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Impact of self-efficacy and peer support on academic stress at Ar-Rohmah Putri boarding school

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ABSTRACT

This study examined the effects of self-efficacy and peer support on academic stress among 12th-grade students at Ar-Rohmah Putri International Islamic Boarding School in Malang, Indonesia. A quantitative cross-sectional survey design was used, with proportional random sampling. Data were collected from 106 students using validated psychological scales and analyzed with multiple linear regression in IBM SPSS 29. Partial test results showed that self-efficacy (β = -0.147; p = 0.173) and peer support (β = -0.076; p = 0.481) did not significantly affect students' academic stress. Both variables also showed no significant combined effect on academic stress (F = 1.964; p = 0.145), with a coefficient of determination (R^2) of 0.037, indicating that only 3.7% of the variance in academic stress was explained by these two variables. These findings suggest that academic stress among boarding school students is a complex phenomenon influenced by factors beyond self-efficacy and peer support, including academic workload, time management, coping strategies, and pressure from both school and family environments. Further research is recommended to identify other variables that may have a greater impact on academic stress levels in the boarding school context.

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INTRODUCTION

High school education system is a critical phase in adolescents' academic development, as 12th-grade students intended the strong academic challenges, final exam preparations, and decisions about their future educational path. These conditions frequently result in psychological pressure, which can progress to academic stress if students are unable to manage the expectations they confront in an adaptive manner.

Lazarus & Folkman (1984) define academic stress as an individual's response to academic demands that are perceived to exceed their capabilities. This is in line with Robotham (2008), who explains that academic stress arises from an imbalance between academic demands and individual

resources, characterized by physiological, emotional, cognitive, and behavioral symptoms. For twelfth-grade students, academic stress is often related to the workload, pressure of academic evaluations, and graduation requirements.

The condition of academic stress tends to be more complex for students of Islamic boarding schools. Besides the formal academic responsibilities, students are dealing with communal activities, religious-based education, a packed study schedule, and limited interaction with relatives. The situation elevates the risk of stress unless accompanied by sufficient psychological protective factors.

Self-efficacy is one of the internal elements that is crucial for regulating academic stress. Bandura (1997) defined self-efficacy is laid out as an individual's belief in their ability to plan and carry out the actions necessary to attain certain objectives. People who have high levels of self-efficacy typically have more flexible coping strategies, managing negative emotions, and view academic demands as challenges that can be overcome.

Numerous of research findings indicate that a negative correlation between high school students' self-efficacy and academic stress. Research by Rayhan Deta Maulana & Ramon Ananda Paryontri (2024) administered, students with high self-efficacy demonstrated reduced levels of academic stress compared to students with the low ones. The research results show r=0,669 with p=0,000, which means there is a positive and significant relationship between self-efficacy and academic stress. Self-efficacy makes an effective contribution of 44,8% to academic stress. Based on the research results, it can be concluded that there is a significant positive influence between self-efficacy and academic stress (Harsa Aprilia, Ishar, & Syah, n.d.).

In addition to internal factors, social support is an external component that affects students' psychological health. Sarafino & Smith (2017) state that peer support encourages emotional, esteem, information, and technical support that aids individuals in managing psychological stress.

According to current research, academic stress among high school pupils is adversely correlated with peer support. Nai, Razak, & Ridfah (n.d.) found that emotional support and appreciation from peers play a significant role in reducing academic pressure among 12th-grade students. Nurfalaq Van Java Rintaka, Yunita, & Psikologi, (n.d.),Syifa Maulidina & Syifa Fatimah, (n.d.), Fernandes, Ananda, & Rahmili (2023),Anicama et al. (2025) revealed similar results, stating that a supportive peer social environment can enhance emotional security and lessen the psychological strain on boarding school students.

Furthermore, research by Zhu, Lu, Wang, Ma, & Xu (2025),McLean, Gaul, & Penco (2023) Perceived peer support not only directly influences academic adjustment but also exerts an indirect effect through the individual mediation of academic hope and professional identity. The combination of strong self-efficacy and positive social support serves as a key protective factor in helping students cope with high academic demands.

