



Affective factors and eustress-distress of nursing English students: A comparison analysis

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Studies outside of cognitive aspects, especially on psychological and affective factors, still have limited findings. In fact, these two issues contribute greatly to the success of English for Academic Purposes (EAP). This study aims to identify level of eustress-distress, anxiety-self-efficacy, and comparisons between these variables on learning performance of nursing students. This study used a mixed-method, a comparative study using closed and open questionnaires, and EAP reading test to 95 nursing students in the program of EAP. Certainly, the analysis used correlation and comparison tests using PLS-SEM and qualitative analysis of open questionnaires. The results showed that level of eustress-distress, and anxiety-self-efficacy of students were quite satisfactory. This means that students have ability to adapt positive reactions to learning pressure, more enthusiastic, and develop good self-confidence. Although distress does not influence self-efficacy and learning performance, it does have a significant impact on eustress. There is a strong impact and correlation between anxiety on self-efficacy, and self-efficacy on learning performance. So self-efficacy shows a strong moderating variable to bridge anxiety and learning performance. Qualitative findings also show that there are internal and external factors that contribute to the growth of eustress and self-efficacy. Further recommendations on these findings are also presented at the end of this study.

Key Words: Eustress-distress, anxiety, self-efficacy, learning performance.

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INTRODUCTION

Humanism-based learning with an emphasis on non-intelligence aspects has recently become a serious concern in EFL learning process. Specifically in the context of EAP, so far, teachers are still using a teacher-centered approach (Yahya et al., 2019; Crookes & Ziegler, 2021; Anwar et al., 2022), where they have full control over the materials and assign tasks to students. The humanistic approach has not yet become the mainstream approach among English teachers (Zhu & Zhou, 2012).

Since the 1970s, affective factors have begun to attract the attention of experts and researchers including self-confidence, motivation, and anxiety (Ni, 2012; Courtney et al., 2017; Kormos et al., 2011). Affective factors are always related to the psychological construction of personality in second language acquisition, both of which provide benefits to teaching methodology. Affect means feelings or emotions that include self-esteem, anxiety, inhibitions, motivations, personality, and attitudes. Affective factors affecting language input are often referred to as "affective filters" (Bao & Liu, 2021). Affective factors play as important a role as cognitive factors in learning a foreign language (Anwar, 2016). Affective factors which include mood, anxiety, attitudes, feelings, and emotions are affecting factors in SLA (Ni, 2012; Zulfikar et al., 2019; Yayed & Al-Ghamdi, 2019; Bao & Liu, 2021).

The study of applied linguistics related to affective factors has tremendous implications for development of psychological concepts and learning English. Many practitioners are no longer interested in only surface-level descriptive linguistics, they need a deeper study of the interrelationships and depth of psychological and affective factors by detecting the role of individual differences in achieving determined learning outcomes ([Getie, 2020](#); [Ni, 2012](#)).

Affective factors always have negative or positive contributions to foreign language learners ([Ni, 2012](#)). Unquestionably, positive feelings are good assets to support learning process, while negative feelings can be a barrier to learning in classroom. Thus, teacher's most important effort is to provide proper stimulation of affective factors to facilitate optimal language learning process ([Zayed & Al-Ghamdi, 2019](#)).

There are two affective factors that have a major influence on the success of EFL learning, namely self-efficacy and anxiety. Self-efficacy is related to social and psychological phenomena, namely the evaluation of oneself based on values ([Khodadad & Kaur, 2016](#)). Self-confidence is very important in encouraging individuals to be able to carry out learning activities. The process of maturity grows through knowing oneself, accepting it as it is, and reflecting on it. In interactions, self-efficacy is classified into three categories: task self-efficacy, situational self-efficacy, and global self-efficacy ([Ifdil et al., 2019](#); [Bao & Liu, 2021](#)). Self-efficacy plays a significant role because during learning a second language, students lose the opportunity to use their mother tongue and ways of expressing it. Self-efficacy motivates language learning to be more active in activities and take advantage of language learning opportunities. On the other hand, lack of self-confidence makes it difficult to initiate communication, which creates barriers to participating in learning. When this happens, students lose interest in learning ([Kissau, 2012](#); [Bao & Liu, 2021](#)).

