

The Relationship Between Self-Efficacy and Adversity Quotient and Academic Stress Among 12th-Grade Students at High School X in Bandung

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Abstract

Senior high school students, specifically those in the final year of high school cramming for National Selection Based on Achievement and Academic Aptitude Test, sometimes suffer from academic stress as a result of the heavy intellectual burden they are required to carry. This study aims “to analyze the influence of self-efficacy and adversity quotient on academic stress among 12th-grade students at High School X in Bandung.” The researchers in this study used a multiple correlation design and a quantitative technique. From a total of 360 pupils, 78 were chosen utilizing a purposive sampling method. The researchers used a Likert-scale questionnaire to measure Self-efficacy, Adversity Quotient, and academic stress. Data analysis was performed using classical assumption tests, multiple linear regression, Pearson Product-Moment correlation tests, and the coefficient of determination. The results showed that “self-efficacy had a negative and significant effect on academic stress.” This means that the higher students’ self-efficacy, the lower the level of academic stress they experience. Meanwhile, “Adversity Quotient did not show a significant effect on academic stress when analyzed individually.” However, “Self-efficacy and Adversity Quotient together had a significant effect on academic stress”, contributing 30.4%, while other variables that were not considered in this study accounted for the rest. According to these results, self-efficacy is more important than the adversity quotient for lowering academic stress. Therefore, building students’ self-confidence and psychological resilience should be a priority in efforts to reduce academic stress in the school environment.

Keywords: Self-efficacy, Adversity quotient, Academic stress, High school students.

1. Introduction

Academic stress is a psychological response characterized by tension and anxiety that arises when academic demands exceed one’s ability to adapt ([Sun et al., 2011](#)). This phenomenon is experienced on a massive scale by Indonesian students, as indicated by data from the National Commission on Human Rights, this highlights the fact that academic pressure affects the physical and mental health of over 70% of Indonesian high school pupils. ([Bachtiar et al., 2024](#)). In the city of Bandung, this situation has become increasingly concerning following the results

of the 2025 Free Health Check, which revealed that 25.79% of high school students showed signs of mental health issues, predominantly characterized by symptoms of anxiety and depression ([Ramadhan, 2026](#)).

This pressure is most acutely felt by 12th-grade students, who simultaneously face multiple demands: maintaining a semester GPA to qualify for the National Selection Based On Achievement, preparing for the Academic Aptitude Test, and bearing the high expectations of teachers and family. This real-world situation was observed at SMA X Bandung, the fourth-ranked top school in the city of Bandung ([Syarifah, 2025](#)). Based on initial interviews with guidance and counseling teachers, many 12th-grade students complained of physical and mental exhaustion due to studying late into the night, a pileup of assignments from various subjects, and the pressure of weekend assignments. Preliminary screening results using the "Educational Stress Scale for Adolescents" (ESSA-16) confirmed this finding, with 53 out of 78 students exhibiting high levels of academic stress.

Various studies confirm that internal psychological factors play a more dominant role in determining how individuals cope with stress. ([Cholid & Nuradina, 2025](#)) found that self-efficacy proved to be a stronger predictor than external factors in an individual's success in coping with stress. One of the most relevant psychological factors is self-efficacy. Confidence in one's own capacities to manage and triumph over obstacles is what we mean when we talk about self-efficacy (Bandura, 1997).

Reducing academic stress is a key component of self-efficacy, according to multiple research. ([Mukaromah & Sastri, 2025](#)) found that stress and anxiety levels decrease as self-efficacy increases. ([Ekanesia, 2022](#)) also demonstrated that pupils who have a better sense of self-efficacy are more prepared to deal with stressful situations. ([Indillahi & Ekanesia, 2025](#)) found that low academic motivation resulting from external pressure is closely linked to weakened self-confidence among students, which is the core of self-efficacy in addressing academic demands. Furthermore ([Ekanesia et al., 2024](#)) found that adolescents who perceive low levels of social support tend to have poorer psychological well-being, a condition that also contributes to increased student vulnerability to academic stress. In line with this, ([Bella & Nastiti, 2024](#)) reveal a correlation between high school pupils' lack of confidence in their abilities and their level of academic pressure.

