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The Roles of Patience and Social Support on the Academic Stress of Undergraduate Students

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Abstract

Academic stress is a prominent issue in various universities, including in Indonesia. Demands from parents and lecturers, interactions with peers, and campus facilities can cause pressure on students. Every student has different responses to this pressure. Internal factors, such as patience, or external factors, such as social support, can influence these differences. This study aimed to examine the roles of these two factors on academic stress experienced by college students. The scales used were the Perception of Academic Stress Scale, the 3-Factor Patience Questionnaire, and the Multidimensional Scale of Perceived Social Support (MSPSS). Participants were undergraduate students currently studying at universities in Yogyakarta (N=196). The analysis results showed that the hypothesis in this research was not accepted as patience and social support did not play significant roles in academic stress (F=1.171, $p > 0.05$). However, after analyzing the sources of social support, family and friends were found to have significant roles in academic stress. This finding indicates that social support from family and friends plays an important role in helping students cope with academic stress.

Globally, university students are at risk of experiencing stress in the academic environment. The pressure in the university is usually triggered by academic load (Al Rivaldi, 2024; Olivera et al., 2023; Pozos-Radillo et al., 2014; Seedhom et al., 2019), and is often called "academic stress" (Fatimah & Hawadi, 2020). Reddy et al. (2018) revealed that academic-related pressures continue to be a problem that adversely affects students' mental health and well-being. These pressures include personal inadequacy, fear of failure, interpersonal issues with lecturers, and inadequate learning facilities. These pressures result in poor mental health in students. In a study conducted by Ramachandiran and Dhanapal (2018), 88% of participants coming from one of Malaysia's private universities reported the university as the main cause of their stress. This university-related stress is caused by several reasons, e.g., attending lectures, preparing for tutorials, individual and group assignments, preparing for oral presentations, and test preparation. A study in three Indonesian universities found that 51.1% of students likely experience stress due to academic load (Zamroni et al., 2019).

Several factors can play a role in academic stress, including patience (Indria et al., 2019), resilience (Cheng et al., 2019), coping strategies (Brar, 2013; Renk & Smith, 2007), parenting style (Madnani & Pradhan, 2015; Renk & Smith, 2007), and social support (Renk & Smith, 2007; Rodriguez & Cohen, 1998). Researchers chose patience and social support as independent variables in this study. Patience is the tendency of individuals to wait calmly when experiencing frustration, difficulty, or suffering (Schnitker, 2012). Patience helps reduce negative feelings like crisis and anxiety (Davidhizar et al., 2009). Patience can also play a role in non-time-focused situations, e.g., dealing with stubborn people.

Academic load can have a potential adverse impact on students' mental health (Barbayannis et al., 2022). If a student has enough patience, they can deal with academic loads more calmly to avoid panic and anxiety, which can cause them distress. This is in line with research by Indria et al. (2019), which found that patience and academic stress are negatively related. In addition, a training program to increase patience conducted by Schnitker (2012) showed that increased patience happens alongside lower depression and improved positive emotions. This suggests that patience is positively correlated with well-being and can be enhanced.

In addition to improving well-being, patience is also one of the factors that influence academic success in college (Saud, 2021).

Schnitker (2012) classified patience into three types, i.e., interpersonal, life hardship, and daily hassles patience. Interpersonal patience involves calm responses to others who may be perceived as troublesome, frustrating, or unpleasant. Cherian and Cherian (1998) explained that some stressors on students in the academic environment come from social circles, such as teachers. Interpersonal patience allows students to deal with interpersonal problems in the academic environment calmly, including problems related to interpersonal relationships with teachers.

Meanwhile, life hardship patience involves calm and tolerant responses when dealing with unpleasant or frustrating circumstances. Ramachandiran and Dhanapal (2018) found that financial problems is one of the factors related to academic stress. According to Schnitker et al. (2017), financial problems is among forms of life hardships. Students with this patience can be more patient when dealing with life problems related to academics.

The third classification of Schnitker (2012) is patience about daily problems (daily hassles patience). If a student has this patience, students will be better able to deal with daily problems related to academics. Research by Bouteyre et al. (2007) found that daily problems encountered by first-year students can be a relevant risk factor for depression. Thus, this patience can also serve as a preventive risk factor for depression.

