An Outcome between Hardiness Personality and Optimism Relation with Academic Stress in Working Student

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Abstract: Academic stress is an condition that arises when academic demands exceed an individual's resources or ability to deal with them. Factors that influence academic stress can be grouped into two, namely internal factors that come from within the individual such as hardiness personality. Individuals with hardiness personality tend to be able to control the situations they face, have a high commitment to various activities in life, and view change as a challenge. Another internal factor is optimism, namely the people's conviction that negative incidents or failures are transient, unrelated to personal errors, and do not impact operations overall. This study attempts to explain how working student's academic stress is related to their hardiness personality and optimism. The population of this study were working students in Surabaya. The sample in this study was 418 students with the criteria of active students and having part-time or full-time jobs. The methodology employed in this study was quantitative, and a scale that has undergone validity and reliability testing was used to collect data. Three measures were employed: the academic stress scale, the hardiness personality scale, and the optimism scale. The results showed that hardiness personality influenced academic stress in working students. Optimism did not affect academic stress in working students.

Keywords: Hardiness Personality; Optimism; Academic Stress; Working Student.

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I. INTRODUCTION

The move from high school to college presents special difficulties for students, especially those pursuing higher education. These difficulties include juggling autonomous study, crictical thinking, and obligations. (Ives & Castillo-Montoya, 2020). Many students also work part-time while studying, with motivations ranging from financial need to gaining work experience (Qoura, 2021; Wahyono, 2004). However, balancing work and study can lead to increased stress, as students must balance academic responsibilities and job expectations (Wilks, 2008).

Academic stress, which can negatively impact mental health and academic performance, is particularly common among working students (Gadzella & Masten, 2005). Studies have shown that the pressures of managing work and study can affect concentration, motivation, and overall well-being (Hussar et al., 2020). Additionally, the emergence of hybrid learning models and distractions from social media have further complicated time management and increased stress levels (Kusumawardani et al., 2024).

There are both external and internal elements that affect academic stress, with personality hardiness and optimism playing an important role in reducing stress. High hardiness helps students cope with stressors such as time constraints and academic pressure by viewing challenges positively (Kamtsios & Karagiannopoulou, 2015). Personality hardiness, characterized by commitment, control, and challenge, allows students to manage stress effectively and turn it into an opportunity for growth (Maddi & Khoshaba, 2005). Likewise, optimism can reduce academic stress by fostering confidence in one's ability to overcome challenges and focusing on positive outcomes (Azizah & Satwika, 2021; Ben-Zur,2003). Optimistic students experience fewer negative emotions and are better prepared to handle academic stress (Huan et al., 2006).

The purpose of this study is to investigate how working student's academic stress is related to their hardiness personalities and optimism. Theoretically, this study is expected to enrich knowledge in educational psychology, especially regarding the role of hardiness personality, optimism, and stress related to academic.

Considering the problem's historical context and the ideas that have been explained, this study proposes three hypothesis. First, hardiness personality and optimism are jointly correlated with academic stress in working students. Second, academic stress and hardiness personality are negatively correlated. That

is, working students who have a greater hardiness personality also have lower levels of academic stress. Third, working students who are more optimistic have lower levels of academic stress; this is a negative association between optimism and academic stress.

II. METHODOLOGY

A. Research Design

This research employed a correlational design and a quantitative methodology, which involves analyzing numerical data to identify relationships between two or more variables (Elvera et al., 2021). The focus was on examining the correlation between hardiness personality, optimism, and academic stress among working students.

B. Sampling Design

Purposive sampling was the method used in this study's sampling strategy. Purposive sampling is a technique where samples are chosen according to predetermined standards that the researcher has established (Sugiyono, 2015). In this study sample, the criteria include students who are actively studying and have part-time or full-time jobs. This approach ensures that the selected participants are in accordance with the objectives and context of the study.

C. Research Instruments

The researchers used a questionnaires to gather data on the following variable:

➤ Academic Stress

An academic stress scale, modified by Rajendran and Kaliappan (1990), was created based on elements proposed by Kim (1970) to assess academic stress. Five subscales are created from the forty aspects items: (a) personal inadequacy (8 items); (b) fear of failure (8 items); (c) interpersonal difficulties with teachers (8 items); (d) teacher- pupil relationship/teaching methods (8 items); and (e) inadequate study facilities (8 items). Likert-type responses to questions ranged from 1 (no stress) to 5 (extreme stress).

➤ Hardiness Personality

To measure hardiness personality, the Hardiness Personality Scale was used. The thirtytwo items of the dimension are distributed into three sub scales: (a) commitment (12 items); (b) control (12 items); and (c) challenge (12 items). The questions were answered according to a Likert-type ranging 1 means "strongly disagree", and 5 means "strongly agree".

➤ Optimism

To Optimism Scale was employed to assess optimism. The twentyfour items of the dimension are distributed into three sub scales: (a) permanence (8 items); (b) pervasiveness (8 items); and (c) personalization (8 items). Likert type responses on the questions ranged from 1 (strongly disagree) to 5 (strongly agree).

D. Data Analysis

Research data will be analyzed using multiple regression with SPSS (Statistical Product and Service Solution) Series 25. Before that, assumption tests will be conducted, including normality, linearity, multicollinearity, and heteroscedasticity tests.

➤ Normality

The data is not normally distributed, according to the Kolmogorov-Smirnov normality test, which produced a value of 0.071 at $p = 0.000$ ($p < 0.05$).

➤ Linearity

The results of the linearity test indicate that there is a nonlinear link between academic stress and hardiness personality ($F = 1.540$; $p = 0.012$). In contrast, there is a linear association between academic stress and optimism ($F = 1.119$; $p = 0.308$).

