

The Relationship Between Family Support and Coping Strategies and The Level of Academic Stress Among Senior Undergraduate Students

Dwi Christina Rahayuningrum^{1*}, Helena Patricia², Emira Apriyeni³, Veolina Irman⁴
¹⁻⁴ Universitas Syedza Saintika Padang, Indonesia

*Corresponding Author: dwichristina05@gmail.com

(Received: July 14, 2026 Revised: July 16, 2026 Accepted: July 19, 2026)

ABSTRACT

Introduction: Academic stress is a common problem experienced by senior undergraduate students and can be influenced by family support and coping strategies.

Objectives: This study aimed to determine the relationship between family support and coping strategies and levels of academic stress among senior undergraduate students in the Bachelor of Nursing program at a private University In Padang.

Method: This study used a quantitative approach with a cross-sectional design and involved 87 respondents. Data were collected using a questionnaire and analyzed univariately and bivariately using the chi-square test.

Results: The results showed that the majority of respondents (82.8%) experienced high academic stress, 73.6% received insufficient family support, and 71.3% used emotion-focused coping strategies. The analysis revealed a significant relationship between family support and academic stress levels ($p < 0.001$) as well as between coping strategies and academic stress levels ($p < 0.001$).

Conclusion: It was concluded that family support and coping strategies are significantly associated with academic stress levels among senior undergraduate students. Higher education institutions are expected to enhance efforts to prevent academic stress through counseling services and education on adaptive coping strategies so that students can effectively manage academic pressure.

Keywords: family support; senior students; coping strategies; academic stress

INTRODUCTION

Senior students face various academic demands, such as completing coursework, fieldwork, exams, writing proposals, conducting research, and defending their theses. These high demands can trigger academic stress, which can lead to a decline in motivation, academic performance, and sleep quality, and even increase the risk of dropping out of college. Academic stress is a physical and emotional response that arises when students perceive academic demands to exceed their capabilities (WHO, 2023; Barbayannis et al., 2022).

The prevalence of stress among students remains relatively high. In Indonesia, the prevalence of students experiencing stress is reported to range from 36.7–71.6%, while during the process of drafting a thesis proposal or writing a thesis, it reaches 55.1% (Riskesdas, 2018; Fauziyyah et al., 2021). Various studies also indicate that senior students who are completing their theses are vulnerable to moderate to severe academic stress. This condition can be influenced by both internal and external factors. Internal factors include individual characteristics, beliefs, mindset, motivation, and coping strategies, while external factors encompass family support, academic demands, pressure to excel, financial problems, and adaptation to the environment (Anggrini, 2021).

One factor that plays a role in coping with academic stress is family support. Family support can take the form of emotional attention, motivation, information, advice, and direct assistance that help students cope with various academic demands. Students who receive family support tend to have greater motivation and better problem-solving skills. A study by Agustianisa (2022) revealed a significant negative correlation between family support and stress among students writing their theses, meaning that the better the family support, the lower the stress levels experienced.

In addition to family support, coping strategies also play a role in managing academic stress. Coping strategies are cognitive and behavioral efforts individuals use to deal with internal or external demands perceived as burdensome. Lazarus and Folkman (1984) categorized coping strategies into problem-focused coping and emotion-focused coping. The use of appropriate coping strategies can help students manage academic pressure and reduce the impact of stress on physical, emotional, cognitive, behavioral, and interpersonal aspects. Research by Usraleli et al. (2020) showed a significant relationship between coping strategies and stress levels among students writing their theses ($p=0.014$). The more adaptive the coping strategies used, the lower the perceived stress levels.

Given the high incidence of academic stress among senior students and the importance of family support and coping strategies in dealing with academic pressure, research on the relationship between family support and coping strategies and levels of academic stress among senior students is needed.