An further important aspect of an individual's internal psychological make-up is their adversity quotient, which measures their resilience in the face of adversity ([Stoltz, 2000](#)). Students with a high adversity quotient tend to view academic pressure as a surmountable challenge, possess good self-control, and exhibit strong resilience, making them less likely to give up easily. Previous research indicates that a high Adversity Quotient contributes to reduced academic stress among students ([Bakhtiar et al., 2022](#); [Supradewi, 2021](#)). However, research examining self-efficacy and Adversity Quotient simultaneously within a single research model, particularly among 12th-grade high school students facing layered academic pressures, remains limited ([Solikhah, 2021](#); [Yusuf et al., 2023](#)). This gap forms the basis of this study to gain a more comprehensive understanding of the roles of these two psychological factors in students' academic stress.

2. Literature Review

2.1 Academic Stress

Academic stress is a form of psychological pressure experienced by students in the context of

learning activities. ([Sun et al., 2011](#)) explain that academic stress is mental pressure arising from the demands of schoolwork, concerns about grades, self-expectations, and pressure during the learning process.

According to ([Sun et al., 2011](#)), academic stress consists of five aspects: pressure from study, which refers to pressure stemming from academic demands, parents, peers, or preparation for further education; workload, which relates to the volume of academic tasks such as homework, school assignments, and exams; worry about grades, which describes an individual's anxiety regarding grades or learning outcomes; Self-expectation refers to the anxiety that arises when an individual is unable to meet the standards or expectations set for themselves. Meanwhile, despondency indicates a feeling of despair resulting from the inability to achieve academic goals, understand course material, or complete school assignments.

Furthermore, according to previous researchers ([Fardani et al., 2021](#)) also describes academic stress as a condition that arises from high academic demands that are not commensurate with an individual's ability to adapt. These demands are generally related to the volume of academic assignments and expectations from educators. Furthermore, academic stress is viewed as emotional tension arising from various events in the school environment and a sense of threat to students' safety or self-esteem, which can trigger a response physical, psychological, and behavioral factors that affect adjustment and academic achievement.

2.2 Self-Efficacy

According to ([Bandura, 1997](#)), self-efficacy is defined as a cognitive process involving an individual's assessment of their beliefs or expectations regarding the extent to which they anticipate their ability to perform specific tasks or actions necessary to achieve desired outcomes.

According to ([Bandura, 1997](#); [Triyono Rifai, 2019](#)), self-efficacy consists of three aspects: level, which relates to an individual's confidence in tackling tasks of a certain difficulty; generality, which indicates an individual's ability to apply their self-confidence to various situations or tasks; and strength, where confidence in one's abilities to succeed in spite of setbacks is characterized.

([Afifah & Kusuma, 2021](#)) explain that self-efficacy is a person's belief in their own capacity to plan, organize, and carry out the actions necessary to complete a task and achieve the desired outcome. This belief in one's own abilities plays a crucial role in helping individuals cope with various problems that arise in daily life. Therefore, students with high self-efficacy will demonstrate greater ability to complete tasks, overcome obstacles, and persevere in their efforts to achieve their goals.

2.3 Adversity Quotient

([Stoltz, 2000](#)) defines adversity quotient as "the capacity of a person to deal with the adversities of his life," that is, a person's ability to face life's challenges and hardships. AQ is viewed as a specific form of intelligence related to how individuals respond to life's problems. In an academic context, AQ can be likened to an intellectual capacity that determines a student's ability to address difficulties, whether arising during the learning process or in meeting other academic demands.

