

# The Role of Social Support and Academic Resilience on Students' Academic Stress

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Keywords

Academic stress, academic resilience, social support

## Abstract

Academic stress is one of the impacts of excessive academic pressure on students, so it is necessary to identify various factors that can contribute to the high or low levels of academic stress. Therefore, the objectives of this research are: 1) to describe the levels of social support, academic resilience, and academic stress; 2) to describe the differences in social support, academic resilience, and academic stress based on gender, major, and year of study; 3) to describe the influence of social support and academic resilience on academic stress both directly and indirectly. This research uses a quantitative approach with a cross-sectional study design. The research location is ISBI Singkawang with a population of 650, from which a sample of 248 was taken using the simple random sampling technique. The data collection technique used was measurement with a psychological scale instrument adopted from previous research. The data analysis technique used descriptive statistics, MANOVA, and regression (Hayes Process Macro). The research results show that students' academic stress is in the low category, while social support and academic resilience are in the high category. There are differences in academic stress, social support, and academic resilience based on the major. Then, social support and academic resilience directly influence academic stress, but indirectly result in an insignificant mediating effect. This study has implications for strategies to reduce academic stress, both in individual and institutional contexts.

## INTRODUCTION

Mastery of academic skills is the most important part of the educational process that students go through. To achieve academic success, there are certainly many processes that every student must go through, such as lectures, field practice, community service, and final projects. The heavy academic load that exceeds one's capabilities can certainly be one of the triggers for stress among students. In addition, the pressure exerted by parents to achieve high academic performance and complete studies on time also serves as a catalyst for academic stress among students. Some experts explain that academic stress is a condition experienced by students both physically and emotionally due to excessive demands in the academic field from both teachers and parents to achieve optimal learning outcomes and complete their

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studies on time (Ambarwati et al., 2019; Chawla & Sachdeva, 2018; Gunawan, 2021; Yang et al., 2021). Other studies mention various other stressors that cause stress among students, such as heavy academic course loads, completion of final projects, substantial studies, time management, class competition, financial problems, family pressure, and adaptation to new environments (Freire et al., 2020; Karyotaki et al., 2020; Liu et al., 2019; Reddy et al., 2018). Furthermore, students' completion of their courses is closely linked to academic stress (Pascoe et al., 2020; Ramli et al., 2018; Reddy et al., 2018).

The stress experienced by students will cause various symptoms, such as irritability, excessive reactions, difficulty sleeping, overly pessimistic views, depression, and feelings of despair (Afryan et al., 2019). Thus, it negatively impacts the mental health of students (Aulia & Panjaitan, 2019; Green et al., 2021), such as reducing motivation, hindering academic performance, and causing an increase in dropout rates (Pascoe et al., 2020). Numerous studies demonstrate that stress is significantly influenced by the academic environment. For instance, according to a poll of students nationwide, 87% of them cited their education as the main cause of their stress (American Psychological Association, 2020). Another study found that 108 out of 112 pupils, or 96.4% of all students, fell into the moderate category of stress (Meilla et al., 2020). According to earlier research, 6.9% of students report having experienced severe stress, 57.4% report having experienced moderate stress, and 35.6% report having experienced mild stress (Ambarwati et al., 2019). According to the health assessment survey results, one in five students reported having suicidal thoughts as a result of stress, and three out of four students reported feeling stressed (Association, 2020; Liu et al., 2019). Research indicates that college pressures can predict mental health diagnoses (Karyotaki et al., 2020; Liu et al., 2019; Pedrelli et al., 2015).

There are several contributing variables to the multifactorial stress that students feel (Karyotaki et al., 2020; Reddy et al., 2018). Factors that can influence the emergence of academic stress are divided into two, namely internal and external factors. Internal factors are factors that originate from within the individual, such as mindset, personality, and beliefs. Meanwhile, external factors are those that originate from outside the individual, such as a denser curriculum, pressure to achieve high performance, social status competition, and parents who compete with each other (Barseli et al., 2017). These various factors certainly have the power to influence the level of academic stress in students, but the researchers are interested in examining personality and social factors as the predictors to be studied. This is because these two factors play an important role in everyone's life. The personality factor intended for research is academic resilience, and the social factor intended for research is social support.

