV. CONCLUSION

Regarding the results of the study, it can be concluded that parental social support and self-efficacy can significantly influence the students' academic stress in the guidance and counseling study program at the "X" University of Yogyakarta. Partially, the parental social support and self-efficacy have also influenced the academic stress very significantly. Therefore, both independent variables (parental social support and self-efficacy) have a negative influence on the academic stress so that the two independent variables can be developed to be an intervention design to control academic stress.

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