Although research on self-efficacy, social support, and academic stress has been extensively conducted, many of the earlier studies focused on students in general schools or college students. Research specifically examining self-efficacy and peer support has an impact on academic stress among pupils studying in a boarding school system is still relatively limited.

Boarding schools operate differently from conventional schools because students are required to participate in dormitory activities, religious activities, and more restrictive boarding life norms in addition to academic responsibilities. These situations may result in acute academic stress levels that differ from those of non-boarding school students.

RESEARCH METHODOLOGY

This study adopts a quantitative technique with a correlational design to determine the relationship across two or more variables with no adjustment to the variables within the research. As defined by Creswell & Creswell (2018), A method known as correlational research aims to identify connections between variables in a population without the researcher's treatment or intervention. This research analyzes how self-efficacy and peer support affect on academic stress among 12th-grade students.

The research consists of independent variables: self-efficacy (X_1) and peer support (X_2) and the dependent variable of academic stress (Y). The population of the study was 144 students at Ar-Rohmah Putri Boarding School in Malang, East Java, Indonesia. The study was conducted in January 2026 at the school site. The sample count was estimated by Slovin formula, including 5% margin of error, providing 106 student participants.

The technique of the study is proportional random sampling. If this procedure is applied to a population with correlated classes, then each member of the population has an equal opportunity of becoming a research participant (Elvera & Yesita Astarina, 2021),(I Ketut Swarjana, 2022).

Data were collected using a psychological measure of a five-point Likert scale approach, with 1 (completely disapprove) and 5 (completely approve). Three dimensions of self-efficacy: magnitude, strength, and generality (Albert Bandura, 2012). According to Sarafino, Smith, King, & De Longis (2020), the peer support scale consists four types of social assistance: emotional, esteem, instrumental, and informational. Meanwhile, the academic stress scale is built on Robotham's characteristics of academic stress, which include physiological, emotional, cognitive, and behavioral components.

This study employed hypothesis testing and the multiple linear regression method to examine the impact of self-efficacy and peer support on students' academic stress. It serves the relationship and magnitude of the effect of many independent factors on the dependent variable. A partial t-test was used to show the effect of each independent variable on the dependent variable separately. As noted by Gujarati & Porter (2009), to assess the partial validity of regression coefficients in a regression model is using the t-test.

An F-test (simultaneous) is applied to determine if all independent factors have a substantial effect on the dependent variable. Additionally, this significance is assessed using the F-test of regression model's overall (Gujarati & Porter, 2009). Finally, a coefficient of determination (R^2) analysis goals found the extent of self-efficacy and peer support variables in explaining the students' academic stress variation. (Montgomery, 2020) defines the rate of variability in the dependent variable derived from an independent factor in the regression model using coefficient of determination.

This study hypotheses based on the theoretical review that has been outlined are:
H1 : High school students' academic stress is affected by self-efficacy.
H2 : High school students' academic stress is affected by peer support.

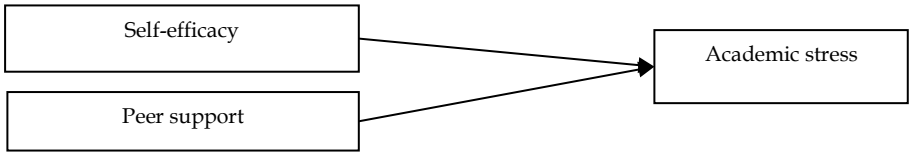

Figure 1. Framework

RESULTS AND DISCUSSIONS

Validity Test

The research instrument of Validity and reliability assessments comprise the quality assessment of the instruments utilized in this investigation. The validity test reveals if the instrument items respond to the assumptions they intended to identify and gets evaluated by Karl Pearson's Product Moment correlation, at a statistical threshold of 0.05. An item is regarded valid if its item-total correlation coefficient is ≥ 0.30. Based on this criteria, the item has sufficient discriminative power in evaluating the research construct.