The ability of students to withstand challenging circumstances, work to overcome setbacks, and constructively adjust to academic demands and pressures is known as academic resilience (Sari & Indrawati, 2016). Academic resilience is also the capacity of an individual to bounce back, rise, and effectively adjust to challenges, as well as to acquire academic or social competences and abilities to alleviate stress (Cassidy, 2016). Students need to have academic resilience in facing various problems and pressures they encounter in order to endure and thrive in higher education (Hardiansyah et al., 2020). Perseverance, reflective and adaptive help-seeking, negative affect, and emotional response are the three components of academic resilience (Cassidy, 2016).

According to Cobb (Bilgin & Taş, 2018), social support is the feeling that one is loved, cared for, and appreciated as well as the existence of a support system that one can turn to in times of need. According to VandenBos (2015), social support can come in the form of concrete help like money or more supplies, practical help like counsel, and emotional support that helps people feel appreciated, accepted, and understood. Social support also contributes in the form of physical, emotional, informational, and instrumental assistance that individuals perceive from their environment (Lu et al., 2015). People who receive social support from others in a healthy way benefit from it since it can help them cope with stress when they encounter difficulties and promote their own well-being (Fábián et al., 2017). Social support

has several aspects, namely emotional, instrumental, informational, and appraisal support (Demaray & Malecki, 2002).

Prior studies have demonstrated that students' academic stress is greatly influenced by social support and academic resilience (Aza et al., 2019; Ramadanti & Herdi, 2021). Although this research has been conducted by other researchers, it is still very limited. In addition, there are several differences with the research that will be conducted, namely the aspects of the variables used, the instruments used, and the research subjects. These various differences allow the findings produced to enrich previous findings. This research is important to conduct because it can provide input for higher education organizers to minimize the occurrence of academic stress among students. The objectives of this research are: 1) to describe the levels of social support, academic resilience, and academic stress; 2) to describe the differences in social support, academic resilience, and academic stress based on gender, major, and year of study; 3) to describe the influence of social support and academic resilience on academic stress both directly and indirectly.

## METHODS

In order to accomplish the research objectives, a quantitative technique using a survey design is suitable for usage as a system that arranges the study pattern. By gathering quantitative or numerical data, attitudes, or opinions, survey research is a helpful method for examining a sample from a population (Creswell & Creswell, 2018). This study employed a cross-sectional survey research approach, which gathers data from a sample at a single point in time (Creswell & Creswell, 2018).

### Population and Sample

The study's population comprises all 650 students enrolled in the second, fourth, and sixth semesters at ISBI Singkawang. Next, using the Slovin formula and a 0.05 error rate, a sample of 248 students was selected using a simple random sampling technique (Sugiyono, 2019). To choose the desired number of samples, the run function in Excel was used to randomly select the complete population. Table 1 provides information on the demographics of the respondents who were sampled for this study, including frequency and percentage data.

Table 1. <Frequency and Percentage of Respondents Demographic Information>

	Demographic Information	Frequency	Percentage
Gender	Male	52	21
	Female	196	79
Major	Primary Teacher Education	172	69
	Guidance and Counseling	20	8
	Mathematic Education	15	6
	Indonesian Language and Literatur Education	20	8
	International Business Management	21	9
Years of The Study	1 <sup>th</sup> Year	96	39
	2 <sup>nd</sup> Year	57	23
	3 <sup>rd</sup> Year	95	38

### Instrument Data Collection

Measurement is the method used in this study to acquire data. In the meantime, a scale is employed as the data gathering tool for the measuring method. The Likert scale, which has four response options—very appropriate, appropriate, inappropriate, and extremely inappropriate—is the one used to gather data. The academic stress instrument utilized is a modified version of the Scale for Assessing Academic