Patience can be one of the factors that affect academic stress. However, research on the impact of patience on academic stress is limited. Previous studies mostly discussed the impact of patience in dealing with other pressures, e.g., research by Schnitker et al. (2019) that examined patience in hospitalized patients, in relation to decreased symptoms of depression. Uyun and Witruk (2017) found that patience is effective in relieving psychopathological symptoms in victims of the 2010 Mt. Merapi volcanic disaster. Furthermore, patience can also improve the quality of life in people with physical disabilities (Faizah, 2018). In line with Faizah (2018) study, low patience can influence vulnerability to physical illnesses, e.g., cardiovascular diseases (Valikhani et al., 2017). In addition, patience can be a factor in reducing anxiety, mediated by mindfulness (Cerullo, 2018).

Social support is another factor that can affect academic stress. Zimet et al. (1988) revealed that one may receive social support from three sources, i.e., family, friends, and significant others. The number of assignments, presentations, and deadlines can cause high academic stress in students. However, social support may help students deal with these pressures. Rodriguez and Cohen (1998) explained that social support plays a role in protecting or inhibiting the negative effects of stress on health and well-being. When someone faces a stressful situation, they will make an assessment of the situation (Cohen & Wills, 1985; Rodriguez & Cohen, 1998). This assessment is called the appraisal process. In this process, social support can help an individual in a stressful situation with a lower

degree of severity. As an example, participants in Jairam and Kahl Jr. (2012) study reported that support from college faculty and friends helped them reduce stress. The support came in the form of group writing with friends and expert guidance from academic advisors. This is in line with the findings of Aloia and McTigue (2019), which showed that informational support helps students deal with academic stress.

In addition, social support can also affect emotions when someone has already assessed the situation as stressful (Cohen & Wills, 1985). Jairam and Kahl Jr. (2012) found that emotional support from family can help students perceive that they can handle pressure better by building self-esteem and self-confidence. Rodriguez and Cohen (1998) also found that social support is directly related to student adjustment in college. Support from parents predicts academic adjustment, while support from friends predicts personal, social, and emotional adjustment (Rodriguez & Cohen, 1998).

Past research has studied the effect of social support and patience on academic stress separately. In addition, there is also a similar study that examines the effect of resilience and social support on academic burnout and depression (Cheng et al., 2019). The study showed that resilience is not only negatively correlated with depression, but also acts as a preventive factor against academic burnout, which can eventually lead to depression. Cheng et al. (2019) also found that social support is negatively correlated with depression. However, based on the literature study conducted by researchers, there has been no study simultaneously assessing the role of patience and social support on academic stress.

Academic stress can be influenced by internal and external factors (Yusuf & Yusuf, 2020). This can explain the dynamics of the relationship between the three variables, i.e., patience as an internal factor and social support as an external factor that can play a role in student academic stress. Students receiving strong social support likely showcase lower academic stress (Renk & Smith, 2007). This is supported by the findings of Biremanoe et al. (2024), which showed that the lack of social support is a factor of academic burnout. Participants in the study reported that they did not have close relationships with friends in their neighborhood. Biremanoe et al. (2024) explained that social support can help reduce stress related to activities that cause academic boredom, e.g., a high load of assignments. The high level of patience of students is also related to the low academic stress (Indria et al., 2019). This is in line with the findings in Dilla and Susanti (2022) research on State Islamic University of Sultan Syarif Kasim Riau students. Therefore, students with a high level of patience and good social support tend to have a low level of academic stress.

Based on the literature study, the hypothesis proposed was that patience and social support simultaneously influence academic stress. The higher the patience and social support in students, the lower the academic stress experienced by them and vice versa.

Methods
Procedure
This study involved three variables, namely academic stress as the dependent variable, and patience and social support as independent variables. The researcher used a non-experimental method, namely a survey, in this study.

Data collection was carried out using a research scale on Google Forms. The scale was distributed through social media channels, namely LINE, Instagram, and Twitter. Scale distribution was carried out from February 12 to March 12, 2022. Before distributing the scale, the researcher had received ethics approval No. 7588/UN1/FPSi.1.3/SD/PT.01.04/2021 from the Ethics Commission of the Faculty of Psychology, Universitas Gadjah Mada. Furthermore, researchers tested the measuring instrument first with 78 participants from January 26 to February 2, 2022.