Table 1.
Validity Test of Academic stress variable (Y)

Items	rvalue	Practical Criteria
Item1	.438**	> 0.30
Item2	.456**	> 0.30
Item3	.415**	> 0.30
Item4	.493**	> 0.30
Item5	.635**	> 0.30
Item6	.603**	> 0.30
Item7	.473**	> 0.30
Item8	.498**	> 0.30
Item9	.748**	> 0.30
Item10	.703**	> 0.30
Item11	.476**	> 0.30
Item12	.503**	> 0.30
Item13	.621**	> 0.30
Item14	.695**	> 0.30
Item15	.735**	> 0.30
Item16	.517**	> 0.30
Item17	.682**	> 0.30
Item18	.573**	> 0.30
Item19	.510**	> 0.30
Item20	.677**	> 0.30
Item21	.837**	> 0.30
Item22	.668**	> 0.30
Item23	.520**	> 0.30
Item24	.678**	> 0.30
Item25	.343**	> 0.30
Item26	.229*	> 0.30
Item27	.569**	> 0.30
Item28	.590**	> 0.30

The findings of above validity table conducted on 28 items of the academic stress scale, it showed the most items declared valid had an r calculated value greater than 0.30. The item correlation coefficient values range from 0.229 to 0.837.

There are 26 items are valid, items 1 to 24 and items 27 and 28 get a determined r_{value} that surpasses 0.30. Meanwhile, item 26 is invalid, because r_{value} obtained less than 0.30. Thus, the invalid items are not used in subsequent analysis, while the valid items are used as research instruments to measure the academic stress variable.

Table 2.
Validity Test of Self-Efficacy variable (X1)

Items	r_{value}	Practical Criteria
Item1	.532**	> 0.30
Item2	.612**	> 0.30
Item3	.620**	> 0.30
Item4	.691**	> 0.30
Item5	.638**	> 0.30
Item6	.641**	> 0.30
Item7	.563**	> 0.30
Item8	.593**	> 0.30
Item9	.689**	> 0.30
Item10	.580**	> 0.30
Item11	.561**	> 0.30
Item12	.505**	> 0.30
Item13	.576**	> 0.30
Item14	.708**	> 0.30
Item15	.682**	> 0.30
Item16	.698**	> 0.30
Item17	.688**	> 0.30
Item18	.771**	> 0.30
Item19	.714**	> 0.30

Item20	.632**	> 0.30
Item21	.803**	> 0.30
Item22	.690**	> 0.30
Item23	.673**	> 0.30
Item24	.631**	> 0.30
Item25	.581**	> 0.30
Item26	.714**	> 0.30
Item27	.630**	> 0.30

The validity finding of 27 items self-efficacy scale showed r_{value} greater than 0.30, considered as valid. The item correlation coefficient values range from 0.505 to 0.803. Therefore, all 27 items on the self-efficacy scale considered valid and measure the self-efficacy variable of research instrument.

Table 3.
Validity Test of Peer Support Scale (X2)

Items	r_{value}	Practical Criteria
Item1	.677**	> 0.30
Item2	.738**	> 0.30
Item3	.834**	> 0.30
Item4	.781**	> 0.30
Item5	.741**	> 0.30
Item6	.714**	> 0.30
Item7	.852**	> 0.30
Item8	.860**	> 0.30
Item9	.882**	> 0.30
Item10	.724**	> 0.30
Item11	.845**	> 0.30
Item12	.843**	> 0.30
Item13	.844**	> 0.30
Item14	.703**	> 0.30
Item15	.846**	> 0.30
Item16	.777**	> 0.30
Item17	.740**	> 0.30
Item18	.842**	> 0.30
Item19	.853**	> 0.30
Item20	.683**	> 0.30
Item21	.692**	> 0.30
Item22	.756**	> 0.30
Item23	.834**	> 0.30
Item24	.791**	> 0.30

Based on 24 items validity test of peer support scale, all items greater r_{value} than 0.30, it was considered valid. The item correlation coefficient values range from 0.677 to 0.882. As a result, all 24 of the peer support scale's items seem valid and can be used as a research instrument to measure the peer support variable in this study.

Reliability Test

The reliability test reveals the research instrument's internal consistency. Cronbach's Alpha coefficient is used to assess reliability by Lee J. Cronbach. the criteria proposed by Hair, Black, Babin, & Anderson (2013) defined that if it has value of Cronbach's Alpha ≥ 0,70, the instrument determined reliability.

