

## Student School Satisfaction and Academic Stress

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**ABSTRACT.** Stress is a situation where demands are incompatible with ability to deal with something. At school, students demanded to achieve a specific target in order to be appointed by school, so students who cannot achieve the target will feel stressed and then will affect their learning performance. In addition, stress can also be caused by poor student perception of school. The study aims to determine the relationship of student school satisfaction at school and student academic stress. This study is a quantitative research with 103 participants of high school students in Malang. To collect data, the study used two scales, AESI (Academic Expectations Stress Inventory) and MSLSS (Multidimensional Student Life Satisfaction Scale). The result showed that there was a negative and significant relationship between student satisfaction at school and academic stress with significance value of (p) 0.00 ( $p < 0.05$ ), which means if satisfaction with school are high, then academic stress will be low

**Keywords:** High School Students, Student Satisfaction at School, Academic Stress

### Introduction

High school is a secondary education in formal education; the average ages of high school students are 16 to 18 years old. This level can be said as the last step in the 12 year compulsory education, so high school is the last level that determines the students in continuing their choices in the future. In this level, students have academic obligations as the previous levels. In higher levels, students get a higher proportion of the learning process from the previous learning process.

Teaching and learning activity is academic process that has been determined by curriculum of learning process. In the process of teaching and learning, teachers and students have some learning objectives to be achieved; the target can be subjective and objective. Schools sometimes have a target in determining the achievement of their students. In addition to school, the students themselves also have a target in the achievement of learning process

at school; the targets can be said as a demand in the learning process at school, either the demands of teachers or schools, parents or demands from oneself.

Facing the demands, of course, each student has different levels of ability to deal with it. There are students who tend to face the demands well, can motivate themselves in meeting the demands that exist, but there are also students who cannot face the demands, so students tend to have low motivation and have a low level of achievement of learning. Students' learning achievement declines due to low student interest, teacher factors, school environment, and learning methods used at schools (Sari, 2017), as well as the inability to solve internal problems experienced by the students themselves (Nurmaliyah, 2014).

Pressure in the academic field can cause students to have a feeling of indecisiveness that can cause stress (Risdiantoro, 2016). For example, The pressures and obstacles that are inconsistent with the condition of the learning environment, such as the curriculum of a strict school, the way of decision making, the decision to take further study, the direction, the character of the teacher and friends, and the expectation of parents and school demanding

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students to achieve academic success (Misra, R & McKean, M, 2000). These circumstances can be regarded as academic stress.

Influences that are influenced by desires that are not in line with reality are called stressors. Stressors that appear can adversely affect the conditions of students if students do not have a good coping strategy to face the stress. In an institutional perspective, stress can be attributed to class conditions, severe class noise, or perhaps inadequate resources in academic achievement (Chraif, 2015). In other words, the cause of stressor can also be obtained from the physical environment around the students in the school, it is related to the assessment which seems still beyond the students' expectation.

The main source of stress in students is derived from academic problems (Elias, 2011). Stress in academic field arises when the expectation of achieving the desired academic performance increases, those expectations arise from parents, teachers or peers. Meanwhile, those expectations often do not meet their abilities (Taufik & ifdil, 2013) so that they feel they are unable to meet the demands of those around them. Academic stress has caused students to be hospitalized in mental hospital for following additional subject teaching at school. (Kompasiana, 2015).

The students' adjustment of the school situation is one of the factors that can affect students in the level of student's life satisfaction. Students who have a positive adjustment of the school, usually will feel comfortable at school. Therefore, students' life satisfaction is increased when the school supports students to be comfortable at school. In addition, negative or positive experiences faced by student are also associated with the level of student satisfaction of their school or their school satisfaction (Huebner and McCullough, 2000).

Research also proves that satisfaction with school in adolescence or early adulthood is closely related to academic achievement (Varela, Zimmerman, Ryan, Stoddard, Heinze, Alfaro, 2016). Thus, it can be concluded that when students are positive with their school, then it leads to positive academic result (Huebner, 2014). If the academic achievement is positive, then students are considered able to cope with the stress on the demands from the school. Therefore, students are expected to achieve the desired target.

Students satisfaction with their school is important because students level of satisfaction toward school is an indicator in determining how students behave or perform various activities at school. Students satisfaction with their school can also improve the negative impact for students arising at school. Also, positive perceptions of students to their schools can help students feel comfortable when in school during school activities. Students who have positive perceptions related to their school will feel comfortable at school and students can cope with the stresses caused by demands from both inside and outside of the school.

### **Academic Stress**

Stress is a condition that involves physical and psychological disturbances that occur when there is pressure and one is unable to fulfill the desire or face the pressure (Naqvi, Khan, Kant & Khan, 2013). Stress can occur in children, adolescents, adult and elderly, so it can be said that stress can be experienced by anyone (Gaol, 2016), the difference is on the stress level. If someone under a lot of stress, he/she will experience a physical and mental harm.

Pressure in academic settings can cause students to have feelings of uncertainty that can cause stress (Risdiantoro, 2016). The pressures and obstacles that experienced are influenced by self-desires that do not meet with the condition of the learning environment. For example, the curriculum of a strict school, the way of decision making, the decision to take further study, the direction, the character of the teacher and friends, and the expectation of parents and school demands students to achieve academic success (Misra, R & McKean, M, 2000). So, these circumstances can be regarded as academic stress.

Academic stress is a case that is often experienced by students and college students. Students who experience stress tend to have decreased academic ability, deteriorating health, depression, and sleep disorders (Gaole, 2016). However, stress does not only have a negative impact, but stress also has a positive impact. Stress that give positive impact is called eustress, while stress that has negative impact is distress (Gadzella, Baloglu, Masten & Wang, 2012).

