The Effect of Self-Efficiency and Time Management on Stress in Final Year Students

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ABSTRACT

High levels of stress, especially for students, will have a negative impact on themselves and others. The purpose of this study was to determine the effect of self-efficacy and time management on stress in final grade students. This type of research is quantitative research. The sample in this study were 103 students at the final level who were taken by purposive sampling technique. The data was collected by distributing questionnaires using a 4-point Likert scale to measure statement items. The data analysis technique used multiple linear regression analysis accompanied by a partial test (t-test) and a simultaneous test (F-test). The calculation process uses SPSS 24.0. The test results show that self-efficacy has a positive and insignificant effect on stress in final year students, while time management has a negative and significant effect on stress in final year students.

Keywords: *Self-efficacy, time management, stress*

INTRODUCTION

Student is a name that is carried by someone who is studying in a certain study program at a university, a student has an important role in deepening and developing himself in the scientific field he is engaged in. A college student is required to finish his studies as soon as possible. In general, at the end of the study period, a student is given a final assignment or called Yulianto's thesis (2008).

Problems that are commonly faced by students when working on their thesis are difficulty meeting the supervisor, difficulty in finding references, missing data, long distances to meet the supervisor, the number of assignments that must be completed and so on. This becomes a great pressure for students and causes stress.

Academic stress experienced by students is a response that arises because there are too many demands and assignments that must be completed (Olejnik & Holschuh, 2007).

Students can experience stress in carrying out lecture activities. The stress level of final year students has an impact on the high and low self-efficacy of students. Basically the level of success in carrying out all activities in the context of achieving a goal is very dependent on the individual's ability to carry out the task.

Students must be able to increase feelings of high self-efficacy, so that they will have confidence and trust in their abilities to continue trying even under pressure (overcoming obstacles), have strong determination, and stay focused on what is being done by showing performance in completing academic assignments (Baron, 2004).

According to Santrock (2007) the application of the concept of self-efficacy to various aspects of student achievement shows that self-efficacy influences students' choices of activities undertaken, so the higher a person's self-efficacy, the higher the confidence in one's ability to succeed in a task.

Besides needing to have confidence in the ability to solve problems and complete assignments, students also need to pay attention to the time spent in carrying out

these various activities. Time is the most valuable resource, so the concept of time management is needed to maintain a balance between routine demands and capabilities (Maulana, 2008).

Poor time management can result in tasks not being completed on time. This of course will lead to stress. Individuals need to do important activities as early as possible, if delaying them until it becomes urgent it will increase stress levels. (Santrock, 2007).

Student academic success is influenced by various factors, some of which come from within (internal) including physical and spiritual as well as factors that come from outside (external) including the surrounding environment. Students in participating in all academic activities need to do it efficiently and effectively. The most important thing is whatever is done and ensures that what is done moves towards the goal (Siswanto, 2005).

According to the results of Nirwana's research (2019) in final semester nursing students there is a significant relationship between stress levels and self-efficacy. Likewise according to research conducted by Vaezi and Faallah (2011) concerning a significant negative relationship between teacher self-efficacy and teacher stress among Iranian EFL teachers. This correlation indicates that the higher the teacher's self-efficacy, the less likely they are to experience stress in their profession.

Shohreh (2007) argues that there is a relationship between time management and stress, nurses who have effective time management can reduce work stress on nurses. The results of research from Beighzadeh, Tagdisi, Gayebzadeh, et al (2016) state that there is a relationship between time management and work stress in physical education teachers at the early school level in Meshkin. This means that by improving time management skills, the amount of work stress on physical education teachers is reduced.

From the background of the problems above, the researcher was motivated to conduct research on the effect of self-efficacy and time management on stress in final year students.

Based on the background above, the formulation of the problem for this research is as follows:

Does self-efficacy affect stress in final year students?

Does time management affect stress in final year students?

Does self-efficacy and time management affect stress in final year students?

MATERIALS AND METHODS
Research Subject
The sample in this study consisted of 103 respondents. Participants in this study were final year students with male and female gender. Based on the gender of the subject, it was dominated by women, namely 74.76% with a total of 77 people, then men, namely 25.24% with a total of 26 people. Based on age, there were 88 subjects aged 20-24 years with a percentage of 85.44% and subjects aged ≤ 27 years were 15 people with a percentage of 14.56%. Furthermore, based on the semester, the subjects were grouped into 2 parts, namely subjects who completed their final assignments in semesters 7-8, and subjects who completed their final semester assignments in semesters 9-10. Subjects who completed their final assignments in semesters 7-8 were 93 people with a percentage of 90.3%, and subjects who completed their final assignments in semesters 9-10 were 10 people with a percentage of 9.7%.

