



ORIGINAL SCIENTIFIC ARTICLE

CONFIDENCE, ACADEMIC STRESS, COPING STRATEGIES AS PREDICTORS OF STUDENT ACADEMIC ACHIEVEMENT IN PHYSICAL EDUCATION CLASSES DURING COVID-19

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Abstract

Research purpose. In this COVID-19 pandemic era, the psychological aspect takes an important role in achieving optimal academic results among students, but the factors that correlate with academic achievement are not yet known accurately. Thus, this study aims to assess the relationship between self-confidence, academic stress, coping strategies and academic achievement.

Materials and methods. This study used a correlation method with subjects from among students in grades 7 to 9 at Ibtidaiyah Junior High School (N = 90). The instrument used in this study was a self-confidence, academic stress and coping strategy questionnaire, while the average score for the final semester examination was used as an indicator that showed progress of student academic achievement. Data was analyzed using IBM SPSS to find out descriptive statistics, data normality. Meanwhile, bivariate correlation and regression analysis were used to test the relationship between variables. The following conclusions can be drawn from this study.

Results. First, self-confidence was related to academic achievement, second, academic stress was related to academic achievement, and third, the coping strategy was related to academic achievement.

Conclusions. Thus, to obtain high academic achievement in physical education classes, contribution from self-confidence, academic stress and coping strategies are highly needed. The findings from this study make several contributions to the development of science in the physical education field in terms of psychology to improve student academic achievement.

Keywords: self-confidence, academic stress, coping strategies, academic achievement.

Introduction

In December 2019 a new variant virus named Corona (SARS-CoV-2) appeared in the city of Wuhan (China) has infected millions of people around the world and the World Health Organization (WHO) has declared the novel coronavirus (COVID-19) outbreak a global pandemic (Torales, O'Higgins, Castaldelli-Maia & Ventriglio 2020; Pawar, 2020; Leal Filho et al., 2021). Based on warning issued by WHO, the governments in all countries have implemented a num-

ber of measures to prevent COVID-19 from spreading massively in the society, for example applying social distancing, physical distancing (Hu, Zhang, Sun & Li, 2021; Yomoda & Kurita, 2021), lock down (Morgül et al., 2020), then prohibit daily activities in groups with relatively large numbers in public places, shops, industry and schools (Chen, Byne & Vélez, 2021). The existence of these policies often triggers negative effects on the psychological aspects of society (Saladino, Algeri & Auriemma, 2020; Li et al., 2020; Cielo, Ulberg & Di Giacomo, 2021). The physical education learning process is one of the areas that has been significantly affected by COVID-19 and currently often triggers a negative impact on the psychological aspects of students, such as the emergence of laziness, depression, stress, frustration,

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anxiety (Spinelli, Lionetti, Pastore & Fasolo, 2020; Nearchou et al., 2020; Alzween, Bashatwa & Hamadneh, 2021), loss of self-confidence (Malureanu, Panisoara & Lazar, 2021), and most fatally caused academic achievement to slowly decline (Hammerstein, König, Dreisörner & Frey, 2021).

Academic achievement is an essential part and must be achieved as high as possible by students when undergoing the physical education process in the long term. High academic achievement could support students to gain their potential, so they will much easier to get a job and be successful in living his life in the future (Moore, 2019). High academic achievement assists students more motivated to develop their ability in obtaining a job during this difficult COVID-19 pandemic and conversely, if students have low academic achievement, it will cause students difficult to get a job (Tentama & Abdillah, 2019). Several factors are claimed to have a relationship with the high or low academic achievement of a student, including self-confidence, academic stress, and coping strategies.

Self-confidence is the first factor that is claimed to be closely related to student academic achievement in school. Self-confidence is one of the psychological aspects that generally has a definition as a student's belief in own ability to do the best assignment in a school or sports activities (Hays et al., 2009; Besharat & Pourbohloul, 2011; Kuloor & Kumar, 2020). Self-confidence is one of the aspects that must be developed in students' character. Possessing a high level of self-confidence will help them become more enthusiastic about studying at school and at home during the COVID-19 pandemic (Malureanu et al., 2021). Recent studies reported that crises in most current education systems were due to low self-confidence, which causes low participation in learning activities (Ravichandran et al., 2021). Self-confidence is needed for a student to be implicated in learning activities. The results of another study found that the self-confidence factor is the key for students to achieve optimal performance in a competition (Ibrahim, Jafar, Kassim & Isab, 2016). However, when someone has a low level of self-confidence, it often leads to higher levels of anxiety, depression, and stress and impacts decreased performance (Marshall & Gibson, 2017). In addition, low levels of self-confidence will greatly affect motivation and academic achievements (Malureanu, Panisoara & Lazar, 2021). Even the biggest disadvantage is when a person has a low level of self-confidence, it is possible to trigger extreme stress (Litwic-Kaminska, 2020).

