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Research Article

MASTERY GOAL ORIENTATION AND SELF-EFFICACY AS PREDICTORS OF ACADEMIC STRESS IN HIGH SCHOOL STUDENTS

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Abstract
Academic stress is a common problem experienced by high school students due to high academic demands and pressure from the school environment. Internal factors such as mastery goal orientation and self-efficacy also play a role in influencing academic stress levels. This study aims to examine the effect of these two variables on academic stress among high school students in Yogyakarta. A quantitative approach was used with a survey method involving 390 respondents selected through convenience sampling. The research instruments included the Educational Stress Scale for Adolescents (ESSA), the Achievement Goal Questionnaire Revised (AGQ-R), and the Self-Efficacy Scale, all of which had good validity and reliability. Data analysis was performed using multiple linear regression. The F test results showed a significance value of <0.001 (<0.05), indicating that the regression model was feasible for use. Simultaneously, mastery goal orientation and self-efficacy had a significant effect on academic stress with a contribution of 9.9%. Partial tests showed that mastery goal orientation was a positive predictor of academic stress ($\beta = 0.32$, $p = 0.001$), while self-efficacy played a negative role ($\beta = -0.18$, $p = 0.007$). This means that the higher the mastery orientation, the higher the academic stress, while high self-efficacy reduces stress. These findings confirm that mastery orientation can function as a risk factor, while self-efficacy acts as a protector against academic stress. The results of this study are expected to form the basis for the development of psychological interventions that focus on strengthening self-efficacy and managing students' learning orientation in order to reduce academic pressure in secondary school environments.

Keywords: Mastery Goal Orientation, Self-Efficacy, High School Students, Academic Stress

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INTRODUCTION

One of the crucial phases in the educational process occurs during adolescence. Individuals during this period are characterized by physical, biological, cognitive, and socio-emotional changes (Santrock, 2020) These changes often give rise to various problems, because during adolescence individuals are faced with various challenges and responsibilities that can cause distraction, especially in the academic field (Gómez-Baya & Mendoza, 2018) At the senior high school (SMA) level, students are required to face a more complex academic load compared to previous levels in order to achieve optimal learning outcomes (Park et al., 2018). Learning success is not only marked by increased academic achievement, but also has an impact on psychological well-being.(Pascoe et al., 2020). Furthermore, academic achievement is the first step in developing one's potential and opening up career opportunities in the future (Deli et al., 2019; Mappadang et al., 2022; Munjirin & Iswinarti, 2023).

However, efforts to achieve academic success are often faced with high demands, thus potentially causing academic pressure and stress (Sook et al., 2020)Academic stress can be understood as a psychological condition resulting from pressure that occurs in students as a result of excessive learning demands (Sun et al., 2011; Neseliler et al., 2017). Two factors that cause academic stress in students are those originating from internal and external aspects (Tibus & Ledesma, 2021). Internal factors include suboptimal mastery goal orientation (Qalbu, 2018; Zheng et al., 2020), low self-efficacy (Himmah & Shofiah, 2021; Hitches et al., 2022; Kristensen et al., 2023), perfectionism (Rashid et al., 2020; Himmah & Shofiah, 2021; Huang et al., 2023; Ghafar, 2023), poor time management, to academic anxiety (Rashid et al., 2020; Zhang et al., 2022) Meanwhile, external factors include pressure from parents, lack of social support, high workloads, a competitive environment, limited facilities, and changes in the learning system (Andiarna & Kusumawati, 2020; Pradiri et al., 2021; Deng et al., 2022; Ramadan & Yushita, 2022; Ullah et al., 2023). These various academic stress factors will certainly become serious problems in every aspect of students' lives.

A recent survey shows that academic stress among teenagers continues to increase. Based on a survey by National Survey of Children's Health (2024), reported that more than 5.3 million adolescents aged 12–17 years experience mental health problems such as anxiety, depression, or behavioral disorders. This survey data also shows a significant increase in the prevalence of anxiety by 61% and depression by 45% between 2016 and 2023. Furthermore, the Indonesia National Adolescent Mental Health Survey (2022) revealed that 34.9% of adolescents experience mental health disorders. This condition shows that academic stress

contributes significantly to increased anxiety and depression, especially in high school students who face high academic pressure (Rahmawati et al., 2021).