The best way to encourage self-efficacy is to ask students to identify a list of their strengths. The teacher encourages students verbally and nonverbally that they have confidence. If students make mistakes, teacher can correct them in the right way so that students still feel comfortable and are not belittled. Furthermore, if students do good things, teacher praises students and continues to help overcome learning problems that arise ([Bao & Liu, 2021](#)). Self-confidence produces a risk-taking attitude, because it has built an attitude of rarely giving up. The most important role of teacher is to help build conducive conditions and foster values to be positive and always have fun using the target language ([Ni, 2012](#)).

The second vital affective factors that have a major impact on EFL learning is anxiety. Anxiety is the second biggest part of affective problems because it is related to negative experiences such as sadness, tension, and nervousness ([Rajabi et al., 2021](#); [Bourgeois, 2018](#)). Anxiety is often expressed in fear or anxiety when using language. Generally, the lower the anxiety, the easier it is to get an acquisition, so it is always inversely related to learning achievement, self-confidence, and self-esteem.

On the other hand, learners always grow to take inhibition actions as self-protection, including avoiding all words that are detrimental to themselves ([Hwang et al., 2017](#)). As is known, children have a low level of inhibition and are easy to be active in class. Adult learners, on the other hand, tend to have high inhibition so they are afraid of being criticized for their words. This excessive inhibition is a strong driver of anxiety ([Bao & Liu, 2021](#)).

One of the best ways to reduce anxiety is to make students feel comfortable and relaxed while studying. Thus, teacher must know students completely and deeply, including character and type of student personality. The application of situational teaching models, cooperative learning, singing songs, role playing, and games can be alternatives to create a relaxed atmosphere and reduce fear in learning. ([Zhu & Zhou, 2012](#)). Healthy relationships between teachers and students must appear, involving a caring attitude towards students by showing patience and compassion. The quality of this good relationship can arouse intention and reduce anxiety. Another important thing is the quality of cooperation with friends to help each other, share knowledge, do not demean each other, tolerate all personal shortcomings, and care when facing difficult problems ([Bao & Liu, 2021](#)). Language anxiety is caused by low self-confidence, limited self-cognition, language learning difficulties, cultural differences, and differences in social status. Both speaker and interlocutor are afraid of losing their identity ([Hashemi, 2011](#)).

Previous studies have shown that affective factors have prominent roles in EFL, including the significant roles of learning styles, personality traits, low self-confidence, and anxiety among adults ([Illyin et al., 2021](#); [Zayed & Al-Ghamdi, 2019](#)). High levels of anxiety are caused by fear of making mistakes, feelings of shame, and lack of confidence. Another study explained that the cause of anxiety also came from text features on unfamiliar topics ([Zayed & Al-Ghamdi, 2019](#)). Another study also elucidated, among the three affective factors on speaking ability of high school students, self-confidence is the most influential factor, the second is motivation, and anxiety does not affect speaking skills ([Illyin et al., 2021](#)). Several studies also show that among junior high school students in China, ordinarily, they suffer from three affective factors, namely anxiety, boredom, and hopelessness ([Bao & Liu, 2021](#); [Zhu & Zhou, 2012](#)). In addition, inhibition appears as an attempt to set up a defense mechanism when the ego is threatened, manifesting as a tendency to avoid expressing affect. Self-confidence and low self-esteem are also related and really determine the success of junior high school students ([Zhu & Zhou, 2012](#)).

A relationship exists between four affective factors: self-confidence, motivation, self-esteem, and attitude ([Bao & Liu, 2021](#); [Zhu & Zhou, 2012](#)), however, specifically for Saudi students, there is no significant correlation between self-confidence and anxiety ([Zayed & Al-Ghamdi, 2019](#)). anxiety did not significantly affect motivation, self-confidence, and learning attitudes in this case. For midwifery students specifically, anxiety turned out to have the strongest impact on learning, including self-efficacy.

Even anxiety and learning attitudes are strongly correlated with the level of social context in both formal and informal situations ([Anwar et al., 2022](#)).

The manifestation of uncontrolled anxiety can lead to stress. Frequently, stressful learning conditions result in increased absenteeism, disharmony and sluggish performance, and result in resignation. Negative stress is proven to have an impact on physical, emotional, and psychological problems ([Punam & Washington, 2015](#)). On the other hand, positive stress accumulates extra energy to achieve dreams and goals within a certain timeframe thereby fostering self-esteem, mental alertness, and motivation. Eustress results in satisfaction, performance, joy of life and ultimately to achieve rewards ([Punam & Washington, 2015](#)).