Academic stress is a psychological aspect that currently often appears during learning process in the COVID-19 era (Mahapatra, 2021; Chandra, 2021; Clabaugh, Duque & Logan, 2021; Fuente et al., 2021; Basheti, Mhaidat & Mhaidat, 2021). Academic stress is a condition in which a student experiences a mental disorder or pressure caused by learning activities at school (Basith, Syahputra, Fitriyadi, Rosmaiyadi, Fitri & Triani, 2021). A student who experienced high stress might have feelings of fear, anxiety, panic and worse can lead to weakness, nausea, dizziness, shaking, loss of concentration, and decreased motor skills (Runswick, Roca, Williams, Bezodis & North, 2016). A recent study reported that students' academic stress levels while taking lessons in the COVID-19 era increased by 12% (Moeller et al., 2020). Recent studies have reported that several factors that cause the increment in stress levels are online learning which has various obstacles is a trigger for stress symptoms in students (Basheti, Mhaidat & Mhaidat, 2021). Another factor is students are afraid of being

infected by COVID-19, students must undergo isolation/lock down (Sundarasan et al., 2020), or the difficulty of carrying out physical education lessons online (Jumareng, Setiawan, Patah, Aryani, Asmuddin & Gani, 2021). Thus, these factors will trigger the low academic achievement of students (Basith, Syahputra, Fitriyadi, Rosmaiyadi, Fitri & Triani, 2021).

A coping strategy is one of the methods that can be used in sports and in the context of physical education learning to reduce stress levels in students and is claimed to have the power to trigger self-confidence (Radochonski, Cynarski, Perenc & Siorek-Maślanka, 2011). According to Skapinakis et al., (2020) coping is a psychological response to a threat, loss, or negative things and through coping strategies, all problems that attack aspects can be overcome. Several studies have reported that there was a link between academic stress and coping strategies with academic (Gustems-Carnicer et al., 2019). However, not all coping strategies were effective in reducing stress (Basith, Syahputra, Fitriyadi, Rosmaiyadi, Fitri & Triani, 2021). Research on coping strategies had been extensively studied internationally and reported by previous studies (Kaplánová, 2019; Gustems-Carnicer et al., 2019; Morales & Pérez-Mármol, 2019; Kaplánová, 2020; Muthmainah, Purwanta, Suwarjo & Mariani, 2021). However, there are no studies that try to explain the relationship between self-confidence, academic stress, coping strategies, and academic achievement that have been reported. Therefore, our main objective was to examine the relationship between self-confidence, academic stress, and coping strategies with academic achievement.

Materials and methods

Study participants

This study adopted a descriptive correlation method, which investigated the correlation between independent variables and another (Jumareng & Setiawan, 2021).

Table 1. Demographic of Subject

Demographic Information		Frequency	Percentage
Gender	Male	60	66.7
	Female	30	33.3
Age	<13	21	23.3
	14-15	42	46.7
	16>	27	30.0
Class	7	19	21.1
	8	48	53.3
	9	23	25.6

The subjects involved in this study were Ibtidaiyah Junior High School located in Karawang Regency, West Java Province (Indonesia) which was selected using a random sampling technique and obtained 90 students from 120 students who were willing to participate in this study. The characteristics of the subjects are presented in Table 1.

Instrument

Self-Confidence. The instrument for measuring self-confidence was a questionnaire that was adopted from Ibrahim,

Jaafar, Kassim & Isab, (2016) with 7 items, and researchers developed it into 30 question items. Items are scored using a Likert scale ranging from 1 ("strongly disagree"), 2 ("disagree"), 3 ("agree") to 4 ("strongly agree") and this instrument had been validated, so it has a value alpha coefficient 0.85.

Academic Stress. In order to measure the level of academic stress among students, the researcher used the academic stress rating scale (SAAS). Indicators consist of cognitive, affective, physical, social/interpersonal, and motivational. There were 30 questions (Basith, Syahputra, Fitriyadi, Rosmayadi, Fitri & Triani, 2021) which was developed by researcher reference to the academic stress felt by students when undergoing the physical education learning process during the COVID-19 pandemic. Items were scored using a Likert scale ranging from 1 ("strongly disagree") to 4 ("strongly agree"). A Cronbach's α of 0.78 was found in this study.