Research Variable
The independent variables of this study are self-efficacy (X1), time management (X2), and the dependent variable is stress (Y).

The stress scale is measured using the stress aspect according to Sarafino and Timothy (2012) which includes 1. Emotional reactions, for example the item "I get nervous when I face exams". 2. Biological reactions, 3. Cognitive reactions, 4. Behavioral reactions. Reliability test on this scale was carried out with Cronbach's

Alpha, there were 16 items analyzed and the reliability result was 0.883.

The self-efficacy scale based on Bandura (in Feist & Feist, 2013) consists of 3 indicators, namely levels (level of difficulty) for example the item "I believe I can complete difficult college assignments", strength (task resilience) and generality (self-development ability). The reliability test on this scale was carried out with Cronbach's Alpha, there were 11 items analyzed and the reliability result was 0.888.

The time management scale adapted from Macan (1994) consists of 3 indicators, namely, 1. Setting goals and priorities, for example the item "I don't like procrastinating work", 2. Planning mechanisms, 3. Scheduling and preferences for being organized. Reliability test on this scale was carried out with Cronbach's Alpha, there were 26 items analyzed and the reliability result was 0.908.

Collecting data in this study using a questionnaire obtained directly from the respondents. The questionnaire contains statements from each scale. The variables in this study were measured using a Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

The sampling technique used in this study was a purposive sampling technique, namely a sampling technique by selecting a sample from among the populations desired by the researcher, so that the sample could represent the characteristics of the population that were previously known (Sukardi, 2014).

Research result
Description of Research Data

In this study, the test results for the average score for each variable include, for the self-efficacy variable it is in the Moderate category with an average score of 29.14, for time management data it is in the Medium category with an average score of 75, 46 and for the stress variable data is in the low category with an average score of 31.67.

Table 1. Mean Score Categorization Result

Variable	Mean score	Categorization
Self Efficacy	29.14	Medium
Time Management	75.46	Medium
Stress	31.67	Low

Normality Test Results

The results of the normality test in this study showed that the Kolmogorov Smirnov test showed a significance value of > 0.05 ($\alpha = 5\%$), which was 0.257. So it can be concluded that the residuals of the regression model are normally distributed.

Table 2. Normality Test Results with the Kolmogorov Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		103
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	6,50507053
Most Extreme Differences	Absolute	,100
	Positive	,100
	Negative	-,053
Kolmogorov-Smirnov Z		1,013
Asymp. Sig. (2-tailed)		,257

Linearity Test

Table 3 shows the results of the linearity test obtained an F value of 2.277 with a significance of 0.002 ($p < 0.05$) thus it can be concluded that there is a linear relationship between time management variables and stress. While the results of the linearity test on self-efficacy and stress obtained an F value of 1.663 with a significance of 0.078 ($p < 0.05$), which means that there is a non-linear relationship between self-efficacy and stress.

Table 3. Linearity Test Results

Variable	F	Sig	P	Information
Stress with self-efficacy	1,663	0,078	>0,05	Not Linear
Stress with time management	2.277	0,002	<0,05	Linear

Multiple Regression Analysis

Multiple linear regression analysis was carried out to determine the effect of self-efficacy variables (X1) and time management (X2) on the stress variable (Y) in final year students. The following is a

table of multiple linear regression test results:

Table 4. Multiple Linear Regression Analysis

Model	Unstandardized Coefficients B	Std. Error	*Sig.*
(Constant)	56,629	5,790	
Self-efficacy	0,066	0,110	0,550
Time management	-0,343	0,059	0,000

From Table 4. the regression equation is obtained as follows:

Y= 56.629 + 0.066X1 + -0.343X2 + Ɛ

Based on the regression equation above, the following explanation can be obtained:

a = Constant = 56.629

Shows that if the self-efficacy and time management variables have a constant value, then the Sters variable will have a value of 56.629.

b1 = Regression coefficient for self-efficacy (X1) = 0.066

Shows that if there is an increase in the self-efficacy variable, it will cause the stress variable to be 0.066.

b2 = Regression coefficient for time management (X2) = -0.343

Shows that if there is an increase in the time management variable, it will cause the stress variable to be -0.343

Ɛ = Other factors not examined.