According to ([Stoltz, 2000](#); [Rantererung et al., 2023](#)), the adversity quotient consists of four aspects known as CO₂RE: control, which relates to an individual's ability to manage and

respond to difficulties; origin and ownership, this is the capacity to ascertain the origins of issues and accept accountability for the outcomes of those causes; reach, which indicates the extent to which difficulties affect various aspects of life; and endurance, which describes an individual's resilience in facing and overcoming the difficulties they experience.

According to ([Miradji et al., 2024](#); [Hidayat & Sariningsih, 2018](#)), the Adversity Quotient is a form of intelligence that describes an individual's ability to respond to, overcome, and persevere in the face of various challenges and difficulties encountered in life. This ability plays a role in determining how a person continues to strive toward their goals despite facing various obstacles.

3. Research Method

3.1 Design and Approach

This study employed a quantitative approach to measure the three variables under investigation ([AIsy & Akbar, 2025](#)), in order to investigate the connection between academic stress, self-efficacy, and adversity quotient ([Cholid & Nuradina, 2025](#)). Data processing was performed with parametric statistical analysis ([Sugiyono, 2019](#)).

3.2 Population, Sample, and Instruments

The study population consisted of 360 twelfth-grade students at High School X in Bandung. A sample of 78 respondents was determined using the Slovin formula with a 10% margin of error and purposive sampling. This quantitative approach using purposive sampling is consistent with ([AIsy & Akbar, 2025](#)), who applied a similar method to examine the influence of emotional regulation and social support on self-efficacy. In line with this, ([Ekanesia et al., 2023](#)) also used a correlational quantitative design with purposive sampling to investigate psychological variables among adolescents in Bandung. The research instrument utilized a Likert-scale questionnaire. The self-efficacy variable was measured based on the aspects of level, strength, and generality from ([Bandura, 1997](#)), adapted by ([Jannah, 2023](#)). The Adversity Quotient variable was measured based on the dimensions of "Control, Origin-Ownership, Reach, and Endurance" from ([Stoltz, 2000](#)). The ESSA scale was used to measure the academic stress ([Sun et al., 2011](#)), covering "pressure from study, workload, worry about grades, self-expectation, and despondency." The instruments were tested using Pearson's validity test and Cronbach's Alpha reliability.

3.2 Procedures and Data Analysis

The researcher gathered primary data by distributing a Google Form questionnaire to 12th-grade students at High School X in Bandung. Articles and other sources were used to gather secondary data pertinent to the research issue. In order to put the research hypotheses to the test, data processing was executed sequentially. The first stage was the Kolmogorov-Smirnov test, which checks for normality. The second stage was the Pearson Product-Moment correlation test, which evaluates the relationship between variables. Lastly, the coefficient of determination (R^2) indicates the extent to which the independent variables contribute to the dependent variable. Also, students in Bandung's 12th grade at High School X were tested for academic stress, self-efficacy, and adversity quotient using partial and simultaneous correlation tests.

4. Findings and Discussions

4.1 Findings

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A total of 78 twelfth-grade students were analyzed. By gender, the respondents consisted of 46 females (59.0%) and 32 males (41.0%). By age, there were 2 respondents aged 16 (2.6%), 41 aged 17 (52.6%), and 35 aged 18 (41.0%). The majority of respondents were from the Science (60.3%), followed by Science and Social Studies Departments (28.2%), and Social Studies (11.5%)

Table 1. Demographic Characteristics of Respondents (n = 78)

Characteristics	Category	n	%
Gender	Female	46	59.0
	male	32	41.0
Grade	XII	78	100.0
Age	16 Years Old	2	2.6
	17 Years Old	41	52.6
	18 Years Old	35	41.0
Major	Science	47	60.3
	Science and Social Studies	22	28.2
	Social Studies	9	11.5

4.2 Hypothesis Testing

4.2.1 Descriptive Statistics

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	SD
Self-Efficacy (X1)	78	34.00	77.00	61.6410	7.61743
Adversity Quotient (X2)	78	74.00	128.00	101.9231	12.63963
Academic Stress (Y)	78	25.00	64.00	47.1667	9.27840
Valid N (listwise)	78				