Participants
The original number of participants involved in this study was 211. According to Crocker and Algina as cited in Azwar (2012), a sample size of 200 people is considered adequate. Participants were university students in Yogyakarta, studying at the diploma or bachelor's level. The age range of participants was from 18–25 years. However, there were several participants who did not meet the criteria, namely four participants under 18, one participant had filled in the scale trial, and one participant was not willing to work on the scale. Then, outlier selection was also carried out using SPSS and extreme values were found in nine participants. After eliminating participants who did not meet the criteria and participants who became outliers, the final number of participants was 196 (102 male, 94 female).

Instrument
Perception of Academic Stress Scale developed by Bedewy and Gabriel (2015) was used to measure academic stress variables. This measuring instrument includes three sources, i.e., stress related to academic expectations, stress related to coursework and exams, and stress related to self-perceptions related to academics. The measuring instrument was then adapted by the researcher into Indonesian. The adaptation process was assisted by an individual with relevant qualifications. The researcher chose the individual because he had a TOEFL score of 570 and was a third-year psychology student.

The measuring instrument was tested on 78 participants first. After the trial was conducted, the researcher found five out of 18 items had lower-than-threshold correlation coefficients ($r < 0.3$), namely Items 3, 4, 5, 6, and 18. The criteria for selecting the items used in this study follow Azwar (2012) recommendation that an item with satisfactory differential power should have a correlation coefficient of at least 0.3. Based on these provisions, the five items were dropped. After these items were removed, this scale had satisfying reliability and item discrimination power ($\alpha=0.819$, $r=0.310$-0.593). The final version of the scale consisted of 13 items (11 favorable, 2 unfavorable).

Patience Scale
The instrument used to measure patience was the 3-Factor Patience Questionnaire developed by Schnitker (2012). It consists of three factors, i.e., interpersonal patience, patience regarding life difficulties, and patience regarding daily problems. The researcher adapted the measuring instrument into Indonesian and tested it on 78 participants. The adaptation process was similar to the previous scale.

After the pilot test was conducted, the researcher found an item with a correlation coefficient below 0.3, namely Item 7. After the item was removed, this scale had satisfying reliability and item discrimination power ($\alpha=0.865$, $r=0.349$-0.774). The final version of the scale consisted of 10 items (10 favorable, 1 unfavorable).

Social Support Scale
Researchers used the Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet et al., 1988), which was adapted into Indonesian by Putra and Novitasari (2018), and modified by Handayani (2018). This instrument includes three sources of social support, namely family, friends, and significant others. Handayani (2018) tested this scale on students. The results of the trial showed satisfying reliability and item discrimination power ($\alpha=0.844$, $r=0.311$-0.663).

Analysis
Data analysis in this study was carried out using SPSS software. Before the primary analysis, the assumption tests were conducted, which included normality, linearity, multicollinearity, and heteroscedasticity tests. The main analysis technique used was multiple linear regression analysis. The purpose of using this technique was to understand the role of patience and social support in student academic stress.

Results
Based on the categorization, 65.8% of participants had moderate patience, while 17.3% were in the low category, and the rest (16.8%) were in the high category. The categorization of social support scores also showed that the majority of participants (68.4%) belonged to the moderate category, while 16.8% belonged to the low category, and the other 14.8% belonged to the high category. In the case of academic stress, most participants (68.4%) also reported a moderate level, while 15.3% were classified as low, and another 16.3% were classified as high. Table 1 shows the description of participants in the present study.

Assumption Testing
Assumption verification was conducted prior to hypothesis testing. The assumptions tested were normality, linearity, multicollinearity, and heteroscedasticity.

Table 1
Description of Participant Data

Variable	M	SD	N
Academic Stress (Y)	41.7653	8.40732	196
Patience (X1)	37.5051	5.39182	196
Social Support (X2)	38.7092	6.43166	196

Hypothesis Testing

After classical assumption tests, hypothesis testing was carried out using multiple linear regression analysis. This analysis aimed to determine the role of patience and social support on academic stress.

A simultaneous F test was conducted to see the role of patience and social support on academic stress simultaneously. Based on the results in Table 3, it was concluded that patience and social support simultaneously do not play a role in academic stress (F=1.171, $p > 0.05$). Therefore, the hypothesis in this study was rejected. A partial regression test was conducted to examine the individual contribution of each independent variable to the dependent variable. Based on the results presented in Table 4, neither patience (β=-0.081, t=-1.093; p>0.05) nor social support (β=0.100, t=1.337; p>0.05) has a significant effect on academic stress when examined separately. Furthermore, an analysis was conducted to determine the role of patience based on its factors and social support based on its sources, on academic stress. Patience variables include interpersonal patience, life hardship patience, and daily hassles patience. Table 5 shows that each factor in the patience variable has no role in academic stress.