Stress (SAAS), a 30-item statement instrument created by [Sinha et al. \(2001\)](#). Cognitive, emotive, physical, social/interpersonal, and motivational are the five components that make up this scale. The social support scale, which has 40 statement items and was created by [Demaray and Malecki \(2002\)](#), is then used to measure social support. Parents, lecturers, classmates, and close friends make up the four components of this scale. The Academic Resilience Scale (ARS), which has 30 statement items and was created by [Cassidy \(2016\)](#), is the next academic resilience tool utilized. Perseverance, reflective and adaptive help-seeking, negative affect and emotional response are the three components that make up this scale. Modification of the research instrument was carried out by changing the sentence structure so that it was easy for respondents to understand, but without changing the original meaning. Each indicator's reliability is indicated by a Cronbach's alpha value greater than 0.8, and each item's validity is indicated by a r value greater than 0.5. Because it has been utilized by earlier researchers, the instrument is of an accepted nature and is therefore deemed valid and dependable. Students in the research sample were asked to complete a questionnaire with forms pertaining to the topic in order to collect data, which would later be used as research data.

Table 2. &lt;Variable and Its Aspect&gt;

Variable	Aspect	Item
Academic Stress	Cognitive	1,3,22,24,27,28,29
	Affective	4,7,10,13,14,30
	Physical	2,6,16,20,26
	Social/interpersonal	12,15,17,18,25
	Motivational	5,8,9,11,19,21,23
Social Support	Parents	1,2,3,4,5,6,7,8,9,10
	Lecture	11,12,13,14,15,16,17,18,19,20
	Peers	21,22,23,24,25,26,27,28,29,30
	Close Friends	31,32,33,34,35,36,37,38,39,40
Academic Resilience	Perseverance	1,2,3,4,5,8,9,10,11,13,15,16,17,30
	Reflecting and adaptive help-seeking	18,20,21,22,24,25,26,27, 29
	Negative affect and emotional response	6,7,12,14,19,23,28

### Procedure and Data Analysis

A Google Form with the research instrument was used to perform the study. After that, forward the link to the Google Form to the class leader so they can distribute it to the students. Following collection, the researcher reviewed the entire set of data before converting it to Excel format. The researcher then used SPSS version 23.0 to examine the research data. Descriptive statistics (percentage) were employed as the data analysis technique for the first research objective in order to analyze the research results; multivariate analysis and descriptive statistics were used for the second research objective; and correlation and multiple linear regression were used for the third research objective. All data analysis is conducted at a 5% level of significance. When assessing differences between two or more sets of variables, the multivariate test (manova) is a suitable tool. Multiple regression is used to determine the extent of the influence on two or more independent variables, and the correlation test is suitable since it assesses the link between variables.

## RESULTS AND DISCUSSION

### Results

#### Level of Social Support, Academic Stress and Academic Stress

The results of the descriptive analysis in Table 3 show that overall the academic stress variables of students are at a low level. Then the academic resilience and social support variables are overall at a high level.

Table 3. <Level of Academic Resilience, Social Support and Academic Stress among Respondent>

Variable	Percentage	Category
Academic Stress	58%	Low
Social Support	77%	High
Academic Resilience	79%	High

#### Differences in Academic Resilience, Social Support and Academic Stress, based on Gender, Major and Years of Study

The results of the Kolmogorov Smirnov test and Levene's test show that the data on academic stress, academic resilience and social support are in a normal position ( $p = .274$ ,  $p > .05$ ) and homogeneous ( $p = .067$ ,  $p > .05$ ). The results of the mean, SD, and multivariate analysis in Table 5 show that in the gender variable there is no significant difference between male and female students related to academic stress, academic resilience and social support with a value of  $F(3) = 2.615$ ,  $p > .05$ , and partial eta squared = .034. While the major variable shows a significant difference between students majoring in Primary Teacher Education, Guidance and Counseling, Mathematics Education, Indonesian Language and Literature Education, and International Business Management related to academic stress, academic resilience and social support with a value of  $F(12) = 2.516$ ,  $p < .05$ , and partial eta squared = .043. Then, the years of study variable showed no significant differences between first year, second year, and third year students regarding academic stress, academic resilience and social support with a value of  $F(6) = 1.833$ ,  $p > .05$ , and partial eta squared = .024.