The terms "eustress" and "distress" have many different interpretations. This is due to historical ambiguity of the term. Psychology and sociology consider eustress to be associated with positive perception. But actually, eustress is defined as a positive reaction to a stressor ([Bienertova-Vasku et al., 2020](#)). In general, eustress occurs when the reaction to stress is positive, but on the other hand, distress occurs when the reaction to stress is negative ([Marten, 2017](#)). Stress is grouped into two types, namely distress and eustress which must be viewed as something separate, not a continuum. This means that they both have the same main cause but lead to different effects ([Marten, 2017](#)).

Eustress is an adaptation process in which an organism survives by changing its behavior and circumstances, to increase buffer zone, and result in an increase in the body's adaptive abilities ([Rudland et al., 2020](#); [Punam & Washington, 2015](#)). In simple terms, eustress is a positive adaptive response to a stressor by individuals. On the other hand, if the adaptive response is negative, it is categorized as distress ([Marten, 2017](#)). Distress is an unpleasant emotional reaction to stress. Often students experience stress and psychological pressure due to an increase in burden of academic performance and personal factors, for example associating with new peer groups ([Marten, 2017](#)).

Adaptation reactions towards positive or eustress can be done with social change interventions by increasing positive psychology on students' academic performance ([Bourgeois, 2018](#)). Stress is associated with mental health attributes that often occur in academia, and is associated with several diseases such as anxiety, cardiovascular disease, and depression. However, due to limited understanding of the concept of positive stress (eustress), it results in inability to manage positive adaptation of stress itself (Li et al., 2016). Stressors are not always determined by the amount of learning load that must be completed, but rather by the type of learning load expected, for example difficult topics, authoritarian atmosphere, and an inadequate learning environment ([Rudland et al., 2020](#)).

Some steps to moderate stressors are as follows: assessment aspect (response to stressor is influenced by stressor assessment and evaluation), learner motivation, situation complexity, mindset, personality traits, and coping strategies ([Rudland et al., 2020](#)). In detail, several strategies such as personal support, access to professional areas, always

looking for the most preferred alternative, and believing that stressors can be overcome, all of these can reduce negative adaptations that arise.

According to existing research, nursing students who have positive perceptions of their own achievements tend to perform better academically. Positive psychology has been found to be associated with improved academic performance, possibly due to its ability to reduce anxiety ([Bourgeois, 2018](#)). Much of the literature on stress tends to focus more on negative aspects, such as the adverse responses to stress, rather than the potential positive effects. The positive components of stress have been shown to have the potential to enhance student performance in learning ([Bourgeois, 2018](#)).

According to several studies, nursing student stress can be categorized into three main types: academic, clinical, and personal ([Gibbons et al., 2008](#); [Mehta et al., 2021](#)). However, these causal factors are still overlapping and cannot be accurately ascertained due to unclear and varied research results. Academic stress can be caused by a variety of factors, including exams, heavy workload, long study hours, and lack of time ([Rudland et al., 2020](#); [Hashemi, 2011](#)). Other academic stressors include fear of failure and lack of feedback. Clinical and personal stressors can include the periodic nature of clinical practice and placements, conflicts with other staff, dealing with dying patients, feelings of incompetence, strained interpersonal relationships with patients, time pressure, and heavy workload ([Gibbons et al., 2008](#)).

Previous research has revealed an unclear relationship between affective factors, with less convergence to consistent results. Even the existing studies are mainly focused on identifying how affective factors influence the mastery of certain language skills. The direction of this research so far is still undecided, specifically with regard to the relationship between affective and psychological factors (eustress-distress). The findings are still relatively few and are primarily focused on identifying which aspects are affected and which are influencing. Thus, this study aims to map and determine the relationship between affective factors (anxiety and self-efficacy, the two most influential affective aspects), eustress-distress level, and nursing students' English learning performance." Specifically, the research wants to answer the following questions:

1. What is the eustress-distress level for English Nursing students?
2. What is the level of affective factors (anxiety dan self-efficacy) of the English Nursing students?
3. How are eustress-distress and anxiety-self-efficacy related to students' learning achievement in English.