Meanwhile, the social support variable includes family, friends, and significant others. Table 6 shows that family (β=0.216, t=2.977; p<0.05) and friends (β=-0.238, t=-2.851; p<0.05) have significant influence on academic stress, while significant others (β=0.151, t=1.820; p>0.05) do not.

Additional analysis was carried out to compare academic stress levels in semester 2 students with more senior students (semester 4, 6, and 8). This was done because the researchers assumed that the academic load of senior students was greater than the academic load of semester 2 students. The results (Table 7) confirmed this assumption, finding that senior students have a higher academic stress level than semester 2 students (p<0.05).

Discussion

The purpose of this study was to determine the role of patience and social support on academic stress in university students in Yogyakarta. The findings showed that patience and social support do not influence academic stress in university students, either simultaneously or partially. This can be caused by other factors that also play a role in academic stress, such as resilience (Cheng et al., 2019), coping strategies (Renk & Smith, 2007), and parenting styles (Renk & Smith, 2007). Cheng et al. (2019) found that resilience was negatively correlated with depression in medical students in China. Building resilience and increasing the social support of medical students is essential to prevent negative psychological impacts on their academic life.

Renk and Smith (2007) stated that effective coping strategies can help alleviate the negative effects of stress. Furthermore, Lazarus and Folkman (1984) categorized coping strategies into problem-focused and emotion-focused strategies. Renk and Smith (2007) said that university students mostly use problem-focused coping strategies and find these strategies to be the most effective.

Parenting style can affect how students deal with academic stress. The results of a study conducted by Renk and Smith (2007) showed that there is a relationship between the parenting style experienced during childhood and the level of academic-related stress later in university. They found that the authoritarian parenting style practiced by fathers is significantly associated with academic stress levels in female college students. This may be due to fathers with an authoritarian parenting style being more demanding of their children regarding their academic performance, therefore increasing academic stress in the children.

There have not been many studies discussing patience and academic stress, but there are studies that discuss religiosity and academic stress. Patience is related to religiosity because patience is one of the religious teachings (Gymnastiar, 2017). Research conducted by Hafsari (2020) showed that religiosity does not play a role in academic stress in students. Similar results were also found by Rizdanti and Akbar (2022), who examined the relationship between religiosity and the stress level of students working on their thesis.

As for social support, a study by Rumbrar and Soetjiningsih (2021) on students at Satya Wacana Christian University did not find its relationship with academic stress. Therefore, in this study, there is a possibility that academic stress in participants is also influenced by other factors.

The insignificant role of the patience and social support variables is the need for a mediator or moderator. Several previous studies found a relationship between patience and academic stress directly (Dilla & Susanti, 2022; Indria et al., 2019; Pratiwi & Soetjiningsih, 2024). However, there are also studies, such as Zaheer and Khan (2022), which found that optimism moderates the relationship between stress, resilience, and psychological well-being in college students. Another study by Guo (2017) found that resilience both mediates and moderates the relationship between social support and life satisfaction of students in a Chinese university. Therefore, this study might require a mediator and a moderator to understand the role of patience and social support on academic stress.

However, after the researchers conducted further analysis by looking at each factor in both independent variables, the results showed that family and friend support have a role in academic stress. Researchers found that the stronger family support perceived, the lower the academic stress experienced by students. Cohen and Wills (1985)

Table 2
Results of Assumption Tests

Assumption Tests	Test Method	Significance Result	Conclusion
Normality	One-Sample Kolmogorov-Smirnov	.938 ($p > 0.05$)	Residuals are normally distributed
Linearity	ANOVA (Academic Stress vs. Patience)	0.055 ($p > 0.05$), $F = 1.560$ ($< F_t = 1.582$)	There is a linear relationship between academic stress and patience
Linearity	ANOVA (Academic Stress vs. Social Support)	.582 ($p > 0.05$), $F = .915$ ($< F_t = 1.582$)	There is a linear relationship between academic stress and social support
Multicollinearity	Tolerance and VIF	Tolerance $= .920$ ($> .100$), VIF $= 1.086$ (< 10.00)	No signs of multicollinearity; patience and social support are not significantly correlated
Heteroscedasticity	Spearman's ρ (Patience)	.546 ($p > 0.05$)	No signs of heteroscedasticity for patience
Heteroscedasticity	Spearman's ρ (Social Support)	.832 ($p > 0.05$)	No signs of heteroscedasticity for social support