Source: Data analysis was conducted by the researchers

The self-efficacy variable ranges from 34.00 to 77.00, with an average of 61.6410 and a standard deviation of 7.61743, based on a descriptive analysis of 78 respondents. This suggests that the respondents have a decent amount of confidence in their ability to handle academic demands. With a mean score of 101.9231 and a standard deviation of 12.63963, the Adversity Quotient variable showed that the respondents could handle academic challenges to a decent degree. The range of possible scores was 74.000 to 128,000. Respondents still encounter academic stress when studying, as seen by the Academic Stress variable, which ranges from 25.00 to 64.00 with a mean of 47.1667 and a standard deviation of 9.27840. The standard deviation values for each variable indicate variation in responses among respondents.

4.2.2 Reliability Test

Table 3. Results of the Cronbach's Alpha

Variable	Number of Items	Cronbach's Alpha	Desc.
Self-efficacy (X1)	20	0,802	Reliable
Adversity quotient (X2)	32	0,904	Reliable
Stres akademik (Y)	16	0,906	Reliable

Source: Data analysis was conducted by the researchers .

The Reliability Test with Cronbach's Alpha revealed that the 20-item self-efficacy variable (X1) had an alpha value of 0.802. The 32-item Adversity Quotient (X2) measure has an alpha of 0.904. On the other hand, out of 16 items, the Academic Stress variable (Y) yielded an alpha value of 0.906. All three research instruments met the reliability requirement of $\alpha > 0.70$, meaning they have excellent internal consistency and can be used for further analysis with confidence.

4.2.3 Normality Test

Table 4. Results of the Normality Test

Tested Data	N	Kolmogorov – Smirnov Z	Sig. (Asymp. Sig. 2-tailed)
Unstandardized Residual	78	0.051	0,200

Source: Data analysis was conducted by the researchers

The asymptotic p-value was 0.200, which is greater than the significance level of 0.05, according to the Kolmogorov-Smirnov test. This shows that the regression model's normality condition is satisfied, as the residuals follow a normal distribution.

4.2.4 Multicollinearity Test

Table 5. Results of the Multicollinearity Test

Variable	Collinearity Statistics		Criteria
	Tolerance	VIF	
Self-efficacy (X1)	0,372	2,686	Tolerance > 0,10 and VIF < 10
Adversity quotient (X2)	0,372	2,686	Tolerance > 0,10 and VIF < 10

Source: Data analysis was conducted by the researchers.

The results of the multicollinearity test show that both independent variables—Self-efficacy (X1) and Adversity Quotient (X2)—have the same tolerance value of 0.372 and a VIF value of 2.686. A tolerance value > 0.10 and a VIF < 10 are considered acceptable limits, and these values fall within those limits. Thus, the regression model does not suffer from multicollinearity, allowing simultaneous analysis of both predictors without compromising model validity.

4.2.5 Pearson's Correlation Test

Table 6. Results of the Pearson's Correlation Test

Variable	Stres akademik (Y) (r)	Sig. (p)	Category
Self-efficacy (X1)	-0.536	< 0,000	Moderate
Adversity quotient (X2)	-0.348	< 0,002	Low

Source: Data analysis was conducted by the researchers.

The results of the Pearson correlation test show that self-efficacy (X1) has a significant negative relationship with academic stress (Y). The strength of the relationship between these two

variables falls into the moderate category, as indicated by a correlation coefficient of $r = -0.536$. These results indicate that the higher a student's self-efficacy, the lower their level of academic stress. Conversely, the lower a student's self-efficacy, the higher their level of academic stress. This indicates that the higher a student's Adversity Quotient (X2), the lower their level of academic stress (Y). Therefore, the research hypothesis stating that there is a significant negative relationship between the Adversity Quotient (X2) and academic stress (Y) is also supported.