METHODS

This study used a mixed-methods design, which involved both quantitative and qualitative methods. Quantitative data was collected using a close-ended questionnaire about eustress-distress, anxiety, and self-efficacy, as well as scores on English learning achievement from the even semester of the 2021-2022 academic year. Qualitative data was collected through a descriptive analysis of open-ended questionnaires

Subjects of Study.

This study used data from 95 nursing students who have completed a D1-equivalent English program at Muhammadiyah University of Gresik. All respondents had completed the EAP program in the 2021-2022 academic year. The respondents were described as follows: 89 girls and 6 boys, all from urban areas and all junior high school graduates (none from vocational schools), with an average age of 19 to 22 years.

Data Collection and Instruments

This study used four instruments (three questionnaires and one test), the first of which is a questionnaire about eustress-distress developed by Branson et al. on a distress and eustress scale (Branson et al., 2019). These ten items had been tested for validity and reliability using test-retest reliability on 981 respondents. This questionnaire is called Adolescent Distress-Eustress Scale (ADES). This instrument had been tested using Cronbach's alpha to assess and predict internal consistency. The correlation coefficient exceeded 0.8, indicating good temporal stability. Construct validity had also been established through the use of measures designed to measure the same thing (convergent validity) and other measures of non-stress constructs (discriminant validity). Convergent validity results show a relatively strong positive correlation (Branson et al., 2019).

The second instrument is an anxiety questionnaire developed by Casali et al., called the Study-Anxiety Questionnaire (SAQ) (Casali et al., 2022).

The anxiety factor has shown satisfactory and internally consistent results in a sample of 910 respondents, making the SAQ a reliable measure for academic and emotional problems.

The third questionnaire is the Generalized Self-efficacy Scale (GSES), which was developed by Ralf Schwarzer and updated by Ifdil et al. as the College Academic Self-Efficacy Scale (CASES) (Ifdil et al., 2019). All items used have a validity of 0.931 in a sample of 342 Indonesian students. The fourth instrument is EAP reading ability test developed by the lecturer in the even semester of 2021-2022 academic year. The four instruments have also been retested for validity and reliability and are shown in Figure 1 (below).

Data Analysis

After the data is collected, the next step is to perform statistical analysis, including (1) descriptive analysis focusing on central tendency, dispersion, and normal distribution for eustress-distress, anxiety, and self-efficacy, and (2), Using SEM analysis (PLS4 application), which involves testing the validity and reliability of the instrument and testing hypotheses using T-test, PATH coefficients, and correlations between variables.

RESULTS AND DISCUSSION

RQ1: What is the eustress-distress level of nursing students in the EAP class?

To answer this research question, ten items are used,

Table 1| Results of Eustress and Distress

	N	Minimum	Maximum	Sum	Mean	Std.	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Deviation	Statistic	
					Std. Error	Statistic	Statistic	
Eustress								
Worth outcome	95	2.00	5.00	392.00	4.1263	.10286	1.00257	1.005
Feeling of determined	95	1.00	5.00	383.00	4.0316	.11636	1.13412	1.286
Proud with preasure	95	1.00	5.00	376.00	3.9579	.12513	1.21966	1.488
Feeling of motivated	95	1.00	5.00	371.00	3.9053	.11005	1.07262	1.151
Satisfied with preasure	95	1.00	5.00	367.00	3.8632	.11554	1.12619	1.268
					3.9769			
Not-Distress								
Not anxious	95	1.00	5.00	372.00	3.9158	.10860	1.05853	1.120
Not overwhelmed	95	1.00	8.00	367.00	3.8632	.11554	1.12619	1.268
Not panicked	95	2.00	5.00	355.00	3.7368	.10917	1.06402	1.132
Not frustrated	95	2.00	5.00	377.00	3.9684	.06601	.64334	.414
Not racing out of control	95	2.00	5.00	393.00	4.1368	.11059	1.07793	1.162
Valid N (listwise)	95				3.9242			

with five items related to eustress and the other five related to distress. The ten items consist of worth outcome, determination, motivation, satisfaction with pressure, and the absence of anxiety, distress, overwhelming, frustration, and a feeling of being out of control. The scale uses a range of 1 to 5, with 1 representing "strongly disagree," 2 representing "disagree," 3 representing "neutral," 4 representing "agree," and 5 representing "strongly agree." The results of the analysis are shown in [Table 1](#).