In line with previous survey findings, researchers conducted a preliminary study to explore academic stress levels among high school students in Yogyakarta. Findings from 30 high school students (33.3% male, 66.7% female) revealed that 16% experienced low stress, 56.67% moderate stress, and 27.33% high stress. These data align with the findings of Khilma and Utami (2024), that 70% of high school students in Yogyakarta experience high levels of academic stress. Unmanaged academic stress can have significant impacts on various aspects of life. Academic stress can contribute to mental health issues such as anxiety and depression (Dewangan et al., 2023; Garg et al., 2023) physical health problems such as insomnia and headaches (Sirois, 2023; Yasmeen et al., 2024). In addition, academic stress can also cause students' academic performance to decline (Saqib & Naveed, 2019; Akanpaadgi et al., 2023; Dewangan et al., 2023), loss of motivation to learn optimally (Matakupan & Huwae, 2020; Stoltz, 2020), and can result in problems in students' social relationships (Zhang et al., 2022; Asfinolia et al., 2024) as well as the risk of negative behavior such as smoking and drug abuse (Pascoe et al., 2020; Rahmadianti & Leonardi, 2023) Therefore, it is important for students to manage stress wisely to minimize its negative impacts.

However, academic stress can actually be a driving force for achieving better learning goals. This means that stress can have a positive impact on students if handled with the right approach (Chambel, 2023) This can occur due to pressure in learning, thus creating a motivational drive in students to try as hard as possible to achieve better learning goals (Reza et al., 2023; Shirish et al., 2023;Yazıcı-Kabadayı, 2024). Understanding the impact of academic stress, it's important to address the factors that cause it to prevent its negative effects. Furthermore, stress can serve as motivation for students to achieve better academic results.

One of the variables that contributes to and plays a role as a predictor of academic stress is mastery goal orientation (Zheng et al., 2020;Edwards et al., 2023). According to Elliot and McGregor (2001) Mastery goal orientation is an internal factor and a component of goal orientation that focuses on mastering skills, improving competencies, and gaining a deep understanding of the material. This orientation focuses on mastering the material and developing one's potential, not solely on achieving grades (Dweck & Leggett, 1988;Setiyawati et al., 2022). Students with a good mastery goal orientation tend to be persistent, view mistakes as part of learning, and are more resilient to academic pressure (Qalbu, 2018; Fathiyah et al., 2023; Cherkezova, 2024).

The results of the study show that mastery goal orientation is related to adaptive learning behavior, such as perseverance, intrinsic motivation and effective coping strategies which can reduce students' academic stress levels (Edwards et al., 2023; Subaşi, 2020). In addition, students with a mastery goal orientation are more focused on understanding and the content being studied, making them feel calmer and not only focused on academic achievement, thus avoiding academic stress (Zheng et al., 2020). In addition, self-efficacy is also an internal factor that plays an important role in predicting academic stress (Siregar et al., 2022; Gao, 2023; Shafa & Brebahama, 2024). *Self-efficacy*is the belief that each individual has to achieve goals in certain situations (Bandura, 1997; Aswathy et al., 2020). Students with high self-efficacy are more confident in facing academic challenges and tend to have an optimistic view of success (Rabbani & Wahyudi, 2023). On the other hand, low self-efficacy makes students easily lose motivation and more susceptible to stress (Sahertian et al., 2024).

Research results by Putri and Febriani (2021) and Sahertian et al. (2024), showed that self-efficacy significantly influences academic stress. Students with high self-efficacy tend to be more confident when facing demands and have an optimistic outlook on achieving success. On the other hand, students' self-efficacy will also influence the quality of academic stress (Shehadheh et al., 2020; Kristensen et al., 2023; Zhao, 2024). Therefore, it is understandable that when students have high self-efficacy, it will reduce the stress and academic pressure they experience. Based on these dynamics, this study presents a novelty by focusing on two internal predictors, namely mastery goal orientation and self-efficacy, as predictors of academic stress in high school students. These two variables are examined simultaneously to understand how they contribute to influencing high school students' academic stress. Previous research has indeed focused heavily on the relationship between self-efficacy and academic stress (Aswathy et al., 2020; Sook et al., 2020; Niazov et al., 2022; Christy & Soetjiningsih, 2024) However, research involving mastery goal orientation as a predictor is relatively rare. Therefore, this study is expected to provide a new perspective on how learning goal orientation and self-efficacy interact to influence high school students' stress levels in academic settings.