Table 3
Results of Multiple Regression Analysis

Model	Sum of Squares	df	Mean Square	F	p
Regression	165.308	2	82.654	1.171	.312[b]
Residual	13617.896	193	70.559		
Total	13783.204	195			

Note. Dependent Variable: Academic Stress (Y).
[b] Predictors: (Constant), Social Support (X2), Patience (X1).

explained that social support can affect emotions when someone assesses a situation as stressful. This explanation may be the reason for the findings in this study. Students who assess the academic situation as a stressful situation can consider the situation to be less stressful when their families provide positive emotional support. The results of this study are in accordance with research by Jairam and Kahl Jr. (2012), which found that emotional support from family members can build self-esteem and confidence, allowing students to better cope with academic pressures.

There are previous studies that are in line with the findings in this study. Bergmann et al. (2019) studied the perceived academic stress of medical students. Many students in the study viewed family as an important source of support that could prevent prolonged stress. Some participants viewed their family as someone who could fix their negative thoughts whenever they lost confidence in their academic abilities. Similar results were also shown by Joseph et al. (2021), who found that students who live with parents, siblings, or relatives tend to have lower levels of academic stress. Families can provide support in the form of supplying healthy food, providing good environmental conditions, and caring for students in situations like illness. Support from family can even protect students from symptoms of depression (Levens et al., 2016). In addition, parental support can also improve academic performance in students (Gumasing et al., 2021).

Unlike support from family members, this study found that stronger social support from friends was associated with the higher the academic stress experienced by the students. This finding contrasts with previous research, which found that peer support tends to reduce academic stress among students, e.g., the study by Jairam and Kahl Jr. (2012). In that study, participants reported that their peers could truly understand what they were going through, as those friends were experiencing similar problems. Supporting this finding, Shanti et al. (2021) explained that support from friends can facilitate discussions about how to solve problems when facing academic challenges. In addition, peer support enables students to open up about what they are feeling and thinking in order to cope with the emotional challenges they encounter.

However, the findings of the current study indicate the opposite—that support from friends may actually contribute to increased academic stress among students. One possible factor behind this is the inappropriate or ineffective support from peers. Camara et al. (2014) explained that offering support with dismissive or minimizing responses can have the opposite effect. Examples of such responses include statements like, "Your problem isn't a big deal," "You're just overreacting," or "You're being too sensitive." Similar findings were also reported by Huang and Baxter (2021) in their study on adolescents. They noted that close friendships do not necessarily provide the same level of emotional support as one offered by family, and that close peer relationships may, in fact, generate their own unique interpersonal stress.

The lack of a significant role of social support from significant others may be due to the overlap between this source and other support sources, such as family and friends. Significant others are typically defined as romantic partners, e.g., a boyfriend/girlfriend or spouse. However, it is possible that participants in this study interpreted "significant others" as other close individuals besides a

Table 4
Results of Partial Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	Std. Error	Beta		
(Constant)	41.487	4.933		8.410	.000
Patience (X1)	-.127	.116	-.081	-1.093	.276
Social Support (X2)	.130	.097	.100	1.337	.183

Note. Dependent Variable: Academic Stress (Y).

Table 5
Analysis of Patience Role in Academic Stress Based on Factors

Model	Unstandardized Coefficient		Standardized Coefficient	t	p
	B	Standard Error	Beta		
(Constant)	45.618	4.275		10.671	.000
Interpersonal Patience (X1)	.165	.296	.053	.558	.578
Life Hardship Patience (X2)	-.170	.351	-.045	-.486	.628
Daily Hassles Patience (X3)	-.402	.272	-.110	-1.480	.141

Note. Dependent Variable: Academic Stress (Y).

romantic partner, e.g., a best friend or a close sibling.

An additional analysis was conducted to examine differences in academic stress levels between second-semester students and those in semesters 4, 6, and 8. The results indicated that students in semesters 4, 6, and 8 experienced significantly higher levels of academic stress. This may be due to heavier academic workloads for seniors, as well as final project or thesis requirements commonly done by students in semesters 6–8. Furthermore, a study by Aulia and Panjaitan (2019) found that final-year students experienced moderate levels of stress (71.3%). Similarly, research by Ambarwati et al. (2017) showed that final-year students had moderate levels of stress (57.4%).