MATERIALS AND METHODS

This study employed an analytical quantitative method with a cross-sectional design to examine the relationship between family support and coping strategies and levels of academic stress. The study was conducted from December 17 to 21, 2024, at a private university in Padang, involving 87 senior students in the Bachelor of Nursing program, selected using total sampling. Data were collected using the Perceived Academic Stress Scale (PASS), the Family Support Scale Questionnaire (FSS), and the Ways of Coping Questionnaire. Data were analyzed univariately to describe the distribution of each variable and bivariately using the chi-square test with a 95% confidence level ($\alpha=0.05$). The study was conducted in accordance with the principles of informed consent, anonymity, confidentiality, fairness, and a balance of benefits and risks.

RESULTS

Table 1. Respondent Characteristics (n=87)

No	Respondent Characteristics	f	%
1	Gender		
	Male	5	5,7
	Female	82	94,3
2	Age		
	20-23	84	96,6
	24-27	3	3,4
3	Living With		
	Alone	68	78,2
	Family	19	21,8
	Jumlah	87	100

Table 1 shows that the majority of respondents were male 82 people (94.3%) ; Most of them were aged 20–23 years, namely 84 people (63%) and more than half lived alone 68 people (78.2%).

Tabel 2. Univariate Analysis

No	Variabel	f	%
1	Academic Stress		
	Low	18	20,7
	High	69	79,3
2	Family Support		
	Supportive	23	26,4
	Less Supportive	64	73,6
3	Coping Strategies		
	PFC	25	28,7
	EFC	62	71,3

Table 2 shows that more than half of the respondents (79.3%) experienced high academic stress, more than half of the respondents (73.6%) received insufficient family support, and more than half of the respondents (71.3%) used EFC (Emotional Focused Coping) as their coping strategy.

Tabel 3. Bivariat Analysis

Variabel	Academic Stress						pvalue
	Low		High		Total		
	f	%	f	%	f	%	
Family Support							
Supportive	15	83,3	8	11,6	23	26,4	0,000
Less Supportive	3	16,7	61	88.4	64	73,6	
Coping Strategies							
PFC	11	61,1	14	20,3	25	28,7	0,001
EFC	7	38,9	55	79,7	62	71,3	

Table 3 shows that the analysis of the relationship between family support and academic stress yielded a p-value of 0.000, while the analysis of the relationship between coping strategies and academic stress yielded a p-value of 0.001. It can therefore be concluded that there is a relationship between family support and coping strategies among senior students in the Bachelor of Nursing program

DISCUSSIONS

Academic Stress

The results of this study indicate that the majority of respondents (79.3%) experience high levels of academic stress. This finding is consistent with Raditya et al. (2024), who reported that the majority of senior students experience high levels of academic stress. This condition can occur when students feel unable to balance academic demands with their own abilities. Academic stress can be characterized by physical and emotional responses, such as anxiety, difficulty concentrating, mood swings, and sleep disturbances (Taslim & Cahyani, 2021).

The high levels of academic stress in this study are evident in the respondents' concerns about their academic performance, difficulties in completing their thesis proposals, fatigue leading to procrastination, and low confidence in their academic success. Differences in responses to stress may also be influenced by gender. Women tend to be more vulnerable to stress due to hormonal responses as well as role and academic demands (Leistner & Menke, 2020).

Family Support

Most respondents (73.6%) received insufficient family support. This finding is consistent with Prawinegara's (2024) study, which showed that a high proportion of students still lack sufficient family support while writing their theses. Family support—in the form of attention, motivation, assistance, and acceptance—plays a role in boosting students' self-confidence and their ability to cope with problems (Pambudi et al., 2020).

A lack of family support may be influenced by limitations in communication, time, attention, and both emotional and instrumental support. The study's findings indicate that some respondents rarely received praise, encouragement regarding their ability to complete their thesis, or assistance in meeting their academic needs. Living conditions can also affect students' access to family support, particularly for those living apart from their families.