RESEARCH METHOD

Research Design

This research is a quantitative research approach. Quantitative research is an approach that focuses on collecting numerical data processed through systematic and dynamic statistical procedures (Azwar, 2018). The type of research used in this study is a survey, which is a

technique for collecting data from a large population through a smaller representative sample (Creswell, 2018).

Research Target/Subject

The population in this study were adolescents currently studying at the senior high school (SMA) level in Yogyakarta. The sample consisted of 381 high school students obtained through convenience sampling.

Research Procedure

The data collection process in this study was conducted in two ways: online distribution using Google Forms and offline questionnaires. This scale measurement uses five response options: Very Appropriate (SS) with a value of 5, Appropriate (S) with a value of 4, Fairly Appropriate (CS) with a value of 3, Not Appropriate (TS) with a value of 2, and Very Not Appropriate (STS) with a value of 1.

Instrumen and Procedure

Academic Stress

The data collection instrument in this study used the Educational Stress Scale for Adolescents (ESSA) developed by Sun et al. (2011). The ESSA scale consists of 16 items to measure academic stress in students, covering aspects of pressure from study, workload, worry about grades, self-expectation, and despondence. The reliability coefficient value of the academic stress instrument is 0.874, which indicates a good level of measurement consistency.

Mastery Goal Orientation

The data collection instrument in this study used the Achievement Goal Questionnaire–Revised (AGQ-R) developed by Elliot and Murayama (2008) The AGQ-R scale consists of 6 items to measure mastery goal orientation in students, which includes the dimensions of Mastery-approach goal and Mastery-avoidance goal. The reliability coefficient value of the academic stress instrument is 0.772, which indicates a good level of measurement consistency.

Self-Efficacy

The data collection instrument in this study used General Self-Efficacy which was developed by Schwarzer et al., (1995). The General Self-Efficacy Scale consists of 10 items to measure the general unidimensional factor of general self-efficacy in individuals. The reliability coefficient value of the academic stress instrument is 0.898, which indicates a good level of measurement consistency.

Data Analysis Technique

The data analysis methods used in this study were descriptive analysis and multiple linear regression analysis. Descriptive analysis is used to explain or summarize the available data, while multiple linear regression analysis is used to test hypotheses regarding the effect of two or more variables simultaneously on the dependent variable. Before conducting the multiple linear regression test, prerequisite analysis tests were first conducted, including normality tests,heteroscedasticity,multicollinearity test, and linearity test.

RESULTS

Table 1. Respondent Demographics

Gender	Class			Frequency	Percentage
	Class X	Class XI	Class XII		
Man	183	32	2	217	55.64%
Woman	154	18	1	173	44.36%
Total	337	50	3	390	100%

Based on Table 1, this study used a sample of 390 students. The 10th grade students consisted of 183 males and 154 females. The 11th grade students consisted of 32 males and 18 females. The 12th grade students consisted of 2 males and 1 female. Overall, there were 217 male students (55.64%) and 173 female students (44.36%).

Table 2. Categorization of Academic Stress

Category	Formula	Score Interval	F	%
Very high	$\mu + (1.5\sigma) < X$	$X > 64$	19	5%
High	$\mu + (0.5\sigma) <$	$53 < X \leq 64$	108	28%
Moderate	$\mu - (0.5\sigma) <$	$43 < X \leq 53$	132	34%
Low	$\mu - (1.5\sigma) <$	$32 < X \leq 43$	99	25%
Very Low	$X \leq \mu - (1.5\sigma)$	$X \leq 32$	32	8%
Amount			**390**	**100%**

Based on Table 2, the percentage of academic stress among respondents in this study shows that 5% were in the very high category, 28% were in the high category, 34% were in the moderate category, 25% were in the low category, and 8% were in the very low category. Therefore, it can be concluded that the respondents' academic stress scores were generally in the moderate category.