4.2.6 Multiple Regression Analysis Test (R^2)

Table 7. Results of the Multiple Regression Analysis Test (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.551	0.304	0.285	7.845

Source: Data analysis was conducted by the researchers

The results of the regression analysis, the R-squared value was found to be 0.304. This means that the combined effect of the variables Self-efficacy (X1) and Adversity Quotient (X2) on Academic Stress (Y) accounts for 30.4%, while the remaining 69.6% is influenced by or associated with other variables not accounted for in this study.

4.2.7 T-test

Table 8. Results of the T-test

Predictor	B	Beta	t	p-value	Decision
Constant	84.273		10.972	0.000	
X1: Self-efficacy	-0.853	-0.700	-4.434	0.000	Accepted
X2: Adversity quotient	0.152	0.116	1.309	0.195	Rejected

Source: Data analysis was conducted by the researchers

The t-test findings indicated that the Self-efficacy variable (X1) produced a significant p-value of 0.000 (< 0.05) and a computed t-value of -4.434, exceeding the critical t-value of 1.655. The results demonstrate that Self-efficacy (X1) adversely impacts Academic Stress (Y). The Adversity Quotient (X2) variable produced a significance value of 0.195, which above 0.05, and a calculated t-value of 1.309, which is less than the critical t-value of 1.655; therefore, it can be stated that Adversity Quotient (X2) does not affect Academic Stress (Y).

4.2.8 F-test

Table 9 . Results of the F-test

Source	Sum of Squares	df	Mean Square	F	p-value
Regression	2012.936	2	1006.468	16.353	0.000
Residual	4615.898	75	61.545		
Total	6628.833	77			

Source: Data analysis was conducted by the researchers.

The F-test findings indicated that the significance value for the combined effect of self-efficacy and adversity quotient on academic stress was $0.000 < 0.05$, and the computed F-value of $16.353 > \text{critical F-value of } 3.12$. The results demonstrate that self-efficacy (X1) and adversity quotient (X2) collectively influence academic stress (Y).

4.3 Discussion

The findings of the t-test indicate that “self-efficacy has a significant negative relationship with academic stress among 12th-grade students at High School X in Bandung.” This is evidenced by a significance value of 0.000 ($p < 0.05$) and a calculated t-value of $-4.434 > \text{critical t-value of } 1.655$. Furthermore, the moderate r-value of -0.536 found in the correlation test indicates that students' levels of academic stress decrease as their self-efficacy increases. This finding aligns with ([Bandura, 1997](#)) assertion that one's confidence in one's own abilities to accomplish set objectives is known as self-efficacy. Students with high self-efficacy tend to view academic demands, such as preparation for the Academic aptitude test and National Selection Based on Achievement, as surmountable challenges, making them better able to manage academic pressure. ([Bandura, 1997](#); [Triyono Rifai, 2019](#)) also explain that self-efficacy consists of the aspects of level, generality, and strength, which help students cope with various academic demands.

In the context of this study, 12th-grade students face pressures in the form of heavy workloads, academic expectations, and anxiety regarding exams and college admissions, which can lead to academic stress related to study pressure, workload, and worry about grades, as noted by ([Sun et al., 2011](#)). However, individuals with high levels of self-efficacy tend to be better able to cope with various pressures and demands, that they feel less stress as a result ([Wismawati et al., 2024](#)). These findings are supported by ([Zaimi & Zikra, 2024](#)), who demonstrated that self-efficacy plays a crucial role in reducing students' academic stress. This is also consistent with ([Putri & Akbar, 2026](#)), who demonstrated that problem-solving skills and emotional regulation are linked to an individual's self-confidence; thus, students who are skilled at managing their emotional stress tend to exhibit stronger self-efficacy in an academic context.

