IRJE |Indonesian Research Journal in Education|
|Vol. 8| No. 1|June|Year 2024|

The Impacts of Intention, Academic Stress, and Self-Efficacy on High School Students' Maladjustment Behaviors

DANI SARTIKA[1*] AND MASSUHARTONO[2]

Abstract

This research aimed to know the influence of intention, academic stress, and self-efficacy on the emergence of maladjustment behavior in high school students from 14 high schools in Jambi City. This research used a quantitative survey approach. The population of this research was high school students in the eleventh grade. In determining sampling, the researcher used the G*Power application to analyze the strength of the sample. The instrument used three scales, consisting of the psychological well-being scale, Peer's Perceived Support Scale (PPSS), and the General Self-Efficacy Scale (GSE). In data analysis, the research used Double Linear Regression (DLR). The research results showed acquisition coefficient R=0.742 and F=59,404 (p<0.001). Overall, the conclusion is that, simultaneously, there was an influence that is incredibly significant between intention, academic stress, and self-efficacy on maladjustment behavior.

Keywords
Academic stress, intention, maladjustment behavior, self-efficacy

Article History
Received 08 January 2024
Accepted 20 May 2024

How to Cite
Sartika, D., & Massuhartono (2024). The impacts of intention, academic stress, and self-efficacy on high school students' maladjustment behavior. *Indonesian Research Journal in Education |IRJE|*, *8*(1),77-89. https://doi.org/10.22437/irje.v8i1.32529

[1*]Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia, Corresponding author: danisartika@uinjambi.ac.id
[2]Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia

Introduction

Deviant behaviour usually occurs in the teenage phase. It could be due to the many developmental demands they are experiencing and their demands to adjust themselves well to applicable standards and rules. According to Bayu et al. (2015), adolescents who cannot adapt will develop behavior that is stated as "not appropriate" or "maladjustment". Adolescents who cannot adjust well will experience various psychological problems such as worry, stress, and depression. If they are not treated, they will hinder future development. Numerous factors, including peer pressure, school atmosphere, and socioeconomic background, have been linked by scholars to adolescent misbehaviour. Adolescents' involvement in deviant activities is also significantly influenced by their traits, social and environmental circumstances, and opinions of their peers' abnormal behaviour.

Entering the teenage phase, the role of the family becomes increasingly essential because it is a very sensitive time for mental development. Soul life during this time is often unstable and always turbulent. According to Sobur (2003), during the transition, adolescents experience rapid physical changes, resulting in emotional imbalances and patterns of adolescents related to social situations and trying to find their identity. At this phase, parents in the family and teachers at school need to try to understand the problems faced by adolescents. Effective monitoring and support are vital to raising a child and reducing the likelihood of deviant behaviour. They need harmony in their development, especially in their relationship with the surrounding social environment. Therefore, the better the parents' and teachers' relationship with the adolescents, the less likely adolescents are to engage in deviant acts.

In the researcher's initial observations, many students behaved deviating from existing norms and rules at several high schools in Jambi City. The students played truant, brawled, smoked, speeded, drank alcohol, and even committed criminal acts such as stealing, robbing, beating with sharp weapons, prostitution, and being involved in drug trafficking. A significant result of online observations is the frequent abuse of social media among students. Some adolescents turn to verbal aggression instead of using these platforms as a means of constructive communication and social interaction with parents, family, and friends. It appears as insulting, criticizing, swearing, and harassing other people. This misuse not only reflects a concerning deviation from the intended purpose of social media but also raises questions about the effect of such behavior on interpersonal relationships and the overall social fabric within these communities. It becomes clearer that to create a more positive and healthy learning environment for kids, addressing and comprehending the underlying causes of this broad spectrum of deviant behaviours is necessary.

Behaviour that deviates from norms and rules carried out by students is caused by many things, including being unable to commit to the task and not having enough answers (intention), stress due to studying, and low self-confidence (self-efficacy). Ibimiluyi (2022) revealed that adolescents' experiences of academic stress influence behavioral maladjustment or problems with adjusting their behaviour, including lack of interest in doing things, feelings of hopelessness, sleep disturbance, sleeping too much, overeating, skipping school, thinking about suicide, over-sensitive, loss of love interest, and getting nervous easily.

