

The Influence of Time Management, Self-Efficacy and Social Support on Academic Stress of Final-Year Students in Surakarta

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Abstract: *Final-year students are vulnerable to academic stress due to the demands of completing their theses and other academic obligations. This study aims to analyze the relationship between time management, self-efficacy, social support, and academic stress among final-year students in Surakarta. This quantitative study used primary data collected through questionnaires from 100 final-year undergraduate students working on their theses at universities in Surakarta. The respondents were selected using quota sampling, with 20 respondents from each of five universities. Data were analyzed using validity and reliability tests, classical assumption tests, multiple linear regression, t-tests, F-test, and the coefficient of determination (R^2). The results showed that time management was positively and significantly associated with academic stress ($B = 0.329$; $p = 0.019$), self-efficacy was positively and significantly associated with academic stress ($B = 0.499$; $p = 0.002$), and social support was negatively and significantly associated with academic stress ($B = -0.324$; $p = 0.008$). Simultaneously, the three variables were significantly associated with academic stress ($F = 14.234$; $p < 0.001$). The adjusted R^2 of 0.286 indicates that the model explains 28.6% of the variation in academic stress.*

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Introduction

Success in higher education is determined not only by academic achievement but also by students' mental health. Globally, approximately 62% of respondents in 31 countries experience stress that impacts their daily lives, with a higher prevalence among women than men (Ipsos, 2024). The World Health Organization (WHO, 2025) also reports that more than one billion people worldwide live with mental health disorders, and approximately one in seven adolescents experience mental disorders, particularly anxiety and depression. These conditions demonstrate that mental health is a crucial component of educational success. In the context of

higher education, academic pressure can arise from the demands of assignments, study completion targets, competition, social relationships, and family expectations. If not managed properly, this pressure can develop into academic stress, impacting students' psychological well-being and achievement.

Academic stress is increasingly evident among final-year students completing their final assignments or theses. This stage requires students to develop critical thinking skills, master research methodology, seek references, obtain data, and complete revisions within a specified timeframe. These obstacles can be exacerbated by anxiety, family pressure, time constraints, and low motivation. Research by Merry & Mamahit (2020) indicates that some students experience high levels of academic stress, while research by Albab et al. (2022) found that most students fall into the moderate academic stress category, while others experience high levels of stress. Similar conditions can potentially occur among final-year students at various universities in Surakarta, especially when the demands of completing a thesis are not balanced with adequate self-management skills and environmental support.

Based on a pre-survey of 30 final-year students working on their final assignments at several universities in Surakarta, namely Sebelas Maret University, Muhammadiyah University of Surakarta, Indonesian Institute of the Arts Surakarta, Slamet Riyadi University of Surakarta, and Setia Budi University, several factors were identified as influencing academic stress. The factors with the highest percentages were social support, time management, and self-efficacy. These findings indicate that academic stress is not only related to the weight of academic demands, but also to students' ability to manage their time, confidence in their abilities, and support from their social environment. Poor time management can lead to a buildup of assignments and deadline pressure, while low self-efficacy can make students feel unable to face academic difficulties. On the other hand, adequate social support can provide emotional support, information, and motivation so that students are better able to cope with academic pressure.

Time management is a crucial aspect because final-year students must be able to manage their time between writing their thesis, other academic activities, and personal activities. Inability to prioritize and the tendency to procrastinate can increase psychological stress in students (Pasaribu et al., 2020). Conversely, effective time management helps students organize schedules, determine priorities, and complete assignments in a planned manner. Research by Andini & Marsofiyati (2024) and Rianjani (2025) shows a negative relationship between time management and academic stress, meaning the better a student's time management skills, the lower their academic stress. Furthermore, self-efficacy also plays a role in determining how students cope with academic demands. Students with high self-efficacy tend to be more confident in completing assignments and facing obstacles, while low self-efficacy can increase doubt, anxiety, and stress. (Oula et al., 2024)