Table 4.
Test of Reliability

Variable	Alpha Cronbach	Description
Self Efficacy (X1)	0,944	Reliable
Peer group support (X2)	0,972	Reliable
Academic stress (Y)	0,928	Reliable

Source: Processing data of SPSS 29

The reliability study results suggest the value of Alpha Cronbach for the academic stress scale is 0.928, with 26 statement items. Item 25 becomes unreliable due to a Corrected Item-Total Correlation value of 0.217 < 0.30. It is not included in the following analyses as it fails to represent the measured variable. The self-efficacy variable obtained a value of Alpha Cronbach is 0.944 for 27 statement items. The Cronbach's Alpha value for the peer support variable was 0.972, based on 24 statement items.

This research found that the value of Alpha Cronbach is more than 0.70 for all variables, indicating the instruments remain reliable. Cronbach's alpha scores for the academic stress, self-efficacy, and parental support scales are above 0.90, indicating that the instruments have good internal consistency. Thus, all of the research instruments designed to measure the variables of academic stress, self-efficacy, and peer support met the reliability criteria and qualified to use as data collection methods in the current study.

Prerequisite Test

This research uses IBM SPSS Statistics version 29 for data analysis. Before hypothesis testing, the data were first analyzed using prerequisite tests, including tests of normality, multicollinearity, and heteroscedasticity. The prerequisite tests attempt to check that the data satisfy the assumptions of regression analysis, so that the results may be relied on.

Normality Test

Sugiyono (2010) explains that the normality test determines if research data is regularly distributed. The normalcy test criteria are distributed if the significance level exceeds 0.05.

Table 5.
The Normality Test

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			106
Normal Parameters[a,b]	Mean		0,0000000
	Std. Deviation		16,82729703
Most Extreme Differences	Absolute		0,058
	Positive		0,047
	Negative		-0,058
Test Statistic			0,058
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		0,506
	99% Confidence Interval	Lower Bound	0,493
		Upper Bound	0,519

a. Distribution test is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.

Source : Processing data of SPSS 29

The normality test finding value of 0.200 exceeds 0.05 as an Asymp. Sig. (2-tailed), indicating this research data distributed normal. As a consequence, this findings research data matched the normality assumption, parametric statistical and regression of multiple linear analysis can be applied to evaluate followed hypothesis.

The multicollinearity test

Test of multicollinearity is determined to find independent variables of regression model in significant connection. This test examines the Criterion and VIF (Variety Inflation Factor) values. According to Sugiyono (2010), a regression model does not experience multicollinearity If the tolerance score exceeds 0.10 and VIF amount is lower than 10. Based on the data analyzed in this

study, it is found that those variable of independents have Tolerance score > 0.10 and VIF < 10, indicating no multicollinearity in the regression model.

Table 6.
Test of Multicollinearity

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	117,456	13,653		8,603	0,000		
	Self Efficacy	-0,181	0,132	-0,147	-1,373	0,173	0,818	1,222
	Peer Support	-0,080	0,113	-0,076	-0,707	0,481	0,818	1,222

a. Dependent Variable: Academic Stres

Source: Processing data of SPSS 29

According to the analysis results, it is known that the Self-Efficacy item has an acceptable deviation of 0.818 and 1.222 VIF. This same score also appeared in Peer Support variable. The acceptable deviation of both variables were greater than 0.10 while VIF score less than 10. In conclusion, the regression model finds no symptoms of multicollinearity, variables of Self-Efficacy and Peer Support are suitable for use in regression analysis to predict Academic Stress.

Heteroscedasticity Test

Test of heteroscedasticity aims to identify these varying deviations of residuals in the regression. The heteroscedasticity test can be conducted by observing the point pattern on the Scatterplot graph generated from the SPSS Statistics 29 analysis.