Coping strategy. Coping strategy instrument adopted from previous research (Genc, 2016; Muthmainah, Purwanta, Suwarjo & Mariani, 2021). This instrument has two aspects, namely, problem-focused coping with indicators (a) seeking instrumental support, (b) problem solving, (c) confrontive coping, the second aspect is emotion-focused coping with indicators (a) seeking social support, (b) self-control, (c) accepting responsibility, (d) optimistic thinking. Question items were scored using a Likert scale ranging from 1 ("strongly disagree"), 2 ("disagree"), 3 ("agree") to 4 ("strongly agree"). The number of questions in this study was 28 items. This instrument has an alpha coefficient value of 0.81.

Academic achievement. The score of final semester exam results in the form of a knowledge test was calculated based on the points obtained by students. The average score on the final semester exam was considered an indicator of the progress in academic achievement among students (Gustems-Carnicer et al., 2021).

Study organization

This research has received permission from the Ibtidaiyah Junior High School with approval date 08/11/2021 and approval number E 255/K-45/2021. In addition, this study has followed the Ethics guidelines from the World Medical Association (Helsinki Declaration). Prior to this research, the researcher had explained the implementation and the rules in the research. Then all subjects had to sign a consent form to participate in this research activities and all of them were informed that this research was voluntary. All subjects were given 30 minutes to fill in the self-confidence, academic stress, coping strategies, and academic achievement instruments. After completing the questionnaire, data were collected and analyzed by the research team and 3 psychology experts.

Statistical analysis

All data in this study were analyzed using the IBM SPSS version 25.0 application. The first analysis was performed to find descriptive statistics (mean, standard deviation), then tested the normality of the data (Kolmogorov-Smirnov). While, the third analysis was using Pearson correlation to assess the relationship between self-confidence, academic stress, coping strategies, and academic achievement. A multiple regression analysis was used to examine the strongest

predictor of self-confidence, academic stress, and coping strategies with academic achievement (Asakereh & Yousofi, 2018). The significance level used was 0.05.

Results

The results of the data normality test show that the self-confidence variable has ($p = 0.189$). While the academic stress variable ($p = 0.221$), for the coping strategies variable ($p = 0.249$) and academic achievement ($p = 0.321$), thus it can be interpreted that all data were normally distributed.

Table 2 shows statistical descriptive of each variable and Table 3 shows that academic stress was positively correlated with self-confidence ($r = 0.767$, $p < 0.05$), coping strategies was positively correlated with self-confidence ($r = 0.645$, $p < 0.05$), and academic stress ($r = 0.638$, $p < 0.05$), academic achievement was positively correlated with self-confidence ($r = 0.747$, $p < 0.05$), academic stress ($r = 0.711$, $p < 0.05$), and coping strategies ($r = 0.763$, $p < 0.05$).

Table 4 shows the results of regression analysis obtained self-confidence ($\beta = 0.206$; $p < 0.05$), academic stress ($\beta = 0.128$; $p < 0.05$) and coping strategies ($\beta = 0.307$; $p < 0.05$), which have a high correlation with academic achievement, ($\beta = 32.087$; $p < 0.05$).

Discussion

This study aims to assess the relationship between self-confidence, academic stress, coping strategies and student academic achievement in the physical education process during the COVID-19 pandemic.

This study shows the following results. First, the self-confidence aspect was a predictor of students' academic achievement in participating in the physical education learning pro-

Table 2. Descriptive statistics (N = 90)

Variable	M	SD
Self-confidence	88.89	12.141
Academic stress	91.22	10.914
Coping strategies	91.77	10.910
Academic achievement	90.16	7.661

Notes. M = Mean; SD = Standard deviation

Table 3. Correlations bivariate self-confidence, academic stress, coping strategies with academic achievement (N = 90)

Variable	C. Pearson (r) p-value	SC	AS	CS	AA
SC		1			
AS	r	0.767**	1		
	p	0.000			
CS	r	0.645**	0.638**	1	
	p	0.000	0.000		
AA	r	0.747**	0.711**	0.763**	1
	p	0.000	0.000	0.000	