Table 4. <Mean and SD of Academic Resilience, Social Support and Academic Stress, based on Gender, Major and Years of Study>

Variable		Academic Stress		Academic Resilience		Social Support	
		M	SD	M	SD	M	SD
Gender	Male	70.2	12.6	92.5	9.4	121.4	15.3
	Female	69.1	11.6	94.9	9.9	124	14.1
Major	Primary Teacher Education	70	12.1	94.4	10.4	122.8	14.4
	Guidance and Counseling	68.2	10.9	91.4	7.5	128.5	15.1
	Mathematic Education	67.2	8.5	96.2	9.7	127.2	15.8
	Indonesian Language and Literature Education	69.9	13.6	93.7	8.3	119.4	12.2
	International Business Management	65.6	10.9	96.1	8.9	125.5	13.5
Years of Study	1 <sup>st</sup> Years	70.1	12.5	94.3	10.2	122.9	15.3
	2 <sup>nd</sup> Years	67.7	10.9	94.9	10.5	125.6	12.9
	3 <sup>rd</sup> Years	69.6	11.7	94.1	9.3	122.7	14.3

Table 5. <Multivariate Analysis: Differences in Academic Resilience, Social Support and Academic Stress, based on Gender, Major and Years of Study>

Effect	Pillai's Trace	F Ratio	DF	Error DF	Sig of F	Partial Eta Squared
Gender	0.034	2.615	3.000	221.000	0.052	0.034
Major	0.130	2.516	12.000	669.000	0.003	0.043
Years of Study	0.048	1.833	6.000	444.000	0.091	0.024

### Relationship Academic Resilience, Social Support and Academic Stress,

The results of the correlation analysis in Table 6 show that academic resilience has a significant negative relationship with academic stress ( $p < .05$ ) and is in the strong category, and has a significant positive relationship with social support and is in the moderate category. Then social support has a significant negative relationship with academic stress ( $p < .05$ ) and is in the moderate category.

Table 6. <Intercorrelation among Academic Stress, Academic Resilience, and Social Support>

Variable	Mean	SD	1	2
Academic Stress	69.3	11.8	-	-
Academic Resilience	94.4	9.9	-0.623**	-
Social Support	123.5	14.4	-0.580**	0.400**

\*\* $p < .01$

### Mediating Effect of Academic Resilience in the relationship between Social Support and Academic Stress

Figure 1 explains the mediating effect of academic resilience on the relationship between social support and academic stress using the SPSS PROCESS macro model (Preacher & Hayes, 2004). The research results in step 1 show that social support can significantly predict academic resilience, with an effective value of .2750 and  $p < .05$  ( $R^2 = .1597$ ) in the very low category. Then, the results in step 2 show that academic resilience can significantly predict academic stress, with an effective value of -.5562 and  $p < .05$  ( $R^2 = .5183$ ) in the moderate category. The results in step 3 indicate that social support has a significant direct effect on academic stress, with an effective value of -.3235 and  $p < .05$  ( $R^2 = .5183$ ) in the moderate category. Next, the results in step 4 show that social support, controlling for academic resilience, can significantly predict academic stress, with an effective value of -.4764 and  $p < .05$  ( $R^2 = .3361$ ) in the low category. The indirect estimated effect indicates no mediation, with an effect value of -.1529 (Se = .0463, 95% CI = -.2494 to -.0705). The indirect effect shows that academic resilience cannot mediate the relationship between social support and academic stress.