In addition to internal factors, social support is an external factor that has the potential to protect students from academic stress. Social support can take the form of emotional, instrumental, informational, and esteem support, which makes individuals feel accepted, valued, and less likely to face problems alone (Irwan, 2017). Students who receive good social support tend to have stronger coping skills and motivation in facing academic demands. This is supported by research by Hariani and Guspa (2024). (Yumika & Marheni, 2023), and Padamaley et al. (2024) found a negative and significant relationship between social support and academic stress. However, the results of previous studies have not been entirely consistent. Mindyansyah et al. (2023) found that time management was not related to academic stress, Adriani (2023) found that self-efficacy had a positive but insignificant effect, while Sikwanaman found that social support had a positive but insignificant effect on academic stress. These differences in results indicate a research gap that requires further study.



Based on the above phenomena and the inconsistency of previous research findings, research on academic stress among final-year students in Surakarta is crucial. Students who are writing their theses are in a demanding academic phase and are at risk of experiencing psychological stress if they are unable to manage their time, have adequate self-confidence, and receive sufficient social support. Therefore, this study focuses on examining the influence of time management, self-efficacy, and social support on the academic stress of final-year undergraduate students taking regular morning classes at universities in the Surakarta region. This study is expected to provide empirical evidence regarding the internal and external factors that contribute to academic stress and serve as a consideration for universities in designing mentoring strategies, counseling services, and academic environments that better support student psychological well-being.

Research Methods

This study uses a quantitative approach with an associative research type which aims to determine the influence of time management, self-efficacy, and social support on academic stress in final year students (Sugiyono, 2023). The research was conducted on final year students who were writing their theses at several universities in Surakarta, namely Sebelas Maret University (UNS), Muhammadiyah University of Surakarta (UMS), Indonesian Institute of the Arts Surakarta (ISI Surakarta), Slamet Riyadi University of Surakarta (UNISRI), and Setia Budi University. The research population was final year students in Surakarta whose number was not known with certainty. The sample determination used the Leedy formula with a 10% error rate and obtained a sample size of 100 respondents. The sampling technique used quota sampling, with each university receiving a quota of 20 respondents. The data used were primary data obtained through distributing questionnaires to respondents using a five-level Likert scale.

The research data were analyzed quantitatively using IBM SPSS. Data analysis began with classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, to ensure the feasibility of the regression model. Next, multiple linear regression analysis was conducted to determine the effect of time management, self-efficacy, and social support on academic stress. Hypothesis testing was conducted using a t-test to determine the effect of each variable partially and an F-test to determine the effect of independent variables simultaneously on academic stress. In addition, a coefficient of determination test (Adjusted R Square) was used to determine the ability of the variables time management, self-efficacy, and social support in explaining variations in student academic stress.

Results and Discussion

Classical Assumption Test

1. Normality Test

Table 1. Normality Test Results

<i>One-Sample Kolmogorov-Smirnov Test</i>		
		<i>Unstandardized Residual</i>
<i>N</i>		100
<i>Normal Parameters</i>	<i>Mean</i>	0.0000000
	<i>Standard Deviation</i>	2.00899825
<i>Most Extreme Differences</i>	<i>Absolute</i>	0.086
	<i>Positive</i>	0.046

	Negative	-0.086
Test Statistics		0.068
Asymp. Sig. (2-tailed)		0.069 ^{CD}

- Test distribution is Normal.
- Calculated from data.
- Liliefors Significance Correction
- This is a lower bound of the true significance

The normality test aims to test whether the interfering variables/residuals are normally distributed, the residuals are normally distributed if the p-value (significance) ≥ 0.05 , the normality test uses the Kolmogorov Smirnov test, the p-value (significance) = 0.069 > 0.05 so that this indicates an insignificant condition, then the residuals are normally distributed (pass the normality test).

