

The Relationship Between Peer Social Support and Family Support With Academic Stress Among Students



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Abstract

Background: Academic stress is a psychological pressure experienced by students due to high academic demands. One factor that may influence academic stress is social support, including support from peers and family.. Objective: To determine whether peer social support and family support are associated with academic stress among students at SMAN 5 Jeneponto. **Methods:** This study used a quantitative cross-sectional design. The sample consisted of 75 students selected using accidental sampling. Data were collected using questionnaires and analyzed using the Chi-square test. **Result:** Of the students, 68.0% reported high peer support and 76.0% reported high family support. A total of 56.0% were in the low academic stress category, while 44.0% were in the high academic stress category. Bivariate analysis showed a significant association between peer social support and academic stress ($p = 0.000$) and between family support and academic stress ($p = 0.000$). Higher support was associated with lower academic stress levels. These findings highlight the importance of strengthening support from peers and family to help students manage academic pressure in healthier and more adaptive ways. **Conclusion:** There were significant relationships between peer social support and family support with academic stress among students at SMAN 5 Jeneponto. Most students reported high peer support (68.0%) and high family support (76.0%); however, 44.0% of students still experienced high academic stress.

Keywords: Social Support, Peer Group, Family Support, Academic Stress

1. Introduction

Adolescence represents a critical developmental stage characterized by significant biological, emotional, and social transitions. During this period, individuals experience heightened vulnerability to psychological stressors, particularly within academic contexts. Social support defined as perceived emotional, informational, and instrumental assistance from significant others serves as a protective factor that promotes psychological well-being and adaptive functioning (Butler et al., 2022). Empirical evidence indicates that adolescents who perceive stronger social support report higher life satisfaction, better self-esteem, and lower levels of depressive symptoms compared with those who perceive limited support (Harahap et al., 2020).

Among various sources of support, family and peers play particularly central roles in adolescents' daily lives. Family support provides emotional security and guidance, contributing to long-term well-being and psychological adjustment. Meanwhile, peer support becomes increasingly influential during adolescence, offering validation, belonging, and shared coping strategies. Previous studies have demonstrated that combined support from family and peers is associated with improved academic functioning and psychological health, whereas insufficient support predicts poorer adjustment outcomes (Chan et al., 2022; Saputri et al., 2025).

Academic stress constitutes one of the most prominent stressors during adolescence. It arises when academic demands such as examinations, performance standards, workload, and competition exceed students' perceived coping capacity (Chan et al., 2022). Moderate stress may motivate achievement; however, excessive and poorly managed academic stress is associated with reduced concentration, lower academic performance, anxiety symptoms, and depressive tendencies (Barseli et al., 2018). In many educational systems, increasing performance expectations and competitive academic environments intensify these pressures.

Social support has consistently been identified as a buffering factor against academic stress. Studies report a negative association between perceived social support and stress levels, suggesting that adolescents with stronger peer and family support demonstrate better coping skills and higher academic resilience (Pontes et al., 2024). Academic resilience refers to the

ability to adapt positively and persist in the face of academic adversity. Nevertheless, variations in cultural context, family dynamics, and peer relationships may influence how social support operates in reducing academic stress.

In Indonesia, academic demands, national examination standards, and parental expectations often function as substantial stressors for students. While some adolescents develop effective coping mechanisms, others experience heightened academic stress that may contribute to emotional and behavioral difficulties (Barseli et al., 2018). Despite growing recognition of this issue, empirical evidence examining the simultaneous roles of peer and family support in mitigating academic stress within specific school contexts remains limited.

Although previous studies have established the protective role of social support, limited research has comparatively examined the relative contributions of peer and family support to academic stress among Indonesian high school students, particularly in regional school settings.

Therefore, this study aims to analyze the relationship between peer social support, family support, and academic stress among students at SMAN 5 Jeneponto. Understanding these relationships is essential for developing evidence-based interventions, including peer-support programs, parent–adolescent communication strengthening, and school counseling strategies aimed at reducing academic stress and promoting adolescent well-being.

2. Materials and Methods

This study employed a quantitative cross-sectional design to examine the relationship between peer social support, family support, and academic stress among students at SMAN 5 Jeneponto. The study was conducted on 22 January 2025. The study population consisted of 210 students, from which 75 respondents were selected using purposive sampling based on predetermined inclusion criteria. Students who were actively enrolled and willing to participate were included in the study. Data were collected using structured self-administered questionnaires comprising three instruments: (1) a peer social support questionnaire (15 items), (2) a family support questionnaire (21 items), and (3) an academic stress questionnaire (26 items). All items were measured using a four-point Likert scale ranging from strongly agree to strongly disagree.