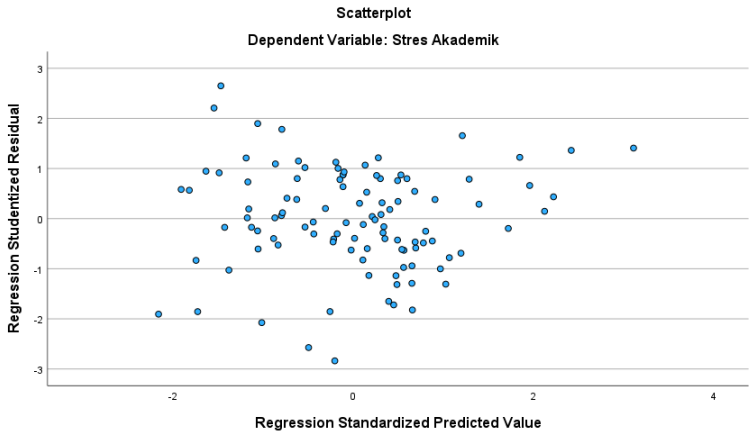

Figure 2. The Scatterplot Analysis
Source: Processing data of SPSS 29

The scatterplot findings in figure 2 illustrate that the residual points are randomly distributed across and above the number 0 on the Y-axis, with no apparent trend. This means that the regression model shows no symptoms of heteroscedasticity. As a result, it is stated that the regression model in this study fits the assumption of homoscedasticity and is appropriate for future analysis regarding the effect of self-efficacy and peer support on academic stress.

Hypothesis Testing

Multiple linear regression analysis was used to explore hypotheses about the effects of self-efficacy and peer support on academic stress in students. Multiple regression analysis determines the magnitude of the impact of several separate variables (Gujarati & Porter, 2009).

Partial Test (T Test)

This t-test (partial) determines the influence of independent factors within the dependent factors in parts. According to (Gujarati & Porter, 2009), the t-test examines the significance of the regression coefficients partially in the regression method.

Table 7.
Partial Test

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	117,456	13,653		8,603	0,000
	Self-Efficacy	-0,181	0,132	-0,147	-1,373	0,173
	Peer Support	-0,080	0,113	-0,076	-0,707	0,481

a. Dependent Variable: Academic Stress

Source: Processing data of SPSS 29

At a significance threshold of 0.000 ($p < 0.05$), the constant term produced a t-value of 8.603. This outcome validates the overall regression model's interpretability and structural soundness by confirming that the constant is statistically significant. Accordingly, academic stress is a crucial outcome variable in predictive research since previous research has repeatedly shown it to be a ubiquitous concept with significant detrimental effects on students' mental health and academic performance. (Córdova Olivera et al., 2023).

The unstandardized regression coefficient for Self-Efficacy was B = -0.181, with a t-value of -1.373 and a significance level of 0.173 ($p > 0.05$). The standardized coefficient (β) was -0.147. These numbers yield two key interpretive judgments.

The effect does not reach conventional levels of statistical significance ($p > 0.05$), meaning the hypothesis that self-efficacy directly predicts academic stress is not supported within this sample. This finding is consistent with a growing body of literature that points to the complexity of the self-efficacy–stress relationship. A longitudinal investigation using cross-lagged analysis established that perceived stress was a significant negative predictor of subsequent self-efficacy, and conversely, self-efficacy was a significant negative predictor of subsequent stress, revealing a reciprocal rather than unidirectional dynamic between the two constructs (Liu, Li, & Cao, 2024) , (Liu, Zhu, Dong, & Luo, 2024), Complementing this, a separate longitudinal study found that elevated stress significantly predicted reduced academic self-efficacy over time; however, higher self-efficacy did not consistently translate into significantly lower stress levels (Tang & He, 2023),(Mohamed & Jeilani, 2025),(Anggraeni & Hidayati, 2024), . These findings collectively suggest that self-efficacy may function more robustly as a consequence of stress reduction rather than as a direct antecedent.

The unstandardized coefficient for Peer Support was $B = -0.080$, with a t-value of -0.707 and a significance level of 0.481 ($p > 0.05$). The standardized coefficient was $\beta = -0.076$. As with self-efficacy, two key interpretations are warranted.