In this study, the hypothesis testing was conducted without differentiating participants based on their current semester. This opens the possibility that the role of patience and social support in relation to academic stress may vary across different academic levels, which could explain why no significant role of patience and social support was found.

Based on the findings of this study, several implications can be drawn. Parents are encouraged to provide support—especially emotional support—to their children. Stakeholders may also take the initiative to educate parents about the importance of parental support in managing academic stress in university students. These findings can serve as a foundation for program development. The educational efforts are expected to increase parents' awareness and empathy and provide them with information on how to offer effective and appropriate support to their children. Furthermore, the findings related to the role of peer support may offer insights for students in managing their friendships.

Limitations
This study is not without limitations. Additional analyses revealed differences in academic stress levels between freshman students (semester 2 students) and their seniors. However, the researchers did not conduct separate data analyses based on the study year. Moreover, many other factors can influence academic stress. Academic stress is not only affected by patience and social support, but also by variables like resilience (Cheng et al., 2019), coping strategies (Renk & Smith, 2007), and parenting styles (Renk & Smith, 2007), which may serve as predictors of academic stress. Additionally, a study by Biremanoe et al. (2024) found that workload, poor time management, self-efficacy, self-esteem, and psychological endurance also impact academic stress levels. Therefore, the absence of significant effects from the variables of patience and social support in this study may be due to the influence of these other contributing factors.

Conclusion
The present study indicates that patience and social support do not have a significant effect on academic stress, either simultaneously or partially. Mediating or moderating variables may be needed to explain the relationship between these variables. Furthermore, this finding might be influenced by other factors affecting academic stress, e.g., resilience, coping strategies, and parenting styles. However, family support was found to play a role in reducing academic stress, whereas support from friends was associated with an increase in academic stress. The increased stress linked to peer support is suspected to result from inappropriate or ineffective support. Additionally, differences in stress levels across semesters might have also influenced the findings of this study.

Implication
The results of this study provide a better understanding of how internal and external factors relate to academic stress among university students. Although patience and social support did not show a significant effect, the findings

Table 6
Analysis of Social Support Role in Academic Stress Based on Sources

Model	Unstandardized Coefficient		Standardized Coefficient	t	p
	B	Standard Error	Beta		
(Constant)	37.488	3.898		9.618	.000
Family (X1)	.724	.243	.216	2.977	.003
Friends (X2)	-.807	.283	-.238	-2.851	.005
Significant Others (X3)	.370	.203	.151	1.820	.070

Note. Dependent Variable: Academic Stress (Y).

Table 7
Results of the Independent Sample t-test for Academic Stress by Semester Group

Semester Group	*N*	*M*	*SD*	*p*
Semester 2	120	42.88		
Semesters 4, 6, 8	76	40.01		

Note. Independent samples t-test revealed a statistically significant difference in academic stress between semester groups, $t = $ [nilai t], $p = .020$.

suggest that these variables may still play an indirect role through other factors such as resilience or coping strategies. This means that academic stress is a complex condition that cannot be explained by a single factor. The findings also highlight the importance of family and friend support in helping students manage stress. Therefore, universities and counselors may consider involving parents and peer groups in stress management or psychoeducation programs to support students' mental well-being.

Recommendation
The findings of this study indicate the need for analyzing mediator or moderator to better explain the relationship between patience, social support, and academic stress. Therefore, future research could include such variables. In addition, many other factors beyond patience and social support may affect academic stress. Future studies are encouraged to incorporate additional independent variables, such as resilience, coping strategies, and parenting styles, for more comprehensive findings. Methods such as in-depth interviews and case analyses should also be considered in future research, as they can offer deeper insights into individual experiences and how participants cope with academic stress.

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Author Contributions
The research manuscript was written by KQ under the supervision of NUH as part of the requirements to obtain a bachelor's degree. Both authors read and approved the final version of this manuscript.

Conflict of Interest
The authors hereby declare that there are no conflicts of interest related to the research, writing of the results, and/or publication of this study.

Declaration of Generative AI in Scientific Writing
During the preparation of this manuscript, the author(s) used OpenAI's ChatGPT (GPT-5) to assist in language refinement, idea organization, and improvement of clarity. After using this tool, the author(s) reviewed and edited the content as necessary and take full responsibility for the final version of the manuscript.

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