3. Results

Table 1. Frequency Distribution of Respondents by Age and Sex Among Students at SMAN 5 Jeneponto

| Karakteristik Responden | Frekuensi (f) | Persentase (%) |
|-------------------------|---------------|----------------|
| Umur | | |
| 15 | 19 | 25.3 |
| 16 | 38 | 50.7 |
| 17 | 18 | 24.0 |
| Jumlah | 75 | 100.0 |
| Jenis Kelamin | | |
| Laki-Laki | 26 | 34.7 |
| Perempuan | 49 | 65.3 |
| Jumlah | 75 | 100.0 |

Table 1 presents the distribution of respondents by age and sex. Of the 75 student respondents, most were 16 years old, totaling 38 students (50.7%). Meanwhile, 19 students (25.3%) were 15 years old, and the remaining 18 students (24.0%) were 17 years old. Based on sex, most respondents were female, with 49 students (65.3%), while 26 students (34.7%) were male.

Table 2. Frequency Distribution of Peer Social Support Among Students at SMAN 5 Jeneponto

| Dukungan Sosial Teman Sebaya | Frekuensi (f) | Persentase (%) |
|------------------------------|---------------|----------------|
| Rendah | 24 | 32.0 |
| Tinggi | 51 | 68.0 |
| Jumlah | 75 | 100.0 |

Table 2 presents the univariate analysis of the frequency distribution of peer social support among students at SMAN 5 Jeneponto. The findings indicate that most students reported a high level of peer social support, with 51 out of 75 students (68.0%). In addition, 24 out of 75 students (32.0%) reported a low level of peer social support.

Table 3. Frequency Distribution of Family Support Among Students at SMAN 5 Jeneponto

| Dukungan Keluarga | Frekuensi (<i>f</i>) | Persentase (%) |
|-------------------|------------------------|----------------|
| Rendah | 18 | 24.0 |
| Tinggi | 57 | 76.0 |
| Jumlah | 75 | 100.0 |

Table 3 presents the univariate analysis of the frequency distribution of family support among students at SMAN 5 Jeneponto. Of the 75 students, most respondents reported a high level of family support, with 57 students (76.0%). Meanwhile, 18 students (24.0%) reported a low level of family support.

Table 4. Frequency Distribution of Academic Stress Among Students at SMAN 5 Jeneponto

| Stress Akademik | Frekuensi (<i>f</i>) | Persentase (%) |
|-----------------|------------------------|----------------|
| Rendah | 42 | 56.0 |
| Tinggi | 33 | 44.0 |
| Jumlah | 75 | 100.0 |

Table 4 presents the univariate analysis of the frequency distribution of academic stress among students at SMAN 5 Jeneponto. Of the 75 students, most experienced low academic stress, totaling 42 students (56.0%). Meanwhile, 33 students (44.0%) experienced high academic stress.

Table 5. Relationship Between Peer Social Support and Academic Stress Among Students at SMAN 5 Jeneponto

| Dukungan Sosial Teman Sebayu | Stres Akademik | | | | Jumlah | <i>p</i> -Value | |
|------------------------------|----------------|------|----------|------|--------|-----------------|------|
| | Rendah | | Tinggi | | | | |
| | <i>f</i> | % | <i>f</i> | % | | | |
| Rendah Tinggi | 5 | 6.7 | 19 | 25.3 | 24 | 32.0 | ,000 |
| | 37 | 49.3 | 14 | 18.7 | 51 | 68.0 | |
| Jumlah | 42 | 56.0 | 33 | 44.0 | 75 | 100 | |

Table 5 presents the bivariate analysis of the relationship between peer social support and academic stress among students at SMAN 5 Jeneponto. Among students with low peer social support, 5 students (6.7%) reported low academic stress, while 19 students (25.3%) reported high academic stress. In contrast, among students with high peer social support, 37 students (49.3%) reported low academic stress, whereas 14 students (18.7%) reported high academic stress.

The statistical test showed a *p*-value of 0.000 ($p < 0.05$), indicating a significant association between peer social support and the level of academic stress experienced by students.

Table 6. Relationship Between Family Support and Academic Stress Among Students at SMAN 5 Jeneponto

| Dukungan Keluarga | Stres Akademik | | | | Jumlah | <i>p</i> -Value | |
|-------------------|----------------|------|----------|------|--------|-----------------|------|
| | Rendah | | Tinggi | | | | |
| | <i>f</i> | % | <i>f</i> | % | | | |
| Rendah Tinggi | 2 | 2.7 | 16 | 21.3 | 18 | 24.0 | ,000 |
| | 40 | 53.3 | 17 | 22.7 | 57 | 76.0 | |
| Jumlah | 42 | 56.0 | 33 | 44.0 | 75 | 100 | |

Table 6 presents the bivariate analysis of the relationship between family support and academic stress among students at SMAN 5 Jeneponto. Among students with low family support, 2 students (2.7%) reported low academic stress, while 16 students (21.3%) reported high academic stress. In contrast, among students with high family support, 40 students (53.3%) reported low academic stress, whereas 17 students (22.7%) reported high academic stress. The statistical test produced a *p*-value of 0.000 ($p < 0.05$), indicating a significant association between the level of family support and the level of academic stress experienced by students.