Providing counseling, teaching coping strategies, adjusting school policies, and promoting parent education may help to alleviate some of these pressures and reduce negative

behavior outcomes. Additionally, Aga and Fauziana (2022) showed a significant influence of self-efficacy on students' ability to solve science problems. Low self-efficacy will indirectly influence the ability to solve problems in learning. Prawitasari and Antika (2022) also showed that self-efficacy influenced academic resilience by 54.9%, while the rest was by other factors such as social support, school involvement, locus of control, sense of humor, self-compassion, and so on. Therefore, adolescents with high self-efficacy are a paramount factor in their development since it influences their ability to cope with challenges and overcome obstacles. According to Maulinda and Rahayu (2021), one of the causes is academic stress because there was a transition in learning and teaching methods in Indonesia during the COVID-19 pandemic. The research results showed that if students have low mindfulness, it will cause high academic stress. According to Aryani (2010), this academic stress can also be caused by the way teachers teach which is considered less interactive, so students feel bored.

Adolescents who experience academic stress may experience a range of detrimental effects, including academic performance, mental health problems, and deviant behaviour. Students' description and assessment of their current situation and desires for the next century will influence their methods of carrying out school assignments. Self-concept includes students' assessment of their abilities and shortcomings, which will influence student behaviour and play a role in determining how students strive for performance. Developing the potential that exists within students goes through a process. This process is a learning process, and individuals have confidence in their ability to complete task demands, organization, control, and action in dealing with academic stress. Even though it is new to student problems, intensive efforts to manage student academic stress do not appear to have been widely implemented in Indonesia. This condition is the background for the researcher to see many phenomena of adolescents experiencing failure in adapting to themselves and their environment. This failure is present due to poor attitudes, high levels of stress, and low self-efficacy, which is the background for this research.

Methodology

This type of research was quantitative research with a descriptive and analytical approach. Descriptive research is a type of research that describes a population, situation, or phenomenon that is being studied. Addressing the issues of how, what, when, and where is its main goal. Analytical research, on the other hand, is a particular kind of research that calls for the use of critical thinking abilities as well as the assessment of data and facts relevant to the ongoing research. The design of this research is a one-group, pretest-posttest design to assess the influence of the Team-Assisted Individuality method based on Problem-Based Learning. The procedure in this research consists of three main steps, which are: (1) pretest, (2) treatment, and (3) post-test. The population of this research was all the first-semester students of STIFARM Padang, totaling 210 students. Meanwhile, the research sample was class 12, totaling 60 people. The sampling technique is a purposive sampling technique. Performance tests were used in this research. The data collection procedure follows the following steps. (1) students take a pretest to write a persuasive paragraph before applying the Team-Assisted Individuality method based on Problem-Based Learning and then collect student worksheets. (2) carrying out treatment by applying the Team Assisted Individuality method based on

Problem-Based Learning. (3) Posttest (final test). The steps in the data analysis procedure are: (1) selecting data, (2) scoring data, (3) converting scores into grades, (4) frequency distribution of persuasive paragraph writing skills, (5) describing the value of persuasive paragraph writing skills, (6) classifying grades, (7) making bar charts, (8) testing data analysis prerequisites, (9) hypothesis testing.

Results

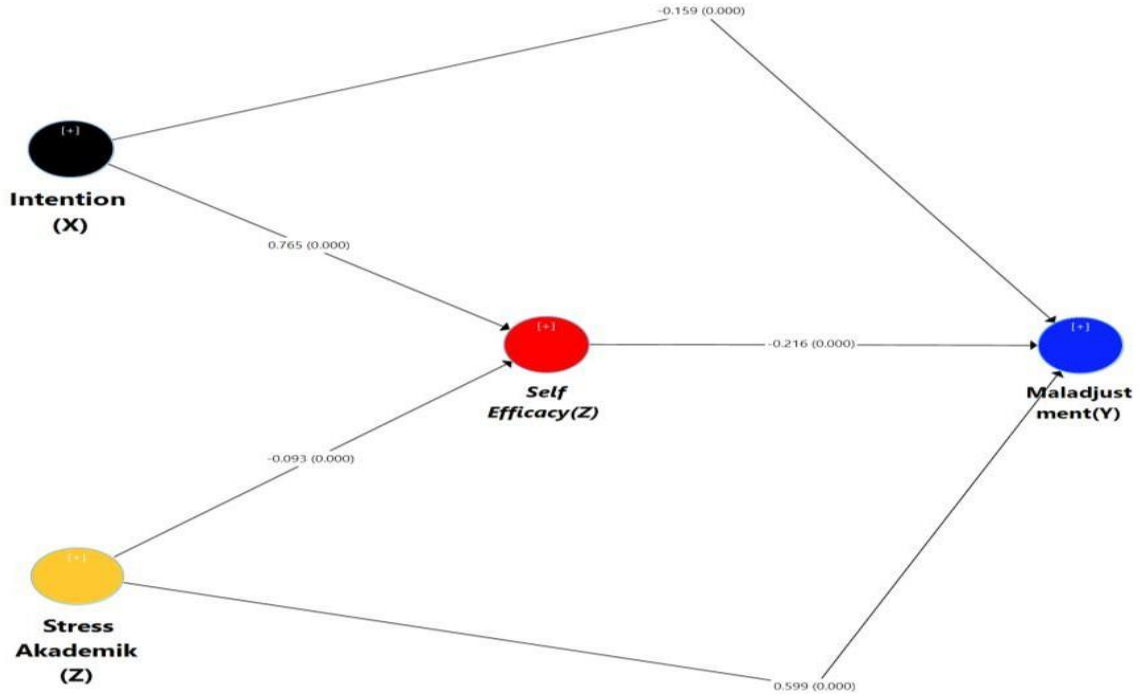
The following is a table of descriptive analysis results with the guidelines of the mean (average) category = 3 and 4, so it was obtained (4/3 = 1.33), resulting in a mean score category (1 to 2.33 = low;2.34 to 3.66 = moderate, 3.67 up to 4 = high). Below are more details.