2. Multicollinearity Test

Table 2. Multicollinearity Test

Coefficients ^a		
Model	Collinearity Statistics	
	Tolerance	VIF
Time Management	0.470	2,128
Self-Efficacy	0.479	2,089
Social Support	0.726	1,378

Source: Processed Primary Data, 2026

The results show that the tolerance value for variables X1 (Time Management) = 0.470 > 0.10 ; X2 (Self Efficacy) = 0.479 > 0.10 and X3 (Social Support) = 0.726 > 0.10 and the VIF value of X1 (Time Management) = 2.128 < 10 ; X2 (Self Efficacy) = 2.089 < 10 ; and X3 (Social Support) = 1.378 < 10 . This indicates that there is no multicollinearity or the regression model passes the multicollinearity test.

3. Heteroscedasticity Test

Table 3. Heteroscedasticity Test

Coefficients						
		Unstandardized Coefficients		Standardized Coefficient		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	3,369	1,750		1,925	0.057
	X1	-0.143	0.077	-0.268	-1,851	0.067
	X2	-0.002	0.086	-0.004	-0.029	0.977
	X3	0.077	0.067	0.133	1,142	0.256

a. Dependent Variable: ABS RES

Source: Processed Primary Data, 2026

Resultsshowp-value (significance) of variable X1 (time management) = 0.067; X2 (self-efficacy) = 0.977; X3 and (social support) = 0.256, so there is no heteroscedasticity (passes the heteroscedasticity test).



Multiple linear regression analysis

Table 4. Multiple Linear Analysis

Table 1. Multiple Linear Analysis					
Coefficients ^a					
Model	Unstandardize		Standardize		Sig.
	d		d		
	Coefficients		Coefficient		
			s		
	B	Std. Error	Beta	t	
1 (Constant)	13,655	3,111		4,389	0,000
Time Management	0.329	0.137	0.297	2.395	0.019
Self-Efficacy	0.499	0.153	0.401	3.265	0.002
Social Support	-0.324	0.119	-0.270	-2.709	0.008
a. Dependent Variable: Student Academic Stress					

a. Dependent Variable: Student Academic Stress

Source: Processed primary data, 2026

Based on the results of multiple linear regression, the following equation is obtained:

$$Y = 13.655 + 0.329 X_1 + 0.499 X_2 - 0.324 X_3 + e$$

The interpretation is as follows:

a = Constant (13.655) is positive

The constant value of 13.655 indicates that if variables X₁ (time management), X₂ (self-efficacy), and X₃ (social support) are constant or zero, then academic stress has a value of 13.655. This constant value is not interpreted practically, but serves as a starting point for the regression model.

b₁ = Time Management (b₁ = 0.329)

The regression coefficient of 0.329 indicates that time management has a positive effect on academic stress. This means that every one-unit increase in the time management variable will increase the Academic Stress score by 0.329 units, assuming self-efficacy and social support remain constant.

b₂ = Self Efficacy (b₂ = 0.499)

A coefficient of 0.499 indicates that self-efficacy has a positive effect on academic stress. This means that every one-unit increase in self-efficacy will increase academic stress by 0.499 units, assuming time management and social support remain constant.

b₃ = Social Support (b₃ = 0.324)

The regression coefficient of 0.324 indicates that social support has a positive effect on academic stress. This means that the higher the social support students receive, the lower their academic stress levels, assuming time management and self-efficacy are held constant.

t-test

Table 5. T-test

Table 5.1. t-test					
Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	13,655	3.111		4,389	0,000
Time Management	0.329	0.137	0.297	2.395	0.019
Self-Efficacy	0.499	0.153	0.401	2.265	0.002

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Social Support	-0.324	0.119	-0.270	5.709	0.008
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a. Dependent Variable: Student Academic Stress

Source: Processed primary data, 2026

Based on the results of the t-test, the following results were obtained:

1. T-test of variable X1 (Time Management)

The obtained p-value (significance) = $0.019 < 0.05$, so H_0 is rejected and H_a is accepted, meaning there is a significant influence of time management on academic stress. Conclusion: H_1 which states that "Time Management has a significant influence on Academic Stress of Final Year Students in Surakarta" is proven true.