4. Discussion

The respondent distribution showed that, among 75 students, most were 16 years old (38 students; 50.7%), while the proportions of students aged 15 years (19 students; 25.3%) and 17 years (18 students; 24.0%) were relatively similar. The 15–17 age range represents middle adolescence, a developmental stage marked by notable emotional, social, and cognitive changes. At this stage, academic demands often increase, alongside key developmental tasks such as identity formation and the development of psychological autonomy.

Overall, the sample characteristics indicate that most respondents were 16 years old (50.7%) and female (65.3%). Age 16 falls within middle adolescence, a period when students begin to face more complex academic responsibilities, including final examination preparation and planning for further study, which can act as stressors (Butler et al., 2022). The higher proportion of female respondents is also consistent with findings suggesting that female students may be more vulnerable to academic stress due to social pressures and stronger perfectionistic expectations compared with male students (Ruiz & Yabut, 2024).

Based on the study findings, I argue that the predominance of female students in this sample reflects a common pattern in many senior high schools, where female students tend to show higher academic participation and greater willingness to complete research questionnaires. This pattern also suggests that academic stress deserves specific attention among female students, given their higher vulnerability to psychological pressure. During data collection, I also observed that female students were generally more open in expressing feelings of pressure related to school assignments and grade expectations, whereas male students tended to be more reserved or even downplayed the stress they experienced.

Level of Peer Social Support

The results showed that most students (68.0%) reported a high level of peer social support. This finding indicates that friendships at SMAN 5 Jeneponto function as an effective support system. At this developmental stage, adolescents often rely heavily on peers as sources of emotional support, informational support, and companionship (Chan et al., 2022). Strong peer support can foster a sense of belonging, provide emotional validation, and offer practical help when students face academic difficulties.

Maliana Julia Saputri and Surawan Surawan (2025) emphasized that peers frequently become the primary source of support for senior high school students and may sometimes be more influential than support from teachers. High-quality peer support can offer a protective effect comparable to family support, especially in managing everyday academic pressure. Students who feel supported by their peers are more likely to share emotional burdens and work together to find solutions to academic challenges (Bundock et al., 2020).

From my observations and interactions with students at SMAN 5 Jeneponto, this strong peer support was clearly visible in their daily routines. I saw students forming informal study groups, sharing notes, and creating group chats specifically to discuss difficult assignments. A particularly notable pattern was how they encouraged each other before exams, for example by sending motivational messages or simply listening to friends who felt anxious. These experiences reinforced my view that, during adolescence, having reliable peers can play a meaningful role in reducing academic anxiety. However, I also recognize that not all students benefit equally. Some quieter or less socially connected students may be excluded and may not receive adequate peer support.

Level of Family Support

The level of family support perceived by students was also high (76.0%). This finding indicates that families, especially parents, continue to play a central role in providing security and encouragement to adolescents, even as they move toward greater autonomy. High family support may reflect effective communication, attention to academic development, and parents' active involvement in motivating students to achieve (Azpiazu Izaguirre et al., 2021).

Wang et al. (2021) reported that family support consistently contributes to adolescents' long-term psychological well-being and life satisfaction. Adolescents who receive both emotional and instrumental support from their families tend to show stronger academic resilience, meaning they can recover and adapt when facing academic pressure. In contrast, low family support may cause adolescents to feel alone in managing school demands, which can increase the risk of stress and anxiety (Wang et al., 2021)

Based on these findings, I conclude that most students at SMAN 5 Jeneponto still experience strong family support. In today's busy digital era, there are frequent concerns about limited quality time between parents and children. However, this result offers some optimism that many parents in Jeneponto remain highly committed to their children's education. In several informal interactions, students shared that their parents regularly asked about their learning progress, provided home Wi-Fi to support schoolwork, or even accompanied them late at night during exam periods. Even small forms of parental attention can have a meaningful impact on adolescents' emotional stability. At the same time, the 24.0% of students who reported low family support remain a concern. These students may come from families facing work-related constraints, divorce, or limited awareness of the importance of emotional support during adolescence.

Level of Academic Stress

An important finding of this study is that although most students reported high social support, levels of academic stress still varied. A total of 56.0% of students were in the low academic stress category, while 44.0% experienced high academic stress. This proportion suggests that academic stress remains a significant issue that requires serious attention at SMAN 5 Jeneponto.