[Table 1](#) shows that students have a good level of eustress, with an average score of 3.9. A score of 4 indicates that students believe they are able to do well, have strong intentions, enjoy pressure, are motivated, and feel satisfied with pressure in class. Additionally, their stress level scores are also low, with an average of 3.94. This indicates that students are not experiencing panic, anxiety, overwhelming, frustration, and are able to maintain self-control.

RQ2: What is the level of anxiety and self-efficacy of nursing students?

The research questions are answered using eight items related to anxiety and ten items related to self-efficacy. The eight anxiety items are: feeling good about learning, confidence in good learning outcomes, being well-prepared, not worrying about criticism, not disappointing others, not feeling tense, not worrying about bad grades, and being happy before exams. The 10 self-efficacy items are: optimism about one's efforts, always seeking the best way to learn, focus on goals, ability to avoid criticism, confidence, ability to solve unpredictable problems, always doing one's best, not panicking. The findings are presented in [table 2](#).

Table 2| Results of Anxiety and Self-Efficacy

	Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
A1	95	2.00	5.00	400.00	4.2105	.08713	.84921	.721
A2	95	2.00	5.00	383.00	4.0316	.08911	.86851	.754
A3	95	2.00	5.00	378.00	3.9789	.08851	.86269	.744
A4	95	2.00	5.00	377.00	3.9684	.09036	.88067	.776
A5	95	2.00	5.00	376.00	3.9579	.09215	.89818	.807
A6	95	2.00	5.00	372.00	3.9158	.09184	.89518	.801
A7	95	1.00	5.00	374.00	3.9368	.09560	.93183	.868
A8	95	1.00	5.00	377.00	3.9684	.09036	.88067	.776
SE1	95	2.00	5.00	353.00	3.7158	.10332	1.00703	1.014
SE2	95	2.00	5.00	366.00	3.8526	.09342	.91056	.829
SE3	95	2.00	5.00	345.00	3.6316	.09705	.94591	.895
SE4	95	2.00	5.00	364.00	3.8316	.09183	.89505	.801
SE5	95	2.00	5.00	345.00	3.6316	.09471	.92314	.852
SE6	95	2.00	5.00	350.00	3.6842	.10179	.99213	.984
SE7	95	2.00	5.00	379.00	3.9895	.09523	.92822	.862
SE8	95	2.00	5.00	378.00	3.9789	.08977	.87493	.766
SE9	95	2.00	5.00	388.00	4.0842	.08553	.83364	.695
SE10	95	2.00	5.00	361.00	3.8000	.09652	.94080	.885
Valid N (listwise)	95							

The table above shows that the average anxiety score is 3.9. A score of 4 means that students feel good about learning (4.2), are not dissatisfied with exam results (4.0), feel more prepared than other classmates (3.9), do not worry about criticism (3.9), do not disappoint others (3.9), do not experience tension when facing exams (3.9), do not worry about consistently poor exam performance (3.9), and are comfortable before exams (3.9).

Furthermore, the average self-efficacy score for students is 3.8, which is considered satisfactory. Students believe they can overcome difficulties through hard work (3.7), can find the best way to respond to criticism from friends (3.8), always stick to goals and try to achieve them (3.6), always believe in their ability to handle unwanted problems (3.8), can solve unpredictable problems (3.6), can solve difficult problems to the best of their ability (3.6), do not panic about difficulties because they believe they can solve them (3.9), find it easy to solve problems when faced with difficulties (3.9), can still find a way to progress even when stuck (4.0), and can solve problems in any way (3.8).

RQ3: How are eustress-distress and affective factors related to students' EAP learning achievement?

Although the instrument was selected and tested for validity and reliability, the data from the PLS4 calculation showed that all items, including five distress items, five eustress items, eight anxiety items, and ten self-efficacy items, all had scores above 0.7 points. This means that all items have met the aspects of adequate validity and reliability. The details of the results of analysis are described in [Figure 1](#) below.