➤ Multicollinearity

The multicollinearity test shows a tolerance value of 0.821 (> 0.10) and a VIF of 1.218 (< 10.0), which concludes that there is no multicollinearity between the Hardiness Personality and Optimism variables.

➤ Heteroscedasticity

The heteroscedasticity test shows that the Hardiness variable experiences heteroscedasticity ($p = 0.000 < 0.05$), while the Optimism variable does not experience heteroscedasticity ($p = 0.429 > 0.05$).

Because of the non-normal distribution of the data, multiple linear regression analysis was deemed inappropriate, and the nonparametric Kendall Tau-B correlation approach was used after the assumption test. To investigate the association among two independent variables and one depedent variable, Kendall Tau-B was chosen based on the data characteristics.

III. RESULTS

Before you begin to format your paper, first write and save This chapter discusses the survey results on hardiness personality, optimism, and academic stress among 418 working students. The tables present the data findings after applying statistical tools. The results are then simplified and explained accordingly.

Table 1: Catergorization of Academic Stress Levels of Working Students

No	Category		Amount	Presentation
1	Very High	> 93	93	22,24%
2	High	72-93	72	17,22%
3	Currently	51-72	51	12,20%
4	Low	31-51	31	7,41%

5	Very Low	< 31	171	40,90%
Total			**418**	**100%**

The table shown above indicates that 171 participants, or 40.90% of the total, have an academic stress level tendency that falls into the very low category.

Table 2: Catergorization of Hardiness Personality Levels of Working Students

No	Category		Amount	Presentation
1	Very High	> 104	104	24,88%
2	High	90-104	90	21,53%
3	Currently	76-90	76	18,18%
4	Low	63-76	62	14,83%
5	Very Low	< 63	86	20,57%
Total			**418**	**100%**

The table above shows that the tendency of hardiness personality levels in this study falls into the very high category, with 104 individuals or 24.88% of the total research participants.

Table 3: Catergorization of Optimism Levels of Working Students

No	Category		Amount	Presentation
1	Very High	> 70	70	16,74%
2	High	64-70	64	15,31%
3	Currently	58-64	58	13,87%
4	Low	53-58	53	12,67%
5	Very Low	< 53	173	41,38%
Total			**418**	**100%**

The table above shows that the tendency of optimism levels in this study falls into the very low category, with 173 individuals or 41.38% of the total research participants.

This research employs a correlational quantitative approach utilizing the nonparametric Kendall Tau-B method. The analysis generates various outputs, including partial regression for testing the second and third hypotheses, along with descriptive analysis.

➤ The First Hypothesis

The study's first hypothesis, according to which hardiness personality with optimism are jointly correlated with academic stress, could not be proven because the analysis applied in this research uses a nonparametric approach.

➤ The Second Hypothesis

According to the study's second hypothesis, working student's academic stress and their hardiness personality are negatively correlated. According to the findings of the hypothesis test, the correlation value is -0.192, and the significance level is 0.000 (p < 0.05). With a significant value of 0.000 (p < 0.05), the hypothesis that there is a negative correlation between working student's academic stress and their hardiness personality is accepted. This indicates that academic stress is lower for students who exhibit a higher degree of hardiness in their personalities. An inverse association is indicated by the negative correlation value, which means that academic stress falls as hardiness personality rises and vice versa.

➤ The Third Hypothesis

Optimism and academic stress among working students are negatively correlated, according to the third hypothesis in this study. A correlation value of -0.043 and a significance level of 0.209 (p > 0.05) are displayed in the findings of the hypothesis establishing a link between academic stress and optimism is disproved by the significance value of 0.209 (p > 0.05). This indicates that working student's optimism has no direct impact on their academic stress levels.

Table 4: Descriptive Analysis

Variabels	Empirical Mean	Theoretical Mean	
Hardiness	83,01	69	ME > MT
Optimism	61,11	57	ME > MT
Academic Stress	61,66	57	ME > MT

The hardiness personality variable has an empirical mean value of 83.01 and a theoretical mean of 69. This suggests that the empirical mean is higher than the theoretical mean. This implies that the study's participants have a high degree of hardiness in their personalities. The study's students exhibit a high degree of optimism, as evidenced by the optimism variable's empirical mean value of 61.11, which is greater than the theoretical mean of 57. In a similar way, the study's students exhibit significant levels of academic stress, as evidenced by the empirical mean value of 61.66 for academic stress, which is higher than the theoretical mean of 57.

IV. DISCUSSION

This study looks at how working students hardiness personalities, optimism, and academic stress relate to one another. The first hypothesis, which states that hardiness personality and optimism together correlate with academic stress, could not be proven due to limitations in the analysis method.

Academic stress and hardiness personality are negatively correlated, according to the second hypothesis, which was accepted. High hardiness students see challenges as chances for personal development, which helps them cope with the pressures of school. They demonstrate a strong commitment to academic and work activities and effectively manage pressure through strategic coping mechanisms.

In contrast, the third hypothesis which states that optimism and academic stress are negatively correlated was disproved. Since students still feel overburdened by other reasons like a heavy workload and ongoing job pressure, optimism has little direct impact on academic stress. Aspects of optimism, such as permanence, pervasiveness, and personalization (Seligman, 2006), are insufficient to alleviate complex academic stress.

Results indicate that the majority of students had a strong sense of hardiness personality, which helps them cope better with academic stress. Meanwhile, although students exhibit a high level of optimism, it does not significantly affect their academic stress. Other factors, such as self-efficacy, social support, academic procrastination, self-regulation, and achievement motivation, play a more significant role in managing academic stress.

This study highlights that enhancing hardiness personality is more effective in managing academic stress than merely maintaining an optimistic attitude.

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