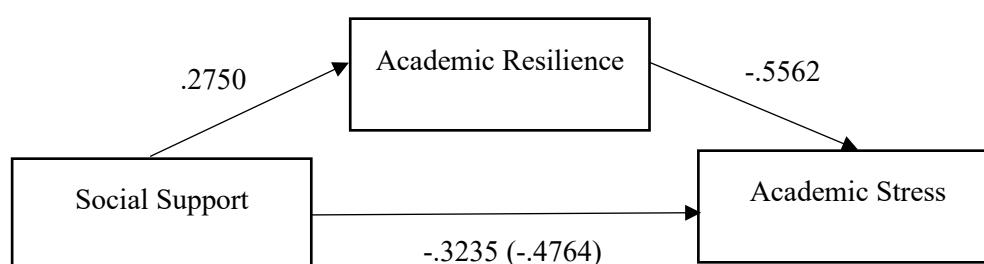


Figure 1. Mediator effects of academic resilience on the relationship between social support and academic stress

### Discussion

The first objective of this research is to describe the level of academic resilience, social support, and academic stress. The research results show that the average academic resilience of students falls into the high category. This shows that students have high levels of perseverance, reflecting and adaptive help-seeking, negative affect, and emotional response in facing various problems in every academic activity. Resilience becomes an important trait in life, including in the academic field, because it is faced with various unexpected learning challenges. This statement is then reinforced by previous research which concluded that students with a high level of academic resilience tend to be better at adapting and reducing their anxiety about the future (Paredes et al., 2021). Then, the social support received by

students also falls into the high category. This shows that parents, lecturers, peers, and close friends provide high levels of support during the university process. The fulfillment of social support will develop an individual's ability to face unpleasant experiences, overcome those experiences, and go through them more positively (Permatasari et al., 2021). Next, the academic stress experienced by students falls into the low category. This indicates that the cognitive, affective, physical, social/interpersonal, and motivational conditions of the students are in good shape. Academic stress is the feeling of pressure and discomfort experienced by individuals when they are unable to meet the demands of the school environment (Sarafino & Smith, 2017). With the low academic stress experienced, it can be understood that students are able to control feelings of pressure and discomfort.

The second objective of this study is to describe the differences in academic resilience, social support, and academic stress based on gender, major, and years of study. The research results show that there are no significant differences between men and women based on academic resilience, social support, and academic stress. These results indicate that both men and women have the same opportunity to directly experience these matters. Previous research explains that female students report experiencing higher levels of stress compared to their male counterparts (Evans et al., 2018; Lee & Jeong, 2021). Then, gender differences were found to be significant in the perceived social support of adolescents, with females having a much better ability to perceive social support than males (Cage et al., 2021; Nakash et al., 2022; Park et al., 2015; Poots & Cassidy, 2020; Zhang et al., 2016; Zhang et al., 2018). Furthermore, the impact of perceived social support on women is more significant than the impact of perceived social support on men (Orkibi et al., 2018). Another finding shows that social support for both female and male students has the same proportion (Susanti & Mariyam, 2022). Then reinforced by the statement explaining that both men and women are entitled to receive support and have many opportunities to obtain their rights, including in the field of education (Wijayanti et al., 2020) Similarly, regarding academic resilience, it has been reported that female students have a higher level of resilience compared to male students (Mwangi & Ileri, 2017). Other findings support the research results, indicating that gender is not related to academic resilience (Gross, 2011).

In the major aspect, significant differences were found related to academic resilience, social support, and academic stress. Students in the primary teacher education program have a higher level of academic stress compared to other programs. This may be caused by the curriculum demands that require students to master many branches of knowledge during their studies. Olivera et al. (2023) explain that academic stress is distinguished as a type of situational stress that arises in the context of education and is related to the demands and requirements of the academic environment. The stressor or cause of stress for adolescents usually comes from academic life, especially the amount of homework, exams, and high curriculum demands (Jagiello et al., 2024). Then, students in the mathematics education program have a higher level of academic resilience compared to other majors. This may be due to the high readiness of students in facing various challenges encountered during their studies. Ramadhani and Sagita (2022) explain that students with academic resilience will optimize their ability to overcome negative experiences. Furthermore, students in the counseling guidance program have a higher level of social support compared to other programs. This may be due to the students' ability to communicate in seeking help to resolve any academic problems they encounter. In the aspect of years of study, it was found that there were no significant differences related to academic resilience, social support, and academic stress. This indicates that first-year, second-year, and third-year students have the same potential to experience high or low levels of academic stress, academic resilience, and social support.

