The Power of Patience: Management Stress for College Students

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Abstract: Stress is an integral part of our life and can occur anywhere, including among college students. In general, stress is pressure exceeds one's perceived ability to cope. How to deal with stress is usually called coping stress, which is the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. Two general coping strategies have been distinguished: problem focused coping dan emotion focused coping. Whereas emotion focused coping includes self-control (part of patience's aspect). From this perspective, this research was aimed to investigate relationship between the level of stress among college students and their patience. Therefore, this study discusses on the relationship between stress and coping mechanism (patience). This study uses a quantitative correlational by using the patience scale developed by Subandi and the stress scale on the PSS (Perceived Stress Scale). For the purpose of the study the researcher selected 347 college students from various University and Faculty. The results of the study showed there is a strong positive relationship between stress and patience, where stress can contribute 38.5% of variations in student patience. In other words, the respondents in this study used coping stress in the form of patience related to the stress they experienced. The implication of the results of this study is the basis for making a stress management pocket book.

1 INTRODUCTION

College is a transitional period when students of all ages undergo new experiences, meet new people and face opportunities which may compound the stress in their lives (Lindsay et al, 2011). Many college students may find the academic experience very stressful. First year student at a university are a group particularly prone to stress (D'Zurilla & Sheedy, 1991) due to the transitional nature of college life (Towbes & Cohen, 1996). They must adapt to being away from home for the first time and to a new social environment. The upper level students dealing with pressures related to finding a job or potential life partner.

In certain periods, students will experience pressure related to academic responsibility, economic problems, and lack of skills in managing time (Pariat, 2014). Based on research conducted by Widuri et al (in Kholidah & Alsa, 2012) it was found that one of the most common sources of stress experienced by students was high academic demands. The lecture assignments given contain complex instructions, tight deadlines and high difficulties making students feel pressured in their lectures.

Greenberg (2004) stated that students who enter college will experience several problems (according to the description above) so that it becomes a source of stress for them.

Stress occurs when one sees an event or circumstance is threatening, demanding, or beyond his or her capacity to handle (Cohen et. al., 1983). Stress is the response of individuals to taxing circumstances and event called stressors, that threaten them and tax their coping abilities. A number of factors are involved in stress: physical and biological, personality, cognitive, environmental and sociocultural (Santrock, 2002).

Another approach to understanding stress examines it as a broader perceived experience. Perceived stress is one's global evaluation of life as being unpredictable, uncontrollable or overloaded. Perceived stress is theoretically influenced by how well an individual adapted to or coped with all of the situational stress he or she has recently encountered, as well as the number of stressors the individual has faced (Cohen et. al., 1983).

Lazarus and Launier(1978) defined coping as the process of managing stressors that have been appraised as taxing or exceeding a person's resources

and as the efforts to manage environmental and internal demand.

Different kinds of coping resources such as humour, acceptance, denial, disengagement, drugs, religion, seeking emotional and instrumental social support. Some previous research show that students use several coping strategies in order to cope with stress. There are several ways of classifying coping strategies but most coping responses are considered to Lazarus and Folkman's problem focused or emotion-focused coping strategies (Carver & Scheier, 1994; Lazarus &Folkman, 1984).

Emotional focused coping consists of 5 forms of coping strategies, namely self-control, distancing, accepting responsibility, escape-avoidance, and positive reappraisal.One form of coping above is self control, which is an attempt to regulate feelings when facing a pressing situation. This definition is in line with the concept of patience raised by Subandi (2011), namely self control, accepting efforts to overcome problems, enduring suffering, feeling the bitterness of life without complaining, persistence, working hard, persistent and tenacious to achieve a goal. El-Hafiz, et al (2015) also argued that patience can be interpreted as an initial response that is active in holding back emotions, thoughts, words, actions that obey the rules for the purpose of goodness supported by optimism, never give up, the spirit of seeking knowledge, have the spirit to open alternative solutions, consistency and not easy to complain.