Table 1. *Descriptive recapitulation per-variable*

Variables	Means	Category
Maladjustments (Y)	2.7452	Moderate
Intention (X1)	2.4689	Moderate
Academic stress (X2)	2.7900	Moderate
Self-efficacy (Z)	2.2740	Low /bad

Based on the recapitulation of existing data, the researcher can explain that for description data based on comparison with the mean score, the researcher can conclude that maladjustments are in the moderate category, intention is in the moderate category, academic stress is in the moderate category, and self-efficacy is in the moderate category. Low/poor means that there is special attention to all variables, but self-efficacy is a variable that needs to be improved so that students' self-control abilities become better. The hypothesis uses the bootstrap sampling method to ensure the validity of freely distributed data, does not require normal distribution assumptions, and does not require a large sample (minimum 30 samples). The bootstrap method is a statistical technique that resamples a dataset many times to create simulated samples with its properties, such as the mean. The bootstrap method does not require the assumption of normality and can be used with small sample sizes. Therefore, according to Hair et al. (2017), normally distributed quantities can be used as critical values compared to the empirical t sign. If the empirical t sign is greater than the critical value, it means the coefficient is significant at a certain error probability (significance level).

Figure 1. *Structural model*



Evaluation of the direct effect

Based on the description above, the partial measurements of the influence of the model output for each research variable include intention data (X1), budgeting academic stress (X2), self-efficacy (Z), and maladjustment (Y). The following table is an explanation of the data:

Table 2. *Hypothesis, path, path coefficient, t-values, and p-values*

Hypothesis	Path	Path coefficient(β)	t-value	p- values	Information
H1	Intention(X1) -> Self-efficacy (Z)	0.765	66,897	0.000	Accepted
H2	Intention(X1) -> Maladjustment(Y)	-0.159	5,717	0.031	Accepted
H3	Self-efficacy (Z) -> Maladjustment(Y)	-0.216	8,063	0.000	Accepted
H4	Academic stress (X2) -> Maladjustment(Y)	0.599	30,694	0.000	Accepted
H5	Academic stress (X2) -> Self-efficacy (Z)	-0.093	5,505	0.000	Accepted

- The first hypothesis test:
  There is an influence of intention on self-efficacy. It shows a significant influence where the p-value is below 0.05. The first hypothesis is accepted. It proves that intention influences self-efficacy with the original sample (β) = 0.765 (76.5%).
- The second hypothesis test:

There is an influence of intention to maladjustment test results. It shows a significant influence where the p-value is below 0.05. The second hypothesis is accepted. It proves that intention influences maladjustment with the original sample (β) = -0.159 (15.9%).