Notes. **Correlation is significant at the 0.05 level (2-tailed). SC = Self-confidence; AS = Academic stress; CS = Coping strategies; AA = Academic Achievement

Table 4. The regression coefficients (N = 90)

Predictor Variable	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	Std. Error	Beta		
(Constant)	32.087	4.175		7.685	0.000
SC	0.206	0.061	0.326	3.397	0.001
AS	0.128	0.067	0.282	2.907	0.006
CS	0.307	0.056	0.437	5.457	0.000

Notes. SC = Self-confidence; AS = Academic stress; CS = Coping strategies; Dependent Variable = Academic Achievement

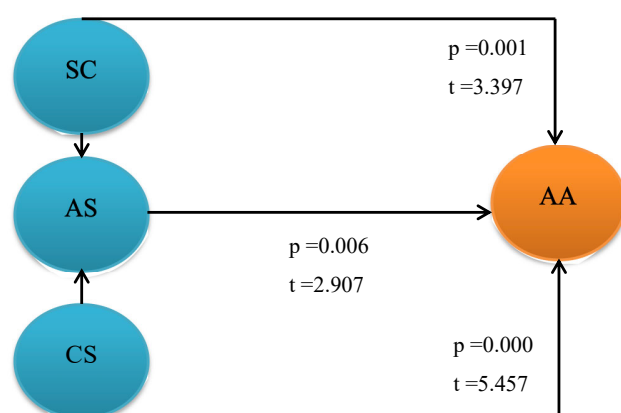


Figure 1. Relationship Model between Self-confidence (SC), Academic stress (AS), Coping strategies (CS) and Academic Achievement (AA)

cess during the COVID-19 pandemic. Self-confidence is one of the psychological aspects that play an important role for students when undergoing the physical education learning process before as well as during the COVID-19 pandemic (Blanco et al., 2020; Malureanu, Panisoara & Lazar, 2021) ease of use, and usefulness of eLearning platforms in corporate training. The present research explored the relationship among the employees' beliefs regarding self-confidence, grit, ease of use, self-efficacy, and usefulness of eLearning platforms in their workplace during the COVID-19 pandemic. In total, 307 responses from Romanian employees who used eLearning platforms in corporate training (females = 60.3%, males = 39.7%, age range of less than 24 years = 12.1%). For example, students with high self-confidence had more interest, motivation, mental toughness, and confidence in learning physical education and sports. The results of research by, Ibrahim, Jaafar, Kassim and Isa (2016) reported that self-confidence was an important aspect that supports the level of achievement in physical education and sports activities. Meanwhile, if students have a low level of self-confidence, they will become quitters and not motivated to participate in any activities (Toktas & Bas, 2019). In addition, students with low confidence tend to have greater anxiety and stress, which in turn will affect student performance and academic achievement (Sari et al., 2015; Misra, 2021). The results of this study are in line with previous research which reported that success or failure in academics was closely related to the level of self-confidence of a student (Malureanu, Panisoara

& Lazar, 2021) ease of use, and usefulness of eLearning platforms in corporate training.

Second, the academic stress aspect was also a predictor of student academic achievement in participating in the physical education learning process during the COVID-19 pandemic. Academic stress is currently often experienced by students when participating in learning activities during the COVID-19 pandemic. For example, students felt bored and frustrated with an online learning system which is claimed more difficult for students (Yang, Chen & Chen, 2021). A recent study reported that poor internet network, costly internet quota, and subject matter that was not delivered optimally were factors that caused student stress to increase in the current era (Jumareng, Setiawan, Patah, Aryani, Asmuddin & Gani, 2021). Therefore, academic stress becomes an important aspect for students, if academic stress can be managed properly then the academic achievement will be much more optimal (Gustems-Carnicer, Calderon, Calderon-Garrido & Martin-Piñol, 2021), but on the other hand, when academic stress cannot be overcome, it will cause students' academic achievement to decrease drastically. The results of this study contradict previous studies which reported that there was no significant relationship between academic stress and academic achievement (Basith, Syahputra, Fitriyadi, Rosmayadi, Fitri & Triani, 2021).