2 MATERIALS AND METHODS

Research conducted at Universitas Sumatera Utara. This study is a a cross-sectional study that used a non-experimental survey design to desribe college students's stress and patience profile. 347 college student's s from various university and faculty were invited offline and online survey to participated in the study.

2.1 Measurement

The Perceived Stress Scale (PSS) is is a well-established self-report measure based on the psychological of stress. Cohen et al. (1983) found the PSS to provide better predictions of psychological symptoms, physical symptoms and utilisation of health services than other instruments which measure specific life events (Hamarat et al., 2001). PSS-10 measure of the degree to which situation in one's life are appraised as stressful. Items were designed to assess how unpredictable, uncontrollable, or overloaded participant find their lives to be. The responses to the 10 items were then summed to create a psychological stress score, with higher scores indicates greater psychological stress. Internal reliabilities (Cronbach's Alpha) for the PSS-10 were .78 in the Harris Poll sample, and .91 in both the 2006 and 2009 eNation samples. Participants answer each question using a five –point Likert rating scale, rate their current level of stress ranging from 0 = never, 1 = almost never, 2 = sometimes, 3 = fairly often, 4 = very often. The PSS-10 total scores are obtained by reversing the scores on the four positive items, then summing across all 10 items, so that a higher total score indicates higher stress (Hamarat et al., 2001).

The Patience Scale used in this study was extracted based on the patience theory proposed by Subandi (2011). The patience scale is used to determine an individual's ability to control himself from emotions, tolerate delays in desires, endure difficult situations, remain persistent in achieving goals and solve problems, be able to accept bitter truth with sincerity and gratitude, and be able to be calm in dealing with all situations. The patience scale consists of 50 items using 5 forms of response ranging from very inappropriate to very appropriate. The measurement results using this scale are proven valid based on the contents and internal structure of patience measurement. Validity analysis based on content is done by calculating the coefficient of Aiken's V validity and validating the validity based on internal structure with Rasch modeling. In addition, the measurement results with this scale indicate a very good reliability of 0.90.

2.2 Data Analysis

The data collected analyse by descriptive statistics (SPSS).

3 RESULTS

3.1 Psychometric Characteristics Measurement

The results of the analysis of the psychometric characteristics of the two scales are listed in Table 1. The analysis of psychometric characteristics implemented in the form of reliability estimation in which that estimation describe the psychometric characteristics using a coefficient. The more closest the coefficient to 1 it is mean that the more reliable the measurement results. According to psychometry,

reliability means that the results of the psychological scale measurement can be trusted or the score generated from the measurement can be used for further analysis. The PSS gets 0.809 for the reliability coefficient, while the Patience Scale gets 0.924 for reliability coefficient. The coefficient values of these two scales are in the reliable category. Based on these results, we believe that the measurement results can be trusted to explain the research variables.

Table 1: Reliability coefficient of PSS scale and patience scale.

No.	Scale	Coefficient	Remarks
1	PSS	0.809	Good reliability
2	Patience	0.924	Good reliability

3.2 Participants

This research was conducted on a sample of students spread across several regions in Indonesia. Most respondents came from the city of Medan. Students who were respondents of this study came from various universities. Most respondents came from the Universitas Sumatera Utara, which amounted to 229 respondents (65.99%). If viewed from the field of science or faculty, the most respondents came from the Faculty of Psychology 125 respondents (36.02%).

The number of respondents involved in the study was 347 people. From the total number of respondents, there are 228 people (66%) aged 20-40 years. Psychologically the age category of 20-40 years is classified as early adulthood. In terms of gender, the majority of respondents were female, totaling 267 people (77%). Meanwhile, if viewed from the ethnic group, the majority of respondents came from the Batak ethnic group, namely 124 people (36%).

Table 2: Origin of the university.