2. Variable t test X2 (Self Efficacy)

The obtained p-value (significance) = $0.002 < 0.05$, so H_0 is rejected and H_a is accepted, meaning there is a significant influence of self-efficacy on academic stress. Conclusion: H_2 which states that "Self-Efficacy has a significant influence on Academic Stress of Final Year Students in Surakarta" is proven true.

3. T-test of variable X3 (Social Support)

The obtained p-value (significance) = $0.008 < 0.05$, so H_0 is rejected and H_a is accepted, meaning there is a significant influence of social support on academic stress. Conclusion: H_3 which states that "Social Support has a significant influence on Academic Stress of Final Year Students in Surakarta" is proven true.

Model Accuracy Test (F)

Table 6. F Test

<i>Model</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>f</i>	<i>Sig.</i>
1 <i>Regression</i>	177,739	3	59,246	14,234	0,000b
<i>Residual</i>	399,571	96	4,162		
<i>Total</i>	577,310	99			

a. Dependent Variable: Academic Stress (Y)

b. Predictors: (Constant), Social Support (X3), Self Efficacy (X2), Time Management (X1)

Source: Processed primary data, 2026

The results of the calculation in table XXIII show that this regression model has a calculated F value of 14.234 with a significance value (p value) of $0.000 < 0.05$, so H_0 is rejected and H_a is accepted, meaning that the model is accurate in predicting the influence of X1 (time management), X2 (self-efficacy), and X3 (social support) on Y (academic stress).

Coefficient of Determination Test (R2)

Table 7. Results of the Determination Coefficient (R2) Test

<i>Model Summary</i>				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Standard Error of the estimate</i>
1	0.555 a	0.308	0.286	2.04015

a. Predictors: (Constant), Social Support (X3), Self Efficacy (X2), Time Management (X1)

Source: Processed primary data, 2026



The results show that the coefficient of determination (adjusted R Square) for this model is 0.286. Based on the results of the coefficient of determination, the variables of time management (X1), self-efficacy (X2), and social support (X3) together are only able to contribute 28.6% to academic stress (Y). This value indicates that the influence of the three independent variables is still relatively small. The remainder (100% - 28.6%) = 71.4% is explained by other variables outside the research model that are not examined in this study, so there are other factors that influence the level of academic stress of final year students in Surakarta such as learning motivation, mental condition, environmental pressure, economic difficulties, and academic demands.

Discussion

The Effect of Time Management (X1) on Academic Stress (Y)

The analysis results obtained p-value (significance) = $0.019 < 0.05$ so that H_0 is rejected and H_1 is accepted. This means that Time Management has a significant effect on Academic Stress of final year students in Surakarta. This indicates that time management has a positive and significant effect on Academic Stress. Thus, the higher the Time Management score obtained by the respondents, the higher the level of Academic Stress experienced by students. Therefore, Hypothesis 1 which states that time management has a significant effect on Academic Stress of final year students in Surakarta is declared proven.

The results of this study are consistent with Adriani's (2023) research, which showed that time management significantly influences academic stress among final-year students. The study explains that time management is one of the factors related to students' academic stress levels in completing their final assignments. This finding suggests that students who have a high level of attention to time management do not necessarily experience low levels of stress, as the influence of time management can be influenced by how students implement time planning, the academic load they face, and individual characteristics. The results of this study also support research conducted by Rianjani (2025), which states that time management is significantly related to academic stress.

The implications of this study's findings refer to the descriptive analysis of respondents' responses to the time management variable. Although time management had a significant effect, the results indicated a positive direction. Therefore, students need to not only manage their time but also ensure that it is carried out effectively and realistically. Improper time management, such as creating an overly tight schedule, setting excessive targets, or feeling overwhelmed by the number of activities that must be completed within a certain timeframe, can increase academic stress. Therefore, improving the quality of time management more effectively is expected to help students manage academic stress levels while completing their final assignments.