- The third hypothesis test:
  There is an influence of self-efficacy on the maladjustment test results. It shows a significant influence where the p-value is below 0.05. The third hypothesis is accepted. It proves that self-efficacy influences maladjustment with the original sample (β) = -0.216 (21.6%).
- The fourth hypothesis tests:
  There is an influence of academic stress on maladjustment test results. It shows a significant influence where the p-value is below 0.05. It means this fourth hypothesis is accepted. It proves that academic stress influences the maladjustment with the original sample (β) = 0.599 (59.9%).
- The fifth hypothesis tests:
  There is an influence of academic stress on self-efficacy test results. It shows a significant influence, with a p-value below 0.05. The fifth hypothesis is accepted. It proves that academic stress influences self-efficacy with the original sample (β) = -0.093 (9.3%).

Evaluation of mediator variable (indirect effect)

Mediation is an extension of simple linear regression (O'Donoghue & van der Werff, 2022) that adds one or more variables. Mediating variables describe how the intervention produces results. In simple terms, a mediating variable is a mechanism where X (independent variable) influences Y (dependent variable) (Hayes & Preacher, 2014). In mediation analysis, the researcher assumes that the independent variable (X) influences the mediator (M), which in turn, influences the dependent variable (Y). In other words, relationships between the independent variable and dependent variables are assumed to be indirect. Mediation is confirmed if (1) the indirect effect is significant, (2) the results of the indirect effect of Confidence Intervals (CI) do not show a zero value, which means that the results between the lower limit and the upper limit on the indirect effect of (CI) are all positive or negative (Hayes & Preacher, 2014). There is no significant influence on indirect testing using a bootstrap routine with 5000 subsamples. Below are the results.

Table 3. *Hypothesis, path, path coefficient, t-values, and p-values*

Hypothesis	Path	Path coefficient (β)	t-value	p-values	Decision
H6	Intention (X) -> self-efficacy(Z) -> Maladjustment(Y)	0,166	7,842	0,003	Accepted
H7	Academic stress (Z) -> self-efficacy (Z) -> Maladjustment(Y)	0,020	4,644	0,003	Accepted

In the sixth hypothesis test, there is an influence of intention to maladjustment, which is mediated by self-efficacy, where the p-value is below 0.05. The test results show a significant

influence, with the p-value below 0.05. The sixth hypothesis is accepted. It proves that intention and maladjustment were mediated by self-efficacy with a sample size (β) = -0.166 (2.0%).

Discussions

Influence of intention on self-efficacy (H1)

There is an influence of intention on self-efficacy in the first hypothesis test. The test results show a significant influence, where the p-value is below 0.05. The first hypothesis is accepted. It proves that intention influences self-efficacy with the original sample (β) = 0.765 (76.5%). In this research, an influence of the development of intention on self-efficacy exists. Intention is the subjective probability that a person has about carrying out a behavior (Fishbein & Ajzen, 1977). The intention means a person's subjective possibility of carrying out a definite behavior (Fishbein & Ajzen, 1977).

Ajzen and Fishbein (2008) stated that intention is an indication of how strongly someone believes. They will try a behavior and how much effort will be used to carry out that behavior. According to the theory of planned behavior, the intention to carry out a behavior is the strongest predictor of the emergence of that behavior. According to Ajzen (1991), the main factor in the theory of planned behavior is a person's intention to carry out a behavior. Based on the planned behavior theory, intention is a function of three main determining factors. The first is the individual's factors, the second is social influence, and the third is related to the control the individual has (Ajzen & Fishbein, 2008). Therefore, All behaviours are thought to be conscious, deliberate, and planned according to the theory of planned behaviour. It contends that an individual's behavioural intentions are shaped by three fundamental factors: attitude, subjective norms, and perceived behavioural control. A combination of perceived behavioural control, attitude towards the behaviour, and subjective norm results in behavioural intention.

Self-efficacy is based on the theoretical framework of social cognitive theory, which emphasizes the evolution and implementation of human agents, and those people can exert several influences on what they do (Bandura, 2006). Bandura (2006) argued that humans are self-regulating, proactive, and self-reflective. From this point of view, self-efficacy influences a person's goals and behavior are influenced by their actions and environmental conditions (Schunk & Meece, 2006). Self-efficacy beliefs determine how environmental opportunities and obstacles are perceived (Bandura, 2006) and influence activity choices, how much effort is put into an activity, and how long a person will persist when faced with obstacles (Pajares, 1997). Based on social cognitive theory, a teacher's self-efficacy can be conceptualized as belief in their ability to plan, organize, and carry out the activities necessary to achieve a given educational goal. Research has found that self-efficacy correlates with academic performance (Ferla et al., 2009; Richardson et al., 2012; Zimmerman et al., 2005). Students who are high in academic self-efficacy participate more readily, work harder, persist longer when they encounter difficulties, and achieve a higher academic performance level (Schunk & Pajares, 2002). Therefore, self-efficacy is a paramount factor to consider when designing educational interventions and programs.