The third objective of this research describes the influence of social support and academic resilience on academic stress both directly and indirectly. The research results show that social support has a positive and significant impact on academic resilience. This shows that every increase in social support is accompanied by an increase in academic resilience among students. Social support, as an important

external resource, plays a fundamental role for individuals in dealing with stressful environments and incidents in their lives. Many empirical studies have found a positive correlation between resilience and social support. In research on students, those who perceived more social support reported higher resilience (Thompson et al., 2016), and showed better adaptation to new environments (Lau et al., 2018). Social support can alleviate the negative impact caused by stressful events on individuals and enhance resilience to positively influence psychological well-being (Malkoç & Yalçın, 2015).

Social support and academic resilience directly have a negative and significant impact on academic stress. This shows that whenever there is an increase in social support and academic resilience, it will result in a decrease in academic stress, and vice versa. Social support and academic resilience are two factors that have a positive impact on individuals, while academic stress has a negative impact. Positive factors will certainly empower each individual to reduce or minimize various factors that can weaken them. Therefore, when these positive factors are strengthened, the impact of various negative factors will decrease. Previous research revealed that higher levels of social support are associated with lower levels of stress (McLean et al., 2021). Then resilience is able to minimize and has been proven to have a protective effect against stress and depression conditions from difficult and high-pressure environments (Shatté et al., 2017). Students who have high academic resilience will have a lower chance of experiencing academic stress. Additionally, academic resilience is a resource that enables students to develop optimally and adapt well to the campus environment (Choi et al., 2023).

Then, indirectly, academic resilience does not mediate the influence of social support on academic stress. This means that social support can significantly affect academic stress even without being mediated by academic resilience. The social support that students receive provides great strength so that even if there is no academic resilience, students are still able to overcome existing academic stress. These results are contrary to the research conducted by (Hu et al., 2018), which found that high social support indirectly reduces the level of stress experienced by an individual through the mediation of that individual's psychological resilience. This result shows that social support plays a very important role in the lives of students. Even without the presence of other variables, students will be able to overcome various academic pressures they experience if the people around them play a role in providing optimal support. This is supported by research findings that show students who receive strong social support are better able to face the challenges of higher education compared to those who do not receive it (Song et al., 2019; Zakariyah, 2024).

This study contributes to the literature in the following ways. First, these findings expand the understanding of social support, academic resilience, and academic stress in the university context. Although previous studies have investigated the influence of social support and academic resilience, the context of student life has been relatively underexplored. Our findings show that social support contributes to the quality of life of students, both physically and mentally. Specifically, this study enriches the literature by demonstrating the mediating role of academic resilience. Thus, our study provides a more detailed framework to illustrate how social support affects the quality of life of students. Second, these findings contribute to universities so that they can create various policies encouraging the academic community to always provide positive support to students in their learning process, thereby reducing the academic stress experienced. Not only that, the provision of facilities that support life at the university also needs to be considered so that students feel safe and comfortable when on campus. In addition, this study also has limitations as it only uses a cross-sectional study design and focuses on one university. Further research can be conducted using a longitudinal study design or an experimental design to provide treatment to students with high academic stress. Then, the next researchers can also use different mediator variables to see the role of other variables on students' academic stress. In addition, the population can also be expanded so that the scope of the research benefits can be greater.

## CONCLUSION

Based on the research results and discussion, it can be concluded that the average academic stress of students is in the low category, social support is in the high category, and academic resilience is in the high category. Then, there are significant differences in the major variable related to academic stress, social support, and academic resilience. Furthermore, social support and academic resilience directly and significantly affect academic stress. However, academic resilience significantly cannot mediate the influence of social support on academic stress.

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## AUTHOR CONTRIBUTION STATEMENT

AB: Conceptualization, design, data analysis, and writing. SF, IS: Proofreading and revising the manuscript, DM, KU, MDSH: Providing ideas and concepts.

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