The Influence of Self Efficacy (X2) on Academic Stress (Y)

The analysis results obtained p-value (significance) = $0.002 < 0.05$ so that H_0 is rejected and H_2 is accepted. This means that self-efficacy has a significant effect on Academic Stress of final year students in Surakarta. This indicates that self-efficacy has a positive and significant effect on academic stress. Thus, the higher the self-efficacy score obtained by the respondents, the higher the level of academic stress experienced by students. Therefore, Hypothesis 2 which states that self-efficacy has a significant effect on Academic Stress of final year students in Surakarta is declared proven.

The results of this study align with Adriani's (2023) research, which states that self-efficacy is a factor that significantly influences academic stress in final-year students. This study explains that students' confidence in their abilities is related to how they face academic demands during the thesis completion process. Furthermore, these results are also supported by research Sulistyowati et al., (2025) which showed a positive and significant relationship between self-efficacy and stress levels in students preparing their final assignments. Both studies showed that students' self-efficacy levels were related to the level of academic stress experienced while completing their final assignments.

The implications of this study's findings refer to the descriptive analysis of respondents' responses to the self-efficacy variable. Although self-efficacy had a significant effect, the results indicated a positive direction. Therefore, students need not only to have confidence in their abilities but also to be able to manage that confidence realistically. Excessive self-confidence without being balanced by preparation, sound learning strategies, and the ability to cope with academic pressure can increase academic workload and stress. Therefore, students need to develop self-efficacy along with the ability to effectively manage academic demands to ensure optimal completion of their final assignments.

The Influence of Social Support (X3) on Academic Stress (Y)

The analysis results obtained a p-value (significance) = $0.008 < 0.05$ so that H_0 is rejected and H_a is accepted. This means that social support has a significant effect on academic stress in final year students in Surakarta. This indicates that social support has a negative and significant effect on academic stress. Thus, the higher the social support received by students, the lower the level of academic stress experienced. Therefore, Hypothesis 3 states that Social Support has a significant effect on Academic Stress in final year students in Surakarta. stated proven.

The results of this study align with those of Adilla & Pratiwi (2025), who demonstrated that social support significantly impacts academic stress levels in final-year students. This study demonstrated that support from family, friends, and supervisors can help students cope with academic stress during the thesis completion process. Furthermore, this study is supported by research by Hariani & Guspa (2024), who found a significant negative relationship between social support and academic stress. This study demonstrated that the higher the social support students received, the lower their academic stress levels. These findings also align with the Transactional Theory of Stress and Coping (Lazarus & Folkman, 1984), which states that social support is a coping resource that can help individuals mitigate the impact of academic stress.

The implications of this research are based on the descriptive analysis of respondents' responses to the Social Support variable. To reduce academic stress levels, students need to build and utilize social support from within. from family, peers, supervisors, and the campus environment. Furthermore, universities can improve academic mentoring, counseling, and activities that foster a supportive learning environment. With good social support, students will feel more motivated, be able to cope with the pressures of writing their thesis, and can reduce their academic stress levels.

Conclusion and Recommendation

Based on the results of research and data analysis regarding time management, self-efficacy, and social support on academic stress of final year students in Surakarta, it can be concluded that time management has a significant effect on academic stress, so that the better the student's ability to manage time, the more able the student is to control the academic pressure they face. Self-efficacy also has a significant effect on academic stress, which shows that students' confidence in their ability to complete academic demands plays a role in dealing



with pressure during the process of preparing a final assignment. In addition, social support has a significant effect on academic stress, which shows that support from family, friends, and the social environment can help students in dealing with various academic demands. Thus, time management, self-efficacy, and social support are factors that play a significant role in explaining the academic stress of final year students in Surakarta.

Based on the research results, final-year students in Surakarta are advised to improve their time management through scheduling and prioritizing, developing self-efficacy, and utilizing social support from family, friends, lecturers, and the campus environment to reduce academic stress. Universities are expected to improve guidance, counseling, thesis assistance, and time and stress management training. Future researchers are advised to expand the research by adding other variables such as learning motivation, mental health, environmental pressure, economic hardship, and academic demands, as well as expanding the scope of respondents and research areas.

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