Theoretical Interpretation of Social Support and Academic Stress In theory, high social support should function as a protective factor that reduces academic stress. Students can share problems, receive emotional and instrumental help, and feel valued and accepted in their social environment. However, the finding that 44.0% of students still experienced high academic stress suggests that social support alone may not fully reduce the academic pressure they face.

Several other factors may contribute, including excessive academic workload, achievement demands from schools and parents, inadequate learning readiness, and poor time management. Individual characteristics also matter, such as personality, coping capacity, and academic resilience (Jeyasingh, 2022). Students may report high social support, but if they use less adaptive coping strategies, they may still experience severe academic stress when facing complex and continuous learning demands (Rosyid & Laili, 2024).

High academic stress among nearly half of the students indicates a gap between perceived academic demands and students' ability to manage them (Chan et al., 2022). Academic stressors may include accumulated assignments, competitive assessment systems, pressure to achieve high grades, and parental and teacher expectations related to graduation and admission to public universities (Pontes et al., 2024).

During data collection, several students described staying up late almost every night to complete assignments. Some reported headaches when thinking about grade targets. Others reported irritability or sudden crying due to exhaustion. These accounts show that academic stress can remain substantial even among students who report strong social support. This pattern suggests the need for stronger internal coping skills and a school system that better supports student mental health.

Relationship Between Peer Social Support and Academic Stress

The bivariate analysis showed a significant relationship between peer social support and academic stress ($p = 0.000$). The observed pattern indicates that students with high peer support tended to report low academic stress (49.3%), while students with low peer support more often reported high academic stress (25.3%). This finding supports the view that social support can reduce the negative impact of stress by strengthening coping resources (Firnanda & Ibrahim, 2020).

Peers provide emotional support through listening, encouragement, and shared experiences when dealing with school pressure. They also provide instrumental support, such as explaining lesson material, sharing notes, and studying together before exams (Chan et al., 2022). Supportive peer relationships can reduce threat perceptions related to academic demands and increase students' confidence in handling academic pressure (Prayitno & Andayani, 2023).

This finding also supports peer-based interventions, such as study groups, peer support groups, and peer mentoring programs, as practical strategies to reduce academic stress (Purnomo et al., 2025). Students in supportive peer networks often report lower anxiety and more adaptive coping strategies. In contrast, students who feel socially isolated tend to show higher psychological distress (Bundock et al., 2020).

Field observations also supported this pattern. One student initially reported high stress due to declining mathematics scores. After receiving regular help from a classmate after school, the student reported improved confidence and appeared more engaged in learning. This case illustrates how simple peer assistance can contribute to better emotional regulation and academic adjustment. At the same time, students without close peers may lack a safe space to share concerns, which can intensify stress.

Relationship Between Family Support and Academic Stress

The analysis also showed a significant relationship between family support and academic stress ($p = 0.000$). Most students with high family support reported low academic stress (53.3%), while students with low family support more often reported high academic stress (21.3%). This pattern reinforces evidence that family support plays a key role in strengthening adolescents' psychological resilience under academic pressure.

Family support can take many forms, including learning motivation, help with time management, provision of learning facilities, and warmth and understanding when students face setbacks (Saputri et al., 2025). Parents who respond to their children's emotional needs can support stronger emotion regulation, which reduces the risk of psychological decline under academic stress. In contrast, low family support or unrealistic expectations can worsen academic stress (Barseli et al., 2018).

Pontes et al. (2024) reported that students with strong family support tend to show better academic resilience, which helps them function adaptively in difficult academic situations. Chan et al. (2022) also reported that combined support from family, teachers, and peers is linked to optimal psychological and academic functioning.

Qualitative notes from informal conversations also reflected this dynamic. Some students described being greeted warmly at home, being asked about their day, and receiving encouragement after school. Others mentioned practical support, such as parents preparing meals during late-night study sessions and reminding them to rest. These small actions can contribute

to emotional stability. In contrast, students who return to a quiet home, receive little attention, or face constant comparison with others may experience additional stress. For these students, school may become the primary place where they expect support.

5. Conclusions

This study demonstrates that the implementation of the Min–Max Stock Level (MMSL) system did not produce a statistically significant effect on overall inventory value, storage costs, or turnover ratio at the Pharmacy Installation of Muslimat General Hospital, Ponorogo. However, MMSL implementation significantly reduced drug expiration losses, indicating its effectiveness in minimizing waste associated with slow-moving medicines. These findings suggest that while MMSL contributes to improving specific aspects of inventory control—particularly in reducing expiration-related losses its broader impact on financial and operational efficiency indicators may require longer implementation periods, parameter optimization, or complementary inventory management strategies..

Conflict of Interest

The authors declare no conflicts of interest.

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