The t-test results show that among Bandung's 12th graders at High School X, the Adversity Quotient does not significantly affect academic stress. The computed t-value of 1.309 is less than the critical t-value of 1.655 , and the p-value of 0.195 ($p > 0.05$) further supports this. Nevertheless, the results of the bivariate correlation test indicate a significant negative relationship between the Adversity Quotient and academic stress ($r = -0.348$; $p = 0.002$) with a low level of association. Nevertheless, the results of the bivariate correlation test indicate a significant negative relationship between the Adversity Quotient and academic stress ($r = -0.348$; $p = 0.002$), with a low level of association. The difference in results between the correlation and regression analyses indicates that the negative relationship between the Adversity Quotient and academic stress tends to weaken after the Self-efficacy variable is included in the regression model. This indicates that the influence of the Adversity Quotient on academic stress is related to Self-Efficacy; thus, when both variables are analyzed together, Self-Efficacy emerges as the more dominant predictor in explaining variations in students' academic stress.

([Stoltz, 2000](#)) also states that Self-efficacy is one of the factors constituting the Adversity Quotient. Theoretically, the Adversity Quotient relates to an individual's ability to cope with life's difficulties in general, whereas academic stress is more specific to an educational context.

Therefore, among 12th-grade students facing high academic pressure, Self-Efficacy tends to be a more dominant factor influencing academic stress compared to the Adversity Quotient. Previous studies that found the Adversity Quotient to have a substantial influence on academic stress tended to be on college students or in online learning environments, therefore it is possible that differences in the research subjects' characteristics impacted the results.

Students in Bandung's 12th grade at High School X reported significantly higher levels of academic stress when the variables of self-efficacy and adversity quotient were included jointly in the simultaneous test (F-test). A computed F-value of 16.353 with a 0.000 significance level ($p < 0.05$) indicates this. These two variables explain 30.4% of the variance in students' academic stress, according to the coefficient of determination (R^2) value of 0.304; the remaining variance is due to factors that are not addressed in this study. These results imply that when administered alongside Self-Efficacy, the Adversity Quotient helps to explain academic stress, even though it does not have a statistically significant partial effect on its own. The Adversity Quotient measures one's resilience in the face of adversity, whereas Self-Efficacy measures one's confidence in one's own academic talents. This aligns with (Stoltz, 2000), who found that self-efficacy strengthens the AQ in the face of adversity. Students in 12th grade at SMAN X in Bandung, who are dealing with rigorous academic requirements, can benefit from a combination of the Adversity Quotient and Self-efficacy by viewing academic pressure as a challenge rather than an insurmountable obstacle.

5. Conclusion

From the findings, can be concluded that “self-efficacy has a negative relationship with academic stress among 12th-grade students at High School X in Bandung.” Students report less academic stress when they have faith in their own talents. Students with high self-efficacy tend to be better able to cope with academic demands, maintain motivation, and manage academic pressure more effectively, making them less prone to excessive stress.

On the other hand, Adversity Quotient does not show a significant relationship with academic stress when analyzed in isolation. However, Adversity Quotient remains associated with academic stress; its influence simply becomes less dominant when tested alongside Self-Efficacy. This suggests that students' confidence in their academic abilities is more strongly linked to their level of academic stress than their general ability to cope with difficulties.

This study also indicates that self-efficacy and adversity quotient jointly influence students' academic stress. These two variables serve as internal psychological resources that help students cope with various academic demands, such as heavy workloads, exam preparation, and pressure to achieve. Consequently, students who possess self-confidence and strong coping skills tend to be better able to manage academic stress adaptively.

Based on these findings, schools particularly guidance and counseling teachers are encouraged to provide programs that support the strengthening of students' self-efficacy, such as learning management training, motivational support, and counseling services that help students recognize their potential. Additionally, students are encouraged to develop confidence in their academic abilities and view learning challenges as a process of self-development. Further research is recommended to examine other factors related to academic stress, such as social support, emotional regulation, and the school environment, in order to gain a more comprehensive understanding of academic stress among students.

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