No.	University	Frequency	%
1	Universitas Sumatera Utara (USU)	229	66
2	Universitas Negeri Medan (UNIMED)	12	3
3	Universitas Muhammadiyah Sumatera Utara (UMSU)	5	1
4	Politeknik Negeri Medan	3	1
5	Others	98	28
	Total	347	100

Table 3: Origins of faculty.

No.	Faculty	Frequency	%
1	Psychology	125	36%
2	Public Health	31	9%
3	Nursing	4	1%
4	Social and Political Science	38	11%
5	Pharmacy	6	2%
6	Law	10	3%
7	Dentistry	1	0%
8	Engineering	12	3%
9	Economic and Bussiness	14	4%
10	Cultural Science	6	2%
11	Mathematic and Natural Science	5	1%
12	Medical	45	13%
13	Agriculture	3	1%
14	Others	47	14%
	Total	347	100%

Table 4: Age category.

No.	Age	Frequency	%
1	18-19	80	23%
2	20-40	228	66%
3	N/A	39	11%
	Total	347	100%

Table 5: Sex category.

No.	Sex	Frequency	%
1	Male	80	23%
2	Female	267	77%
	Total	347	100%

Table 6: Ethnic.

No.	Ethnic	Frequency	%
1	Batak	124	36%
2	Jawa	89	26%
3	Melayu	30	9%
4	Aceh	17	5%
5	Minang	8	2%
6	Other ethnic	79	23%
	Total	347	100%

3.3 Parametric Statistical Assumptions Test

To test the hypothesis in the form of a simple regression test, it is necessary to carry out the parametric statistical assumption test. In the research data it is known that the data distribution approaches the normal distribution. This condition is shown by the histogram representation of each variable, where the most data is in the middle, while the data on the right and left side are fewer (Figure 1).
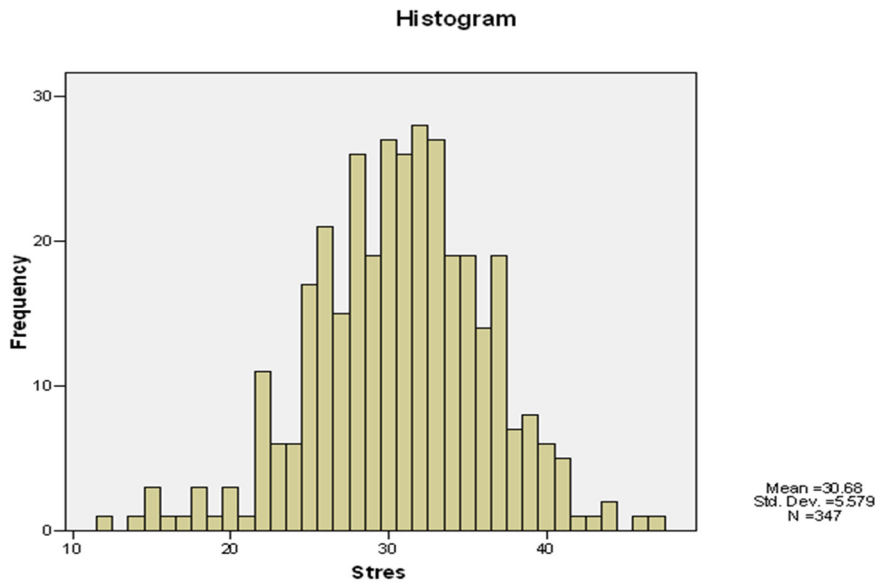
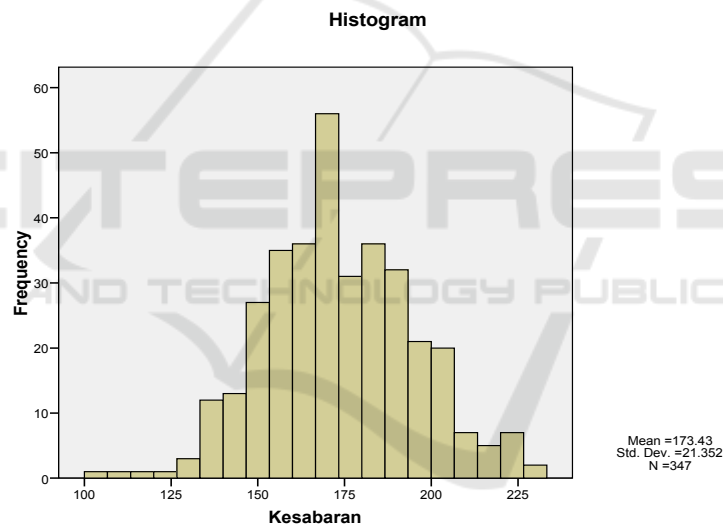Figure 1: Distribution of research data (PSS score distribution).