Third, similar to the previous result, the coping strategy was a predictor variable that closely related to the high or low academic achievement of students when undergoing physical education during the COVID-19 pandemic. For example, previous research has proven that coping is an effective way to reduce stress levels and prevent negative academic outcomes (Neveu et al., 2012; Gustems-Carnicer & Calderon, 2013). According to, Gustems-Carnicer, Calderón, and Calderón-Garrido (2019) coping that focuses on problems (overcoming, managing the source of the problem by finding solutions) and emotions (controlling emotions) are the main tools used to minimize the impact of stress on students (Chandra, 2021), which subsequently delivered a better performance (Morales Rodríguez, Torres, Páez & Inglés, 2016). Coping is a strategy-oriented to avoid situations that can potentially cause stress, for example, involving students to carry out interesting and fun activities (e.g., yoga, listening to music, dancing, playing hula hoop, cycling, swimming, playing with family, watching movies, playing games), which can promote relaxation and calmly in facing their problem. When stress can be overcome through coping strategies, it will increase student academic achievement. This is also reinforced by previous research which reported that there was a significant relationship between coping strategies and academic achievement (Genc, 2016; Yazon, Ang-Manaig & Tesoro, 2018; Gustems-Carnicer, Calderón & Calderón-Garrido, 2019). In addition, the results of this study contradict other studies which show that there is no relationship between academic stress and coping strategies with academic achievement (Basith, Syahputra, Fitriyadi, Rosmayadi, Fitri & Triani, 2021).

Conclusions

The three psychological aspects including self-confidence, academic stress, and coping strategies were proven in this study to have a positive relationship with students' aca-

ademic achievement when undergoing the physical education process during the COVID-19 pandemic. Students who have high self-confidence and good management of coping strategies were able to cope with academic stress, which in turn has an impact on high student academic achievement. Similar to other studies, this study also has limitations, the lack in subjects size, which is relatively small from one Junior High School in Karawang Regency (Indonesia), adds further caution regarding the generalisability of these findings. Further research is expected to be able to use more subjects and cover several schools to test other psychological factors that are predicted to have a relationship with student academic achievement.

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Conflict of interest

As the authors of this manuscript, we declare that there is no conflict of interest whatsoever in this research.

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УПЕВНЕНІСТЬ У СОБІ, АКАДЕМІЧНИЙ СТРЕС, СТРАТЕГІЇ ПОДОЛАННЯ ЯК ПРЕДИКТОРИ АКАДЕМІЧНОЇ УСПІШНОСТІ УЧНІВ НА ЗАНЯТТЯХ ФІЗИЧНОГО ВИХОВАННЯ ПРОТЯГОМ ПЕРІОДУ ПАНДЕМІЇ COVID-19

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Авторський вклад: А – дизайн дослідження; В – збір даних; С – статаналіз; D – підготовка рукопису; Е – збір коштів

Реферат. Стаття: 7 с., 4 табл., 1 рис., 54 джерела.

Мета дослідження. У нинішню еру пандемії COVID-19 психологічний аспект набуває важливої ролі в досягненні оптимальних академічних результатів серед учнів, але фактори, які корелюють з академічною успішністю, поки що точно не відомі. Отже, це дослідження має на меті проведення оцінки взаємозв'язку між упевненістю в собі, академічним стресом, стратегіями подолання та академічною успішністю.

Матеріали та методи. У цьому дослідженні використовували кореляційний метод, а набір учасників здійснювали з числа учнів 7–9 класів конфесійної мусульманської молодшої середньої школи (Індонезія) (N = 90). Як засіб вимірювання в цьому дослідженні використовували анкету на тему впевненості в собі, академічного стресу та стратегій подолання, а як показник зростання академічної успішності учнів використовували середню оцінку, одержану на екзаменах за останній семестр навчання. Для встановлення описової статистики, перевірки нормальності розподілу даних дані було проаналізовано з використанням програм-

ного забезпечення IBM SPSS. При цьому для перевірки взаємозалежності між змінними використовували двовимірну кореляцію та регресійний аналіз. Із цього дослідження можна дійти наступних висновків.

Результати. По-перше, було встановлено зв'язок між упевненістю в собі та академічною успішністю, по-друге, було встановлено зв'язок між академічним стресом та академічною успішністю, і, по-третє, було встановлено зв'язок між стратегією подолання та академічною успішністю.

Висновки. Таким чином, для досягнення високих показників академічної успішності на заняттях із фізичного виховання дуже потрібна участь таких сприятливих факторів, як упевненість у собі, академічний стрес і стратегії подолання. Одержані за результатами цього дослідження дані роблять декілька внесків у розвиток науки у сфері фізичного виховання в аспектах психології для покращення академічної успішності учнів.

Ключові слова: упевненість у собі, академічний стрес, стратегії подолання, академічна успішність.

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