The importance of self-efficacy in everyday life certainly has very high benefits for a person. According to research by Lunenburg (2011), self-efficacy has the following benefits:

- Self-efficacy influences the goals that employees choose for themselves (Self-efficacy influences the goals a person chooses for themselves). Someone with a low level of Self-Efficacy tends to set relatively low goals, whereas someone with a high level of self-efficacy will also set high goals.
- Self-efficacy influences learning, and people's efforts at work. Someone with high self-efficacy generally works hard and tries to learn to complete new tasks because they have high confidence in achieving success. Meanwhile, someone with low self-efficacy exerts less effort when learning and completing complex tasks because their efforts are believed unsuccessful.
- Self-efficacy influences a person's persistence in trying new and complicated tasks. A person with high self-efficacy believes he cannot learn and do definite tasks, so he can survive when a problem occurs. Meanwhile, someone with low self-efficacy tends to give up if a problem occurs even though they have not tried to work on or solve it.

From the description above, the conclusion is that the benefits of self-efficacy for a student lie in the individual's decision to behave and determine their attitude in facing all the limitations they have in achieving the desired goals. It means that the higher the intention, the higher it will be and the better the student will be at managing himself.

The influence of intention on maladjustment

In the second hypothesis test, there is an influence of intention on maladaptation. The test results show a significant influence with the p-value below 0.05. It means the second hypothesis is accepted. It proves that intention has an influence on maladjustment with the original sample of (β) = -0.159 (15.9%). In the findings of this research, the influence of intention on maladjustment is negative. It means that the higher the student's intention to carry out the learning process well, the lower the potential for delinquency/maladjustment that will occur, in this case, the intention is a predictor of youth delinquency. The intentions formed can be explained by the theory of planned behavior, which assumes that humans always have a purpose in behaving (Ajzen, 2011). This theory states that intention is a function of three determining foundations, consisting of (1) Attitude, which is the basis for the intention formation. In attitudes toward behavior, there are two aspects: the individual's belief that displaying or not displaying definite behavior will produce consequences or outcomes and it is an aspect of individual knowledge regarding the object of attitude, which can also be an individual's opinion about things that are not necessarily by reality. The more positive an individual's beliefs result from an attitude object, the more positive the individual's attitude will be, and vice versa (Ajzen, 2011), (2) Subjective norms, namely individual beliefs about norms. The people around them are motivated to follow these norms. In subjective norms, there are two main aspects: belief in hope and hope about norms, which are the views of other parties considered essential by individuals who recommend individuals to show or not show definite behavior. Intention has its role in directing action, namely connecting considerations between deep considerations that a person believes and desires and definite actions. In this research, the researcher can conclude that the more confident a person is, in this case, the

student makes changes to himself and directs actions in that direction, the better it will be to reduce the desire or intention to carry out actions that reflect juvenile delinquency.

The influence of self-efficacy on maladjustment

In the third hypothesis test, there is an influence of self-efficacy on maladjustment. The test results show that there is a significant influence, where the p-value is below 0.05. It means the third hypothesis is accepted. It also proves that self-efficacy influences maladjustment with the sample of (β) = -0.216 (21.6%). In these findings, the researcher can explain the influence of self-efficacy on maladjustment, where the test results have a negative influence. The researcher describes that the more capable students are in controlling themselves, the more individual confidence they have in their ability to organize and carry out actions. To achieve something objective where the individuals believe they can face all challenges and can estimate how much effort is needed to achieve that goal. Therefore, it means self-efficacy is a person's belief in their ability to carry out a series of actions in certain situations to achieve success, so students should manage themselves against rejecting behavior that refers to juvenile delinquency.

Self-efficacy is a person's belief in their ability to organize and carry out actions to achieve a goal where a particular individual can face all challenges and estimate how much effort is needed to achieve that goal. For instance, a student may put in more effort and earn higher grades if they have confidence in their ability to succeed in school. However, it may negatively influence their performance if they have self-doubt. This implies that a student's level of confidence in their skills might have a significant influence on their academic performance. This theory is significant because it demonstrates how students' self-perceptions can affect how well they do in the classroom.