Table 3. Categorization of Mastery Goal Orientation

Category	Formula	Score Interval	F	%
Very high	$\mu + (1.5\sigma) < X$	$X > 24$	117	30%
High	$\mu + (0.5\sigma) <$	$20 < X \leq 24$	147	38%
Moderate	$\mu - (0.5\sigma) <$	$16 < X \leq 20$	105	27%
Low	$\mu - (1.5\sigma) <$	$12 < X \leq 16$	17	4%
Very Low	$X \leq \mu - (1.5\sigma)$	$X \leq 12$	4	1%
Amount			**390**	**100%**

Based on Table 3, the percentage of mastery goal orientation of respondents in this study shows that 30% are in the very high category, 38% are high, 27% are moderate, 4% are low, and 1% are very low. Thus, it can be concluded that the results of the respondents' mastery goal orientation are generally in the high category.

Table 4. Categorization of Self-Efficacy

Category	Formula	Score Interval	F	%
Very high	$\mu + (1.5\sigma) < X$	$X > 40$	97	25%
High	$\mu + (0.5\sigma) <$	$33 < X \leq 40$	137	35%
Moderate	$\mu - (0.5\sigma) <$	$26 < X \leq 33$	128	33%
Low	$\mu - (1.5\sigma) <$	$20 < X \leq 26$	26	7%
Very Low	$X \leq \mu - (1.5\sigma)$	$X \leq 20$	2	1%
Amount			**390**	**100%**

Based on Table 4, the self-efficacy percentage of respondents in this study shows that 25% were in the very high category, 35% were high, 33% were moderate, 7% were low, and 1% were very low. Thus, it can be concluded that the respondents' self-efficacy results were generally in the high category.

Table 5. Results of the F test analysis

ANOVA			
Model	**Mean Square**	**F**	**Sig.**
Regression	2137.820	21,369	< 0.001
Residual	100,043		

Based on Table 5, the F test shows a Sig. value of <0.001, which is carried <0.05. This means that the regression model is declared FIT, so it can be concluded that the independent variables Self-Efficacy and Mastery Goal Orientation have a significant effect on the dependent variable, namely Academic Stress.

Table 6. T-test analysis results

Model	**t**	**Sig.**
Self-Efficacy	-2,731	0.007
Mastery Goal Orientation	6,513	0.001

Based on Table 6, it can be observed that the t-test results show that the self-efficacy variable has a t-value of -2.731 with a significance value of <0.05 (0.007) and the mastery goal orientation has a t-value of 6.513 with a significance value of <0.05 (0.001). This means that self-efficacy has a partial negative effect on academic stress, meaning that the higher the self-efficacy, the lower the academic stress. Meanwhile, the mastery goal orientation variable also has a partial positive effect with a significance value of <0.05 (0.001), indicating that the higher the mastery goal orientation, the higher the academic stress. Thus, there is a partial influence of both the self-efficacy and mastery goal orientation variables, so the research hypothesis on the two minor variables (H2 and H3) is accepted.

Table 7. Coefficient of determination

Model Summary			
Model	R	R Square	Standard Error of the Estimate
1	0.315	0.099	10,002

Based on Table 7, the R Square value of 0.099 shows that self-efficacy and mastery goal orientation simultaneously contribute 9.9% as predictors of academic stress, while 90.1% is influenced by external factors that are outside the scope of this research model. Further diagram of the influence between variables