Figure 1| The results of analysis for validity and reliability

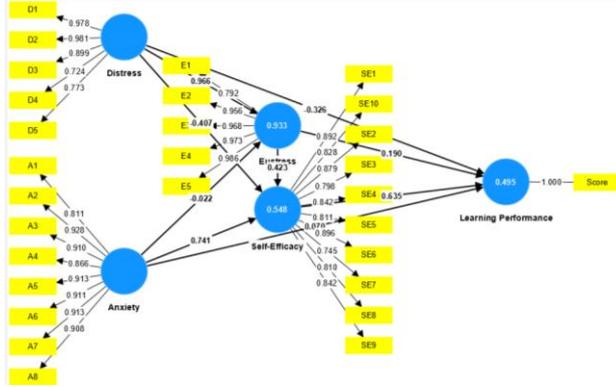


Figure 1 above also describes hypotheses in accordance with the results of elaboration of previous studies regarding the relationship between anxiety, eustress, distress, self-efficacy, and learning performance. Based on the results of exploration, the hypothesis is stated as follows:

1. There is a relationship between distress, eustress, and learning performance.
2. There is a relationship between anxiety, self-efficacy, and learning performance.

The results of the hypothesis analysis are described in figure 2 below.

Figure 2| Results of Hypothesis Testing

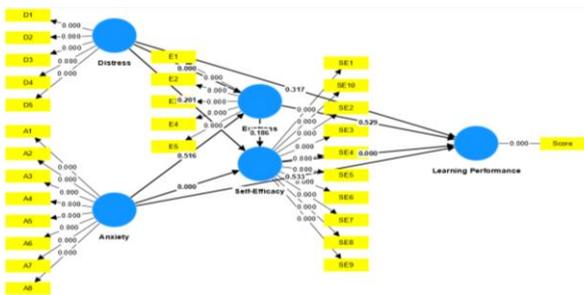


Figure 2 presents the results of Path coefficient analysis, showing three significant relationships: anxiety and self-efficacy (p = 0.000), distress and eustress (p = 0.000), and self-efficacy and learning performance (p = 0.000).

Table 3| Analysis of Path Coefficients

Variables	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Anxiety -> Eustress	-0.022	-0.023	0.033	0.650	0.516
Anxiety -> Learning Performance	0.070	0.071	0.111	0.624	0.533
Anxiety -> Self-Efficacy	0.741	0.743	0.057	12.989	0.000
Distress -> Eustress	0.966	0.967	0.008	120.596	0.000
Distress -> Learning Performance	-0.326	-0.359	0.326	1.002	0.317
Distress -> Self-Efficacy	-0.407	-0.398	0.318	1.280	0.201
Eustress -> Learning Performance	0.190	0.223	0.302	0.630	0.529
Eustress -> Self-Efficacy	0.423	0.416	0.320	1.322	0.186
Self-Efficacy -> Learning Performance	0.635	0.631	0.109	5.823	0.000

The results of the comparison between these variables and the T-statistics are presented in table 3 below.

The data in figure 2 and table 3 show that anxiety has no impact on eustress or learning performance. Distress has no impact on learning performance or self-efficacy. Eustress also has no impact on learning performance or self-efficacy. However, the two data illustrate that distress has an impact and is strongly correlated with eustress. In other words, learners who have potential experience of managing their positive adaptation to eustress have a positive impact on learning performance. Second, although anxiety is not directly related to learning performance, anxiety affects self-efficacy, then self-efficacy has an impact on learning performance. This means that the role of self-efficacy is very important here, which is to bridge between anxiety and learning performance.

This study concludes that the level of Distress and Eustress of nursing students is quite good. This means that their Eustress is also quite satisfactory and the level of distress is also low and students can still manage the distress. Likewise, student anxiety is also low, this means that the level of anxiety and distress also has a similar trend of results. Although distress and eustress are strongly correlated, they have no impact on learning performance. On the other hand, anxiety does not directly affect learning performance, but anxiety has an impact on learning performance through self-efficacy.

Result of Qualitative Findings

Qualitative findings focus on deepening the understanding of the correlation and the main reasons, especially regarding the types of learning activities that encourage enthusiasm for learning. These activities have an impact on positive pressure, and the research investigates why positive pressure increases enthusiasm for learning. Additionally, the study examines the internal factors that cause self-efficacy to increase, as well as the external factors that cause positive pressure and increased self-efficacy. The results of the qualitative summary of the open questionnaire are described in Table 4.