The influence of academic stress (X1) on maladjustment

In the fourth hypothesis test, there is an influence of academic stress on adjustment. The test results show a significant influence where the p-value is below 0.05. It means the fourth hypothesis is accepted. It also proves that academic stress influences maladjustment with the sample (β) = 0.599 (59.9%). This research proves that academic stress is a predictor of maladjustment. The findings explain there is a positive and significant influence where high stress will result in maladjustment. It means the more stress a student experiences, the greater the possibility of causing behavior referred to as maladjustment to juvenile delinquency. For example, a study by Singh and Bussey (2011) found that peer victimization and psychological maladjustment are linked, and coping self-efficacy plays a mediating role in this relationship. School stress is often associated with the definition of stress in the school environment, namely in the interaction between individuals and the school environment and with aspects of the school. Meanwhile, school stress can occur due to too many assignments, limited time to do work, role ambiguity, differences in values, frustration, and family environment. According to Leitenberg et al. (2004), a pioneer in stress research, eustress (from the Greek word *eu*, which means good, as in the 'euphoria') stimulates positively. This understanding shows stress does not always have a negative impact but instead has a positive. It means the higher a

person's stress, the higher their performance will be. Teachers who experience eustress can be seen from their enthusiastic activities in carrying out their work. Teachers who experience difficulties when carrying out their work will experience many problems, and the work they are assigned will not be completed. Stress in school or the educational environment is usually called academic stress (Daulay et al., 2022; Ramadhani & Mahmudiono, 2021; Zhao et al., 2014).

Desmita (2010) stated academic stress is stress caused by academic stressors. Academic stressors are stress experienced by students from the learning process or things related to learning activities, such as pressure to go to class, long periods of studying, cheating, lots of assignments, getting test values, decisions about majors or careers, and anxiety about facing exams, and stress management. In addition, Octasya and Munawaroh (2021) stated that academic stress is a condition or situation where there is a mismatch between environmental demands and resources that students have, so they are increasingly burdened by various pressures and demands. Barseli et al. (2017) also stated that academic stress is stress that arises due to pressure to show achievement and excellence in conditions of increasing academic competition so that they are increasingly burdened by various pressures and demands. Furthermore, Bariyyah (2013) stated that academic stress is a student's response to some demands from the teaching and learning process, including entering class, completing many assignments, getting high exam scores, deciding on a major, anxiety about facing exams, and demands to manage study time.

The influence of academic stress on self-efficacy

In the fifth hypothesis test, there is an influence of academic stress on self-efficacy. The test results show a significant influence where the p-value is below 0.05. It means the fifth hypothesis is accepted. It also proves that academic stress influences self-efficacy with the sample value (β) = -0.093 (9.3%). The findings of this research show academic stress has a negative impact on self-efficacy since the more stressed students are, the less their ability to control themselves will decrease because self-efficacy influences how a person interprets environmental conditions, his anticipation of what will be taken, and makes plans. It means the more stress a student consumes, the more negative it will impact how they interpret situations and lead to negative decisions. It is also supported by various research, for example, according to research by Zhang et al. (2018), academic stress has a negative impact on self-efficacy and academic performance. The study found that students had lower levels of self-efficacy when they experienced high levels of academic stress.

This research shows that organizational structure is a predictor. The researcher also stated that academic stress is a kind of stress that is often experienced by students (Octasya & Munawaroh, 2021). Academic stress is a source of stress that occurs in the school environment (Calaguas, 2011). Several factors cause stress in students, which are academic demands that are considered too heavy, poor exam results, piling up assignments, and the social environment. Academic stress is included in the distressed category (Octasya & Munawaroh, 2021). Academic stress is a condition where students cannot face academic demands and consider the academic demands they receive as a nuisance. Academic stress is caused by academic stressors (Sayekti & Hermawan, 2021). Academic stress is stress from the learning

process, such as pressure to enter class, having studied, cheating, lots of assignments, low achievement, decisions that determine majors and careers, and feelings of anxiety when facing exams (Octasya & Munawaroh, 2021). The higher the stress, eating, checking, not being able to, and certain people being able to control themselves. The research findings show that self-efficacy negatively mediates the influence of intention on maladaptation. It means that if intentions are good and the ability to intention is added, it will reduce juvenile delinquency negatively or will reduce deviant behavior.