Coping Strategies

The majority of respondents (71.3%) tended to use emotion-focused coping (EFC). This finding aligns with Claudia (2023), who reported that the majority of nursing students use EFC rather than problem-focused coping (PFC). Senior nursing students face various demands, such as clinical practice, exams, and the completion of their final projects, thus requiring appropriate coping strategies to manage stress. Coping strategies are cognitive and behavioral efforts to deal with stress. These strategies consist of PFC, which is oriented

The Relationship Between Family Support and Academic Stress

The results of the chi-square test indicate a significant relationship between family support and academic stress ($p < 0.001$). High levels of academic stress were more commonly found among respondents with insufficient family support. This finding is consistent with the study by Prawiranegara (2024), which also found a significant relationship between the two variables.

Family support can serve as a source of motivation, a sense of security, and assistance for students while completing their final projects. Low support can reduce students' ability to cope with stressors and increase the risk of academic stress. However, some students who received family support still experienced high levels of academic stress. This suggests that academic stress may also be influenced by factors other than family support.

The Relationship Between Coping Strategies and Academic Stress

The research results indicate a significant relationship between coping strategies and academic stress ($p < 0.001$). Respondents with high academic stress were more likely to use EFC than PFC. These findings align with Widyadari's (2024) study, which found a significant relationship between coping strategies and academic stress among nursing students.

According to Lazarus and Folkman, the choice of coping strategies is influenced by an individual's assessment of stressors and their ability to deal with them. Both PFC and EFC can be used depending on the characteristics of the problem at hand

CONCLUSION

Most senior-year college students experience high levels of academic stress, receive insufficient family support, and use emotion-focused coping (EFC). There is a significant association between family support and coping strategies and academic stress ($p < 0.001$). Colleges and universities are advised to enhance counseling services and education on adaptive coping strategies, while families are encouraged to provide support as students complete their studies.

REFERENCES

- Agustianisa, R. (2022). Hubungan antara dukungan keluarga dengan kecemasan pada mahasiswa yang sedang mengerjakan skripsi. *Jurnal Ilmiah Komunikasi Makna*, 10(2), 130-137.
- Anggrini, D. (2021). Faktor-faktor pemicu stres pada siswa selama pembelajaran daring. *Jurnal Psikologi Malahayati*, 3(1).
- Barbayannis G, Bandari M, Zheng X, Baquerizo H, Pecor KW, Ming X (2022). *Academic Stress and Mental Well-Being in College Students: Correlations, Affected Groups, and COVID-19*. *Front Psychol*. 2022 May 23;13:886344. doi: 10.3389/fpsyg.2022.886344. PMID: 35677139; PMCID: PMC9169886
- Fauziyyah, R., Awinda, R. C., & Besral, B. (2021). Dampak Pembelajaran Jarak Jauh terhadap Tingkat Stres dan Kecemasan Mahasiswa selama Pandemi COVID-19. *Jurnal Biostatistik, Kependudukan, Dan Informatika Kesehatan*, 1(2), 113. <https://doi.org/10.51181/bikfokes.v1i2.4656>
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer publishing company.
- Leistner, D dan Menke, A. 2020. *Hypothalamic-pituitary-adrenal axis and stress*. *Review Handb Clin Neurol* ;175:55-64. doi: 10.1016/B978-0-444-64123-6.00004-7
- Tasalim, R., & Cahyani, A. R. (2021). Stres Akademik dan Penanganannya. Bajarmasin: Gupedia

Usraleli, U., Melly, M., & Deliana, R. (2020). Hubungan strategi koping dengan tingkat stres mahasiswa poltekkes kemenkes riau yang menyusun skripsi. *Jurnal Ilmiah Universitas Batanghari Jambi*, 20(3), 967-970.

World Health Organization (WHO). 2023. Stress. from: [answers/item/stress#:~:text=Stress%20can%20be%20defined%20as,experiences%20stress%20to%20some%20degree.](#)