Table 4| Recap of qualitative data results

Items	Answers
<i>What are the English learning activities in your class so far?</i>	<i>Teaching and learning activities by discussing English material that has been delivered by lecturer. Then ask and answer questions related to the material or assignments that have been given. Providing materials both offline and online.... Quiz with online and offline.... Group division.... Learn and play.... Quiz, games....</i>
<i>What activities to make you more enthusiastic in learning?</i>	<i>...Learn with friends.... Quick pace between students to answer and get points..... Activities that are not stiff and fun.... Feel challenged to meet the learning targets completed on time.... More spur to achievement..... Questions and answers and quiz..... Can discuss, ask and answer questions so that it can make students look more active in teaching and learning activities..... Taking vacation time to refresh..... Reading practice..... Watching tutorial.... When asked a question and scrambling to answer it..... Games and groups.... activities that require discipline such as submitting assignments on time before the deadline, gathering with friends.</i>
<i>Mention any activities that create positive pressure (Eustress) and self-efficacy for you?</i>	<i>Work in group.... Field study activities..... Doing tasks with short deadlines..... Likes new challenges..... group work..... Can discuss, ask and answer questions.... Miscellaneous assignments..... Papers, assignments.... Listening to music, reading novels..... Writing papers..... Presentations.</i>
<i>Why can positive pressure increase learning self-efficacy?</i>	<i>Learning targets can be met on time..... More experienced.... Because it makes us think faster.... Because in my opinion, positive pressure can make us better than before as well as for evaluation..... Learning targets can be fulfilled on time..... More spur to achievement..... Can learn better.... Because then it can make me to learn English vocabulary better..... can manage time well and precisely.... Better trained to find some vocabulary that is foreign to me.... Because it doesn't lead to boredom, the material is easier to accept.... The pressure made me get out of my comfort zone and start adapting..... Challenged to fulfill the task.</i>
<i>What positive pressure (eustress) comes from within you?</i>	<i>The attitude of always wanting to solve problems... confident that I can speak English..... Likes new things.... Self-confidence, feeling challenged, and feeling I have to be the best..... My positive pressure is that I believe that I can and always be active to find a way out of every problem I find..... Strong determination..... Passion from within.</i>
<i>Any positive pressure comes from outside of you?</i>	<i>A lot of workloads to get rewards from lecturers, friends, and parents..... Short deadline assignments..... Encouragement to get rewards from lecturers and parents and want to test self skills..... Want to know other experiences..... busy scheduling between lectures and student organizations that often crash.... a lot of workload, advantageous problems that come suddenly.... Encouragement from parents and determination to get the best results..... When I get a task as much as possible I do it as soon as possible because when the task is finished I don't think about deadlines..... Encouragement from loved ones.... there, like a friend who always invites to positive things.....</i>

The qualitative data in [Table 4](#) above shows that some class activities that encourage enthusiasm for learning are discussions, questions and answers, quizzes, group division, games for reward points, lab practice activities, and regular dialogue with friends.

Even students feel that there is positive pressure when completing assignments, such as group work, field work, compiling papers, reading novels, and making presentations. These stressful tasks are perceived as necessary because they motivate students to meet their learning targets on time, think faster, learn better, challenge themselves,

and strive for excellence.

The internal factors that encourage self-efficacy and positive pressure include strong self-confidence, a determination to solve problems, a willingness to try new things, a desire to be the best, and a drive to always find a solution. External driving factors include rewards from friends, teachers, and parents, limited task load and completion time, and encouragement from loved ones who always engage in positive activities.

This study examines three variables: the level of student eustress-distress, student anxiety-self-efficacy, and the relationship and impact between these variables on learning performance. The results showed that the eustress level of nursing students was very good, indicating that students had positive stress management adaptations, while students' distress levels were also low. In addition, students had low anxiety levels and high self-efficacy. The research also showed that anxiety has a significant effect on self-efficacy, but does not have a direct effect on learning performance. However, self-efficacy has a very strong influence on learning performance. This means that self-efficacy is a good moderating variable that links anxiety and learning performance. Moreover, distress also has a strong effect on eustress, meaning that negative and positive adaptation to stress have a strong effect on the emergence of student eustress. However, some variables have no impact or are not related, such as anxiety and eustress, distress and eustress, distress and learning performance, eustress and learning performance, and eustress and self-efficacy.