Figure 2: Patient scale score distribution.

The assumption test conducted next is the linearity assumption test. The analysis showed that the data between variables had a linear relationship, indicated by a significance value of linearity smaller than 0.05 and a significance value of linearity deviation greater than 0.05 (Table 7). Based on the test assumptions of research data it is known that this research data can be analyzed using parametric statistical analysis that is simple regression analysis.

Table 7: Linearity test between variable relations.

		F	Sig.
Stress *Patience	Linierity	217.381	0.00
	Deviation from Linierity	1.031	0.420

Regression statistical analysis was chosen because this study aims to find out whether students have a way to protect themselves from stress. In this study the focus is on the patience variable which is assumed to be the way for students to deal with stress. In the field of psychology, how to deal with stress is

called coping stress. Coping stress has two forms, namely problem focused coping and emotional focused coping. This research focuses on emotional coping stress, which one form is self-control. If viewed from the patience variable, aspects of self-control are part of patience. Using this research data we hypothesize that stress experienced by students is a predictor of the emergence of patience. Statistically we expect that the R value obtained is in the strong category and the model is significant.

Table 8: Regression model analysis.

Model Summary			
R	R Square	F	Sig.
0.620	0.385	215. 576	0.00

From the results of the analysis (Table 9) it is known that the value of R is 0.620. This value means that there is a strong positive relationship between stress and patience. Furthermore it is known that the value of R squared is 0.385 which states that stress can contribute 38.5% of the variation in students' patience. In other words, the respondents in this study used coping stress in the form of patience related to the stress they experienced. In this research, it is known that there are about 61.5% of other variables

that cause coping stress in the form of patience among students. The analysis also shows that the regression model in this study is significant. This statement is supported by a significance value that is smaller than 0.001. In conditions if students are not stressed, this model predicts that the patience of students is equal to 4,805. If stress increases by 1 unit, patience increases by 0.149 (Table 9).

4 DISCUSSION

The aim of the study was to investigate the coping strategies adopted by students in college and how these patience affect student stress. The results of this study have highlighted that student stress is a serious problem in colleges across Medan at present. These results support those of Mahmoud et al. (2012) and Ji (2011) who also found student stress levels to be reaching dangerously high levels. High levels of stress has been linked to symptomatic experiences such as headaches, hyperventilation, insomnia, fatigue, and nervousness and may also put students at risk of developing serious health conditions such as depression, anxiety and, in the long run, cardio-vascular conditions.

Table 9: Predictor coefficient analysis.

Variable	Unstandardized Coefficient	Standardized Coefficient	t	Sig.	Partial Correlation
Constant	4.805		2.702	0.07	
Patience	0.149	0.620	14.682	0.00	0.620

5 CONCLUSIONS & RECOMMENDATIONS

This study provides a brief snapshot of the patience and perceived stress levels of college students in Medan, as well as the coping mechanisms they are utilising in order to deal with their stress. The results of the current study suggest that there were strong positive relationship between stress and patience.

It is recommended to increase the amount of participant to represent the more accurate stress profile of the college students. Further research is needed in order to address the limitations of this study. By doing so and introducing unaccounted for variables such as personality types and social

demographic future research can contribute further to our understanding student stress and life satisfaction and how these can be affected by the use of coping strategies.

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