The influence of academic stress on maladjustment mediated by self-efficacy

The seventh hypothesis tests whether there is an influence of academic stress on maladjustment mediated by self-efficacy where the p-value is below 0.05, meaning there is an influence of academic stress on maladjustment mediated by self-efficacy. It proves that academic stress has an influence on maladjustment which is mediated by self-efficacy with a sample (β) = 0.020 (2.0%). In this research, the researcher can explain that the influence of academic stress on maladjustment is mediated by self-efficacy. It means that the existence of self-efficacy can mediate the influence of these variables, where the impact of stress is negative. If it can be reduced and directed in a positive context, it will reduce the desire to behave negatively, which leads to juvenile delinquency. Even though stress is high, good self-efficacy will reduce maladjustment. It is supported by several research projects. According to Kim and Kim (2018), self-efficacy plays a mediating role in the relationship between academic stress and academic burnout. In addition, academic stress has a direct effect on academic burnout, but this relationship was partially mediated by self-efficacy.

Conclusion

The conclusion drawn from the research findings suggests that intention, academic stress, and self-efficacy significantly influence maladjustment behavior in high school students in Jambi City. The study indicates that a high intention to carry out the learning process well is associated with a lower potential for maladjustment, making intention a predictor of delinquent behavior. Additionally, self-efficacy plays a beneficial role in decision-making and attitude towards overcoming limitations and achieving goals, leading to better self-management and reduced desire for maladjustment behavior. The analysis of the research results and previous discussions supports the conclusion that there is a simultaneous influence of intention, self-efficacy, and academic stress on the emergence of maladjustment behavior in high school students in Jambi City, and all hypotheses can be accepted. These findings are consistent with existing research, such as the study by Singh and Bussey (2011), which found that self-efficacy plays a mediating role in the relationship between peer victimization and psychological maladjustment. Additionally, the study by Kim and Kim (2018) highlighted the mediating role of self-efficacy in the relationship between academic stress and academic burnout. Therefore, the conclusion drawn from the research is supported by the existing literature on the subject. Academic stress influences self-efficacy, with higher stress levels negatively impacting self-efficacy. Based on the analysis of research results and previous discussion, the conclusion is that there is a simultaneous influence of intention, self-efficacy,

and academic stress on the emergence of maladjustment behavior in high school students in Jambi City and all hypotheses can be accepted.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

References

Aga, O. N. L., & Fauziana, E. (2022). The Impact of self-efficacy to the entrepreneurship motivation in generation Y. *Jurnal Ekonomi, 11*(3), 418-426.

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, *50*(2), 179–211.

Ajzen, I. (2011). Design and evaluation are guided by the theory of planned behavior. *Soc Psychol Eval, Guilford Publications*, 74-100.

Ajzen, I., & Fishbein, M. (2008). Scaling and testing multiplicative combinations in the expectancy–value model of attitudes. *Journal of Applied Social Psychology*, *38*(9), 2222-2247.

Aryani, R. (2010). *Kesehatan remaja problem dan solusinya (Teenagers health problems and solutions)*. Jakarta: Salem Medika.

Bandura, A. (2006). Toward the psychology of human agency. *Perspectives on Psychological Science*, *1*(2), 164-180.

Bariyyah, K. (2013). Self-efficacy mahasiswa bimbingan dan konseling (Self-efficacy of guidance and counseling students). *Jurnal Konseling dan Pendidikan*, *1*(2), 115-120.

Barseli, M., Ifdil, I., & Nikmarijal, N. (2017). Konsep stres akademik siswa (Student academic stress concept). *Jurnal Konseling dan Pendidikan*, *5*(3), 143-148.

Bayu, B. L., Saraswati, S., & Hartati, M. T. S. (2015). Mengatasi perilaku maladjustment melalui konseling behavioristik dengan teknik pengkondisian operan (Overcoming maladjustment behavior through behavioristic counseling with operant conditioning techniques). *Indonesian Journal of Guidance and Counseling: Theory and Application*, *4*(1), 66-71.

Calaguas, G. M. (2011). College academic stress: Differences along gender lines. *Journal of Social and Development Sciences*, *1*(5), 194-201.

Daulay, N., Harahap, A. C. P., & Sinaga, M. H. P. (2022). The role of guidance and counseling services in helping students with academic stress. *ProGCouns: Journal of Professionals in Guidance and Counseling*, *3*(2), 78-86.

Desmita, D. (2010). *Psikologi perkembangan peserta didik (Psychology of student development)*. Bandung: Remaja Rosdakarya.

Ferla, J., Valcke, M., & Cai, Y. (2009). Academic self-efficacy and academic self-concept: Reconsidering structural relationships. *Learning and Individual Differences*, *19*(4), 499-505.