The strong influence of anxiety and self-efficacy confirms previous research where low anxiety can eliminate inhibition, so that you can be active in class without feeling burdened or blocked (Bao & Liu, 2021; Bourgeois, 2018). This means that this inverse relationship shows that self-efficacy increases well when student anxiety decreases (Gallagher, 2013; Kormos et al., 2011). This study shows that learning activities that can reduce anxiety are a relaxed, comfortable learning atmosphere, optimizing mutual respect, playing games, role playing, and learning cooperatively (bearing the burden of learning together). High anxiety results in the loss of self-identity, on the contrary, strong self-efficacy grows and strengthens the learner's self-identity.

Furthermore, this study provides additional results, namely self-efficacy as a moderating variable to achieve better learning performance. As stated in the previous study, self-efficacy is the spirit of the growth of learning motivation (Ifdil et al., 2019). Self-efficacy is needed to achieve a more perfect learning achievement (Illyin et al., 2021). However, so far it has not been thought that self-efficacy can be a bridge or moderating variable for anxiety. This means that this study proves that decreased anxiety has not been able to directly have an impact on learning achievement. However, this low anxiety has a direct impact on increasing self-efficacy, so when self-efficacy improves, learning achievement increases by itself.

There is indeed a wedge between distress and anxiety, both of which are negative reactions to pressure that comes with learning (Sinclair, 2018). So, distress occurs when

students' reactions to stress are negative, on the contrary if the reaction to stress adaptation is positive, eustress appears (Gibbons et al., 2008; Bourgeois, 2018; Bienertova-Vasku et al., 2020). This study supports the results of previous studies that distress and eustress are one continuum that results in different impacts. This study also suggests justifications for the growth of positive student adaptation, namely the occurrence of a strong self-confidence process, both caused by internal and external factors.

This study presents new findings about eustress and self-efficacy (which are limited in previous findings) that there are several ways to adapt to stress and have positive reactions to it (which is eustress), and the factors that contribute to eustress and self-efficacy in learning. Positive reactions to stress (becoming eustress) can be achieved by growing self-efficacy through changing mindsets about the burden of learning, the belief to always have a way out of learning difficulties, and being adaptive to difficulties and challenges. There are two factors that encourage the occurrence of eustress through the encouragement of self-efficacy, namely internal factors (student personal) and external factors. The most dominant internal factor is a strong drive to do the best and a liking for challenges and new things. Furthermore, the strongest external driving factors are rewards from teachers, friends, and parents, and the type of task load that is relevant to the achievement of learning competencies.

In summary, what the teacher must do (about reducing anxiety) is to cultivate an attitude of patience, get to know each student's character as a whole, work together well, eliminate cultural differences and disregard social status, tolerate and help each other when faced with learning difficulties. In order to increase students' self-efficacy and eustress, and have an impact on learning performance, the teacher must correct student errors appropriately, not underestimate, and always give rewards and praise students when doing the task well.

CONCLUSION

Affective and psychological factors have a very strategic role and even affect the success of learning English. This research has found that the levels of eustress-distress, anxiety-self-efficacy among nursing students are quite good. There are strong relationships between these four variables, with differences between them, namely between distress and eustress, anxiety and self-efficacy, and self-efficacy and learning performance. Meanwhile, distress does not have a strong impact on self-efficacy and learning performance. Thus, there are two major contributions of this research, namely first; the role of self-efficacy as a moderating variable between anxiety and learning performance. The decrease in anxiety levels does not necessarily have a direct impact on learning performance, but through self-efficacy first, because the one that has a direct impact on learning performance is self-efficacy.

Second, self-efficacy and eustress have a strong wedge and are strongly influenced by two main factors, namely internal factors such as the formation of a student's unyielding attitude, an attitude of enjoying new challenges, and an attitude to always do their best in every class activity. External factors that are very influential are the rewards given by teacher and the type of class load relevant to the achievement of competence (even though the number of burdens is large).

To support the optimization of psychological and affective aspects in learning English, the teacher must concentrate on character and needs of students with great patience, always build cooperation to improve the quality of learning activities, and eliminate cultural differences and social status. Students' self-efficacy must grow to encourage a positive response to any stress that arises through the cultivating of an attitude of never giving up, enjoying new things, and giving appropriate rewards.

This study certainly has limitations, namely the number of respondents who are only nursing students. Besides, a more in-depth qualitative study is needed, especially regarding the reasons and factors causing the emergence of positive adaptation in the form of eustress, by further exploring the role of self-efficacy in each learner of special characters (English for other special purposes).

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