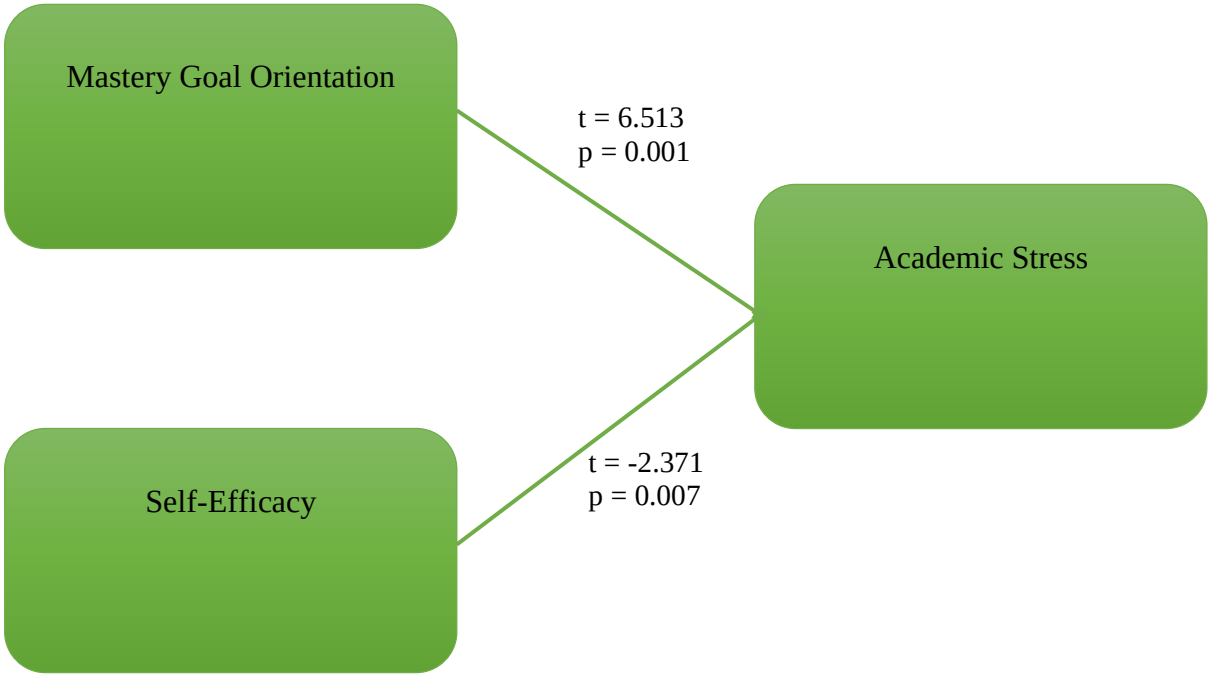

Figure 1. Diagram of the influence between variables

DISCUSSION

The results of the study indicate that high school students' academic stress levels vary widely, from very low to very high. However, in general, students' academic stress tends to be in the moderate category. This finding differs from a preliminary study that placed academic stress in the high category. This difference in results may be due to several factors related to the dynamics of students' academic lives, including curriculum changes, social support, and students' coping strategies for managing stress at different times (Sahertian et al., 2024; Azhar & Pratitis, 2025; Amiyatno et al., 2025). Sudden changes in the academic system, such as a new curriculum or a tight exam schedule, can add to students' burdens. Research by Siregar et al. (2022) found that poorly planned academic policies can cause stress when students are not ready to adapt to the new system. Conversely, the presence of social support from family, peers, and teachers has been shown to help students manage stress (Bratu, 2023) This support provides a sense of security, understanding, and assistance that helps students feel less alone in facing difficulties. Furthermore, adaptive coping strategies, such as time management, task organization, or emotional regulation techniques, also play a vital role in reducing stress (Handayani et al., 2024; Atuwo-Ampoh et al., 2025). These good coping skills help them

reduce their stress levels, leading them to report a gradual decrease in stress levels. Meanwhile, students who lack stress management skills or feel unprepared for academic challenges often experience increased academic stress (Dewi & Muslikah, 2021).

Referring to the results of the descriptive analysis, it shows that the majority of students have a mastery goal orientation and high self-efficacy. With a mastery goal orientation, most students demonstrate a tendency to study with the goal of understanding the material, rather than simply getting a grade. This orientation reflects strong intrinsic motivation, where students focus more on mastering skills and understanding concepts. This view aligns with theory Elliot and McGregor (2001) which states that mastery orientation is a form of adaptive motivation that is able to survive in stressful situations. The results of research by Ma and Jin (2023) found that students with an optimal mastery goal orientation leverage technology outside of the school environment to implement independent learning strategies. This finding confirms that mastery goal orientation in students is a form of adaptive learning motivation, as it maintains learning motivation even when faced with academic demands and less-than-ideal learning conditions.