F test

From table 4.5 the results of the F test below obtained a significance value of 0.000 or <0.05, so it can be concluded that H0 is rejected and H1 is accepted, meaning that all independent variables (Time Management and Self-Efficacy together have a significant influence on the variable dependent (Stes).

Table 5. F test results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1470,551	2	735,275	17,035	,000[b]
	Residual	4316,226	100	43,162		
	Total	5786,777	102			

T test

The t test was carried out to test the partial effect of the independent variables, namely self-efficacy (X1) and time management (X2), on the dependent variable, namely stress (Y).

Table 6. Test Results t

Variable	t_{tabel}	t_{hitung}	Sig.	Criteria
Self-efficacy	1,98937	0,600	0,550	H1 rejected
Time management	1,98937	-5,778	0,000	H2 accepted

Based on Table 6, above, it can be seen that the variable self-efficacy has a negative and insignificant effect on stress in final year students, so the data collected failed to prove the link between self-efficacy and stress and it does not mean that self-efficacy does not affect stress, but the sample data does not succeed in proving this effect so that the first hypothesis in this study was rejected.

Meanwhile, the time management variable found a positive effect on stress in final year students with the t-count value greater than the t-table value and the t-count was in the HO rejection area which indicates that time management has a significant positive effect on stress in final level students. . This means that the higher the time management, the lower the level of stress experienced by final year students. so that the second hypothesis in this study is accepted.

DISCUSSION

Based on the results of testing the hypothesis through multiple linear regression analysis in this study it was found that there were accepted hypotheses and rejected hypotheses. The main hypothesis in this study is the effect of self-efficacy and time management on stress. The first minor hypothesis in this study, namely self-efficacy has an effect on stress, is rejected, and the second minor hypothesis, namely time management has an effect on stress, is accepted.

Effect of self-efficacy on stress

Testing the hypothesis on the effect of self-efficacy on stress did not find the effect of the variable self-efficacy on stress with the t-count value being smaller than the t-table and t-count value being in the HO acceptance area, so self-efficacy has a negative and insignificant effect on stress in students At the final level, the data collected failed to prove the link between self-

efficacy and stress, and that does not mean that self-efficacy does not affect stress, but that the sample data failed to prove this relationship, so the first hypothesis in this study was rejected.

The results of this study do not support the results of previous research conducted by Nirwana (2019) on final semester nursing students, there is a significant relationship between stress levels and self-efficacy. Likewise according to research conducted by Vaezi and Faallah (2011) concerning a significant negative relationship between teacher self-efficacy and teacher stress among Iranian EFL teachers. This correlation indicates that the higher the teacher's self-efficacy, the less likely they are to experience stress in their profession.

Effect of time management on Stress
Testing the hypothesis on the effect of time management on stress found the effect of time management on stress with the t-count value greater than the t-table value and the t-count was in the HO rejection area which indicated that time management had a significant positive effect on stress in final year students. This means that the higher the time management, the lower the level of stress in final year students. so that the second hypothesis in this study is accepted. The results of this study are in line with previous research conducted by Shohreh (2007) who argued that there is a relationship between time management and stress, nurses who have effective time management can reduce work stress on nurses. The results of research from Beighzadeh, Tagdisi, Gayebzadeh, et al (2016) state that there is a relationship between time management and work stress in physical education teachers at the early school level in Meshkin. This means that by improving time management skills, the amount of work stress on physical education teachers is reduced.

CONCLUSIONS AND SUGGESTIONS
Conclusion
Based on the results of the existing research and discussion, the conclusions that can be drawn are as follows:

Self-efficacy has a negative but not significant effect on stress in final year students. The results of this non-significant study indicate that high self-efficacy does not necessarily lead to decreased stress levels in final year students, conversely, low self-efficacy does not necessarily lead to high stress in final year students.

Time management has a positive and significant effect on stress in final year students. These results indicate that the higher the time management of final year students, the lower the level of stress experienced by final year students.

Suggestion
Based on the discussion of research results and conclusions above, the suggestions that can be given are as follows.

The results of this study can be used as material for consideration for final year students to increase their confidence in their abilities to deal with environmental demands and manage time management as best they can in order to overcome stress that may arise, so that the completion goals can be achieved optimally and on target.

Further researchers are advised to develop research by looking for the relationship between stress and other variables. In addition, it is hoped that future researchers will expand the scope of subjects in other areas and pay attention to the situation and time of data collection, so that the research data is more developed and numerous.

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