Fishbein, M., & Ajzen, I. (1977). Belief, attitude, intention, and behavior: An introduction totheory and research. *University of Massachusetts Amherst.*

Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., & Thiele, K. O. (2017). Mirror, mirror on the wall: A comparative evaluation of composite-based structural equation modeling methods. *Journal of the Academy of Marketing Science, 45*(5), 616-632.

Hayes, A. F., & Preacher, K. J. (2014). Statistical mediation analysis with a multicategorical independent variable. *British Journal of Mathematical and Statistical Psychology*, *67*(3), 451-470.

Ibimiluyi. F. O. (2022). Depression and psychosocial maladjustment among secondary schools' students in Ekiti State. *Quest Journals: Journal of Research in Humanities and Social Science*, *10*(2), 24-34.

Leitenberg, H., Gibson, L. E., & Novy, P. L. (2004). Individual differences among undergraduate women in methods of coping with stressful events: The impact of cumulative childhood stressors and abuse. *Child Abuse & Neglect*, *28*(2), 181-192.

Lunenburg, F. C. (2011). Self-efficacy in the workplace: Implications for motivation and performance. *International Journal of Management, Business, and Administration*, *14*(1), 1-6.

Maulinda, D., & Rahayu, M. S. (2021). Pengaruh mindfulness terhadap stres akademik pada siswa SMAN X Cianjur di masa pandemi COVID-19 (The influence of mindfulness on academic stress in SMAN X Cianjur students during the COVID-19 pandemic). *Jurnal Riset Psikologi*, *1*(2), 100-108.

Octasya, T., & Munawaroh, E. (2021). Level of academic stress for students of guidance and counseling at Semarang State University during the pandemic. *ProGCouns: Journal of Professionals in Guidance and Counseling*, *2*(1), 27-33.

O'Donoghue, D., & van der Werff, L. (2022). Empowering leadership: Balancing self-determination and accountability for motivation. *Personnel Review*, *51*(4), 1205-1220.

Pajares, F. (1997). Current directions in self-efficacy research. *Advances in Motivation and Achievement*, *10*(149), 1-49.

Prawitasari, T., & Antika, E. R. (2022). Pengaruh self-efficacy terhadap resiliensi akademik siswa (The influence of self-efficacy on students' academic resilience). *Jurnal Bimbingan dan Konseling Indonesia*, *7*(2), 177-185.

Ramadhani, N., & Mahmudiono, T. (2021). Academic stress is associated with emotional eating behavior among adolescents. *Media Gizi Indonesia*, *16*(1), 38-47.

Richardson, M., Abraham, C., & Bond, R. (2012). Psychological correlates of university students' academic performance: A systematic review and meta-analysis. *Psychological Bulletin*, *138*(2), 353-387.

Sayekti, E. P., & Hermawan, S. (2021). The effect of emotional intelligence and learning environment on college stress of accounting students with self-efficacy as an intervening variable at Muhammadiyah University of Sidoarjo. *Academia Open*, *5*, 10-21.

Schunk, D. H., & Meece, J. L. (2006). Self-efficacy development in adolescence. *Self-Efficacy Beliefs of Adolescents*, *5*(1), 71-96.

Schunk, D. H., & Pajares, F. (2002). *The development of academic self-efficacy*. San Diego, CA: Academic Press.

Singh, P., & Bussey, K. (2011). Peer victimization and psychological maladjustment: The mediating role of coping self-efficacy. *Journal of Clinical Child & Adolescent Psychology, 40*(3), 405-417

Sobur, A. (2003). *Pengantar psikologi umum (Introduction to general psychology)*. Jakarta: CV. Pustaka Setia.

Zhang, Y., Gan, Y., & Chan, D. W. (2018). The role of academic stress and self-efficacy in the academic performance of Chinese international students. *Journal of International Students*, *8*(1), 1-14.

Zhao, X., Selman, R. L., & Haste, H. (2015). Academic stress in Chinese schools and a proposed preventive intervention program. *Cogent Education*, *2*(1), 3-14.

Zimmerman, B. J., Bandura, A., Kitsantas, A., & Bernieri, F. (2005). Self-regulatory processes and learning: The role of self-efficacy and outcome expectations. John Wiley & Sons.

Biographical Notes

DANI SARTIKA is a lecturer at Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia; Corresponding e-mail: danisartika@uinjambi. ac.id

MASSUHARTONO is a lecturer at Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia; e-mail: massuhartono@uinjambi.ac.id