Similar results were also seen for self-efficacy, where the majority of students expressed high confidence in their ability to complete academic tasks, overcome problems, and achieve learning goals. High self-efficacy influences persistence, time management, and the ability to cope with stress. This is consistent with theory Bandura (1997) which states that self-efficacy plays a crucial role in guiding learning behavior and emotional regulation. Thus, students with high self-efficacy are better able to maintain motivation, set clear goals, and resist giving up easily when faced with difficulties. Self-efficacy plays a crucial role in enhancing students' learning independence and overall academic achievement. Research results by Zou and Mustakim (2024) found that there is a strong relationship between self-efficacy variables and academic achievement. This finding indicates that the higher students' confidence in their learning abilities, the greater their potential to achieve better academic results (Suartini et al., 2023).

Furthermore, based on the results of the regression analysis, it was found that the mastery goal orientation and self-efficacy variables had an effect on academic stress. The results of the F test (21.369) with a significance of 0.001 (<0.05) indicated that the major hypothesis was accepted. Thus, mastery goal orientation and self-efficacy in this study contributed simultaneously to academic stress, although the results found had different directions, so they were not entirely in line with what was predicted by the theory. The results

of this study are in line with previous research which revealed that mastery goal orientation (Kadivar et al., 2011; Lin et al., 2019) and self-efficacy (Zahrotusyifa & Samara, 2025) Factors as a positive predictor of academic stress. This means that the higher a student's mastery of the material and their self-confidence, the higher their academic stress.

Factors that may influence the direction of the relationsip between mastery goal orientation and self-efficacy on academic stress may include psychological and environmental factors that interact with both variables, such as students' levels of intrinsic motivation, social support received, and academic pressure experienced in the school environment (Cassaretto et al., 2024; Zahrotusyifa & Samara, 2025). Students with high intrinsic motivation tend to increase stress when they fail to achieve standards (Frumos et al., 2023) Lack of social support also exacerbates stress despite self-efficacy, while excessive academic pressure adds to stress, especially in students with a high mastery goal orientation who strive to always appear perfect (Sahertian et al., 2024).

In addition, individual characteristics such as time management skills, stress coping, and emotional intelligence also influence academic stress (Skaalvik, 2018; Supervía et al., 2020). Research results by Coffman and Gilligan (2002) showed that stronger social support can reduce the negative impact of academic stress even though students' self-efficacy remains high. Meanwhile Lin et al. (2019) found that students' perceptions of demands and their experiences in overcoming learning barriers also had a significant influence on the relationship between mastery goal orientation and academic stress.

On the other hand, the different direction of the relationship found in this study is in fact contrary to previous research which found that mastery goal orientation and self-efficacy are intrinsic motivation, self-confidence, and effective coping strategies in reducing academic stress levels in high school students. As research by Zheng et al. (2020) and Heart (2018) who found that mastery goal orientation plays an important role in reducing academic stress, both through reducing negative perceptions in the academic sphere and through understanding that every experience, including failure, is part of the learning process.

Furthermore, self-efficacy also plays a significant role in reducing academic stress in students. The results of research conducted by Aswathy et al. (2020) found that the higher a student's self-efficacy, the lower their academic stress levels. The decrease in academic stress that occurs with increased self-efficacy can be understood through the important role self-efficacy plays in building student self-confidence. When students feel capable of overcoming challenges and tasks, they tend to be more confident in facing potentially stressful situations

(Rhamawan, 2022). This allows students to manage academic pressure more optimally, thereby reducing the level of stress they experience.

Furthermore, the simultaneous influence in this study, as indicated by the coefficient of determination of 9.9%, indicates that mastery goal orientation and self-efficacy can act as predictors of academic stress in high school students. Meanwhile, 90.1% of the variability in academic stress is explained by other factors not examined in this research model, which have the potential to contribute to reducing academic stress levels. On the other hand, based on the partial analysis, it was found that self-efficacy was a partial predictor of academic stress in high school students. This indicates that the minor hypothesis in this study was accepted, although the results of its influence were very weak. The contribution made by self-efficacy in this study was negative. This means that high levels of self-efficacy in high school students will reduce the academic stress they experience. These results are in line with research Lin et al. (2019) who found that there was a positive influence of mastery goal orientation on academic stress. Similar findings were also expressed byKadivar et al. (2011) which states that goal orientation is positively related to academic stress, because students who focus too much on failure in the learning process tend to experience higher levels of stress. However, academic stress is not always viewed negatively; instead, it can be a positive pressure because it encourages students to continuously strive for self-improvement.