From a theoretical standpoint, the protective role of peer support in reducing stress and promoting mental health has been extensively documented. A prospective longitudinal study demonstrated that peer support plays an instrumental role in fostering adaptive academic and psychological outcomes among college students (Worley, Meter, Ramirez Hall, Nishina, & Medina, 2023),(McLean et al., 2023) Additionally, a comprehensive systematic review encompassing 51 empirical studies published between 2010 and 2024 corroborated the status of social support as a consistently cited protective factor that mitigates the pressures associated with the transition to higher education (Ruihua, Hassan, Qiuxia, Ouyang, & Jingyi, 2025),

The absence of statistical significance in this study may be explained through several theoretical pathways. Peer support may operate on academic stress through indirect routes mediated by psychological resources such as academic hope and professional identity. Research has demonstrated that perceived peer support contributes to the development of academic hope, a

psychological resource that enables students to manage academic pressures and enhance their overall academic adjustment more effectively (Harsa Aprilia et al., n.d.),(Kristensen, Larsen, Urke, & Danielsen, 2023), It is also plausible that the quality—rather than the quantity—of perceived peer support determines its stress-buffering efficacy, and that the measurement approach used in this study may not have captured these qualitative nuances.

Test of Simultaneous (F Test)

Additionally, an F test (simultaneous) is figure out assuming that all of the variables that are independent have a substantial effect on the dependent variable. The F test serves to assess the overall relevance of the regression model (Gujarati & Porter, 2009).

Table 8.
Simul-taneous Test (F Test)

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1133,974	2	566,987	1,964	.145[b]
	Residual	29731,582	103	288,656		
	Total	30865,557	105			

a. Dependent Variable: Academic Stres

b. Predictors: (Constant), Peer Support, Self Efficacy

Source : Processing data of SPSS 29

The table showed that regression analysis provided F value of 1.964. This showed that self-efficacy and peer support together have not yet been able to significantly influence students' academic stress, compared to the F-table score at the 0.05 relevance stage.

These findings indicate that students' academic stress levels are not only influenced by self-efficacy and peer support but also by other factors such as academic demands, pressure from final exams, time management, and demands from the school and family environment. Thus, dealing with academic stress in students requires a broader strategy that takes account of various psychological factors and the learning environment.

Test of Coefficient Determination (R Square)

Test of coefficient determination (R^2) was analyzed the significance of self-efficacy and peer support in defining student academic stress. (Montgomery, 2020) describes coefficient determination as a fraction variability of dependent factors that derived in the regression method of the independent ones.

Table 9.
Test of Coefficient Determination (R Square)

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate	Durbin-Watson
1	.192[a]	0,037	0,018	16,990	1,649

a. Predictors: (Constant), Peer Support, Self-efficacy

b. Dependent Variable: Academic Stress

Source: Processing data of SPSS 29

The table above indicates the role of self-esteem and peer assistance variables to academic stress is relatively modest. The academic stress experienced by students could be increased by other factors, such as the academic workload, pressure from exams, performance demands, study time management, and the educational environment conditions faced by students.

These findings also indicate that academic stress is a complex phenomenon influenced by various psychological, social, and learning environment factors. Therefore, further research is needed to identify other factors that may have a greater impact on students' academic stress levels.

CONCLUSION

The effects of self-efficacy and peer support on academic stress among 12th-grade students at Ar-Rohmah Putri Islamic Boarding School, Malang (N = 106), were investigated using a quantitative cross-sectional design with multiple linear regression analysis. The partial test findings showed that neither self-efficacy (β = -0.147; p = 0.173) nor peer support (β = -0.076; p = 0.481) had a statistically significant influence on academic stress. The simultaneous F-test supported these findings, revealing no significant combined effect of both variables (F = 1.964; p = 0.145). The coefficient of determination (R^2 = 0.037) showed that self-efficacy and peer support accounted for just 3.7% of the variance in academic stress, with the remaining 96.3% attributed to factors outside the model. These findings indicate that academic stress in boarding schools is a multifaceted phenomenon that cannot be fully explained by self-efficacy and peer support alone. The unusual dual demands of Islamic boarding school life, which include both formal academic requirements and structured religious activities, are likely to impose additional stressors beyond the scope of the variables investigated in this study.

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