## School Satisfaction

School satisfaction is the students' cognitive assessment of the quality of their school life (Varela, Zimmerman, Ryan, Stoddard, Heinze, Alfaro, 2016). School satisfaction comes from substantive research in personality, social psychology and subjective wellbeing (Diener, 1984). The students' perception of their school life is influenced by two factors. The first factor is a personal factor that includes demographics, learning ability, and mental health. The second factor is an ecological factor that includes the context of family, culture, school climate, school rules and peers.

The school satisfaction have to contributes to the satisfaction of life in adolescents, especially the understanding of the importance of the school environment and the amount of time needed and used by students at school (Danielsen, Samdal, Hetlan & Wold, 2009). Everything that happens in the daily life of the student is important in relation to students satisfaction with the school, as well as the students own self satisfaction (Huebner, 2014).

## School Satisfaction and Academic Stress

Stress is a condition where the demand obtained is not in accordance with the capabilities possessed that can cause disturbance on the physical and psychological, so that academic stress is a condition where the occurrence of physical disturbance that occur due to pressure caused by academic factors (Risdiantoro, 2016). Academic factors are identical to activities at school, such as teaching and learning activities, additional hours, or mandatory student activities to be undertaken at school.

The high pressure from the environment around the students make students must be able to meet that pressure, while each student has different ability to cope their stress. To cope the pressure or demand, schools have an important role to make students can face the demands, so the students perception should be positive. If the students have a positive adjustment about their schools, students will feel comfortable and feel that they can meet the demands. Students' satisfaction about their schools can help them to resolve their negative impact from academic stress, so students can meet the demands well.

## Method

### *Research design*

This research is a quantitative research with correlation design, i.e measuring the relationship between two variables.

### *Subjects*

Subjects in this study are students with the age range of 16 to 18 years old, i.e 103 high school students in Malang.

## Measures

### *Academic stress*

The scale used in measuring academic stress is the scale which was developed by Ang and Huan (2006), it is Academic Expectations Stress Inventory (AESI). This scale contains 9 items of Likert scale with five choices of answers: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. This scale has a reliability value of 0.872.

### *Student School Satisfaction*

Multidimensional Student Life Satisfaction Scale (Huebner, 2001) is used for measuring this variable; this scale contains 8 items of Likert scale with five choices of answers: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. This scale has a reliability value 0.758.

## Data analysis

Data analysis technique used is Product Moment correlation. Where the analys is used to determine the relationship between two variables. The analysis using the SPSS 22 for Windows. This analysis is used to find out wheter there is a relationship between the independent variables of School Satisfaction with the dependent variable, Academic Stress.

**Result**

A total of 103 subjects with classification of high school students grade X to grade XII 16 to 18 years old.

Table 1. T-Score Value School Satisfaction

Category	Interval	Frequency	Percentage
High	T-Score $\geq$ 30	62	60%
Low	T-Score $<$ 30	41	40%
Total		103	100%

Table 1 describes the level of students school satisfaction that generally have a high category 62 students or 60% of the overall research subject, whereas those with low categories 41 students or 40% of the research subject.

Table 2. T Score Value Academic Stress

Category	Interval	Frequency	Percentage
High	T-Score $\geq$ 28	50	49%
Low	T-Score $<$ 28	53	51%
Total		103	100%

Based on table 2 it can be seen that the level of academic stress experienced by students who generally have a high category are 50 students or 49% of research subject, whereas the low category of academic stress are 53 students or 51% of the entire research subject.

Table 3. Pearson Correlation Product Moment

	School Satisfaction	Academic Stress
School Satisfaction	1	
Academic Stress	-0.27	1
Mean	29.56	28.64
SD	3.525	6.092

Result suggests that the correlation coefficient value of -0.27 with a significance value of (p) of  $0.00 < 0.01$ . This result indicates that there is a negative correlation between school satisfactions with academic stress, which means if the level of student school satisfaction is high, it will be low academic stress experienced by the student. And otherwise if the level of academic stress is low, it will be high academic stress.

**Discussion and Conclusion**

The result of this study shows that there is a relationship between student school satisfaction and academic stress. The correlation is negative if student satisfaction is in a higher level, the academic stress will be at a value of low level.

This is the evidence by the result of analysis R value -0.27 with significance value of  $0.00 (p < 0.05)$ .

The finding of this study has the same results as the previous study, there is a significant negative correlation between two variables that high stress levels caused by low student life satisfaction, predictors in life satisfaction include student environment, school facilities, and perceived pressure (Alleyne, Alleyne, Greenidge, 2010). Academic factors that are synonymous with school activities such as teaching and learning activities, additional hours, or mandatory activities to be undertaken at school are demands for students. These demands can be coped well in accordance with students' acceptance and perspective to these obligations at school (Risdiantoro, 2016). If the students cannot face some demands then they will have negative ratings on the school that look at the students' satisfaction with their school.

Other studies have also shown results that there is a negative and significant relationship between student satisfaction with the academic setting and the problem of student motivation for school demands (Wach et al., 2016). This is caused by several conditions in each student, such as personality and motivation in each student.

In academic stress, there are stressors which are caused by low students' satisfaction to school. One of them is academic requirement which becomes one of student demands in teaching and learning process. According to research by Lee & Jang (2015), academic stressors are the cause of all forms of stress in teaching and learning activities, so it can affect student satisfaction in the learning process at school and university.

As has been explained above that the satisfaction of students to school has a negative and significant relationship with academic stress. If students have high satisfaction with the school then the student's academic stress will be lower, vice versa. Academic stress can be caused by several factors that exist around the students, one of which is the way students assess their school. So it can be concluded that the students' positive assessment of the school can reduce academic stress in students.

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