Academic stress experienced by students is an indication of challenges they must overcome in achieving their learning goals. This can motivate students to continue striving and improving themselves in an effort to achieve deeper understanding. Academic stress can be a driving force for further development if students are able to manage it with appropriate coping strategies (Skaalvik, 2018). In other words, although stress is associated with challenges and pressure, if managed properly, it can actually strengthen mental health and improve the quality of student learning. A high mastery goal orientation will encourage students to focus more on the learning process rather than just the end result, thus having a positive impact on academic achievement (Fathiyah et al., 2023) This view is supported by the mastery goal orientation theory of Elliot and McGregor (2001) which emphasizes mastery of skills and in-depth development of self-abilities, so that students are more process-oriented and self-improvement-oriented, which ultimately encourages more effective and meaningful learning.

Meanwhile, self-efficacy has also been shown to play a role as a predictor of academic stress in high school students. The contribution of self-efficacy in this study was negative. This means that the higher a student’s self-efficacy, the lower their level of academic stress. This is

in line with Hitches et al. (2022), which states that there is a significant influence between self-efficacy and academic stress, where when students have good self-efficacy, the level of academic stress decreases, and vice versa. Research Siregar et al. (2022) revealed that there is a significant relationship between self-efficacy in students and symptoms of academic stress, where students' ability to manage stress plays an important role in reducing symptoms of stress due to the burden of schoolwork. With Thus, it can be said that the existence of self-efficacy as a predictor of academic stress in high school students is validated by the evidence of previous research findings (Neseliler et al., 2017; Putra & Ahmad, 2020; Liu et al., 2024;). Self-efficacy is an important factor that encourages high school students to have confidence in facing various situations. This is in line with the view Bandura (1997) Self-efficacy helps individuals believe in their ability to complete a task to achieve a desired goal. Individuals with high self-efficacy are able to manage their self-perception and motivation well when facing challenges (Rabbani & Wahyudi, 2023).

CONCLUSION

The results of the study indicate that mastery goal orientation and self-efficacy have a significant effect on academic stress in secondary school students. Mastery goal orientation is positively related to academic stress ($\beta = 0.32$; $p = 0.001$), while self-efficacy is negatively related ($\beta = -0.18$; $p = 0.007$). This means that the higher the students' mastery orientation, the higher their level of academic stress, while strong self-efficacy plays a role in reducing this pressure. Although the contribution of both variables is relatively small, these findings reveal the complex dynamics between learning motivation and the stress experienced by students in an academic context. Theoretically, this study expands the understanding of academic stress not only as a psychological burden, but also as an adaptive challenge that can motivate students to achieve better learning outcomes. The goal orientation paradox phenomenon—where a high mastery orientation actually increases stress—shows that intrinsic motivation can be a source of pressure if it is not balanced with effective self-regulation strategies. These results emphasise the importance of considering the balance between achievement motivation and the ability to manage academic demands within the framework of educational psychology. From a practical perspective, educators and school counsellors are advised to develop programmes to strengthen self-efficacy and stress management training based on adaptive learning orientation. Further research is recommended using a longitudinal design to trace changes in academic stress over time, as well as incorporating additional variables such as coping strategies and social support to produce a more comprehensive model. The limitations of this study lie in the timing of data collection, which coincided with the month of Ramadan and final exam preparations, which affected the representativeness of the sample due to the low participation of Year 12 students. Future research is expected to expand the scope of respondents and consider school contextual variables. This study enriches the literature on academic stress by highlighting the dual role of mastery orientation as both a motivator and a stress trigger in the context of secondary education.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Writing - review and editing; Methodology; Writing - original draft; Formal analysis; Investigation; Data curation.
Author 2: Conceptualization; Data curation; Validation; Supervision; Writing - original draft
Author 3: Data curation; Validation; Translation

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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