

The Effect of Quality of School Life and Resilience on Academic Stress in Students

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Abstract. *This study aimed to test empirically the effect of quality of school life and resilience on academic stress in university students. The subjects of this study were bachelor degree students of Semarang's Walisongo Islamic State University, who were in their second to eighth semester. Using technique of Purposive Sampling, the samples of 318 students were gathered. Data were collected using Quality of School Life Scale, Resilience Scale, and Academic Stress Scale. The data obtained were analyzed with multiple regression technique. The result of the analysis showed that quality of school life and resilience has effect on academic stress both partially and simultaneously.*

Keywords. *Quality of School Life, Resilience, Academic stress*

Abstrak. Tujuan dari penelitian ini adalah untuk menguji secara empiris pengaruh *quality of school life* dan resiliensi terhadap stres akademik pada mahasiswa. Populasi dari penelitian ini adalah mahasiswa S1 UIN Walisongo Semarang semester dua sampai delapan. Pengambilan sampel dilakukan dengan teknik *Purposive Sampling*. Dengan teknik tersebut diperoleh sampel 318 mahasiswa. Pengumpulan data dilakukan dengan menggunakan skala *Quality of School Life*, skala Resiliensi, dan skala Stres Akademik. Teknik analisis data yang digunakan adalah regresi ganda. Hasil analisis data menunjukkan bahwa *quality of school life* dan resiliensi berpengaruh terhadap stres akademik baik secara parsial maupun secara simultan.

Kata Kunci. *Quality of School Life, Resiliensi, Stres Akademik*

University as a formal education facility becomes one of important components for a development process of late teenage individuals. Correspondently, every university is expected to become an institution that is able to fulfill their students in determining their quality of life in the

future. However, in reality students often are faced with problem of academic stress, which is stress caused by academic demands (Barseli, Ifdil, & Nikmarijal, 2017). Academic demands, according Rahmawati (2017), have something to do with the process of learning such as the pressure to pass a

semester, pressure to get scholarship, class duration, tasks, lower grades, decision to choose career and major, anxiety of facing examination, and time management.

The issue of academic stress occurs in every countries. In United States of America, the result of a survey done by American College Health Association (2017) revealed that there were 37.1% of American students experiencing stress, 25.1% experiencing depression, and 21.4% experiencing sleep difficulty due to academic demands. The study was done with method of random sampling to 31,463 students from 52 universities.

In Indonesia, as released by republika.co.id, from September to December 2018, there were three cases of suicide committed by students of last semester. They attended state universities in Cirebon, Medan and Bandung. They were strongly suspected of experiencing stress due to the pressure to finish their thesis for obtaining bachelor degree.

According to Naqvi, Khan, Kant, and Khan (2013), stress is a psychological and physical disorder due to demanding situation that makes an individual unable to fulfill their expectation and to face certain situation

or condition. In accordance with the definition, academic stress is a psychological and physical disorder caused by academic pressure and other related factors from the academic life.

There are internal and external factors affecting academic stress. According to Barseli et al. (2017), Sarafino and Smith (2010), internal factors causing academic stress are: (1) way of thinking, in which an individual who is able to think about how to control situation tends to have low rate of stress; (2) personality, an individual is able to determine the level of their tolerance to stress, (3) self-esteem, it has important role to examine individual's situations, (4) motivation, the higher is the motivation of an individual to achieve academic goal the more pressure they will get.

According Barseli et al. (2017), and Gunawati, Hartati and Listriara (2010), the external factors causing academic stress include: (1) too many learning materials; the quantity and quality demanding higher result, (2) pressure to get higher achievement; especially from social environment, (3) social status drive; an individual who has higher academic capacity will get better appreciation from people, (4) competition among parents; parents

who are rich of information and more educated compete to make their children to have higher potencies than other parents' children.

Academic stress arises due to the unfulfilled need of security and convenience that can produce fear and anger (Zheng et al., 2016). Based on Maslow's theory of need hierarchy, an individual's inability to anticipate the need of security and convenience tends to experience mental disorder and delay in fulfilling other needs such as psychological needs, love, self-esteem, and self-actualization (Zheng et al., 2016).

According to Huebner and McCulloch (2000), one of causes of stress that can decrease students' quality of life is unpleasant class experience. This statement is confirmed by the conclusion of the study done by Gusniarti (2002), which indicates that the more demands and expectation from the university the students get, the higher stress they undergo. When students get much pressure, they feel that their needs in the university are not fulfilled. The unpleasant, boring and pressing setting of university generates negative reactions from the students such as stress, boredom, loneliness, depression and alienation (Rizki &

Listiara, 2014). Both negative and positive condition of university affects students' valuation on the university. The subjective valuation of students on *quality of school life* is influenced by formal and informal aspects like class assignments, social experience, and relationship with lecturers and fellow students.

According to Linnakyla (1996), quality of school life represents the general welfare and satisfaction of students in terms of both positive and negative experiences concerning activities done in the university. It also means students' feeling about their engagement with the life and environment of the university (Karatzias, Papadioti, Athanasiou, Power, & Swanson, 2001).

Based on the above definition, the researcher concluded that quality of school life is students' valuation of the degree of their satisfaction with experiences relating to academic and social activities in their campuses. Robert and Clifton (1992) explained that it comprises four aspects, namely positive feeling towards university environment, interaction among students, interaction with lecturers, and negative feeling towards university environment.

Besides quality of school life, another aspect that can decrease academic stress in student is resilience. It is an ability of an individual to overcome difficulty (Bukhori, Hassan, Hadjar, & Hidayah, 2017). An individual who has high rate of resilience is able to positively recover and to adapt with any negative situation, and to cope with stress (Holaday & McPhearson, 1997). Campbells-Sills, Cohan and Stein (2006) stated that resilience is an ability to “revive” from life experiences without showing any symptoms of psychopathology. Based on the definitions above, the researchers identify that resilience has something to do with an individual’s capacity to recover and revive from negative experience such as stress and traumatic event, and to adapt with new situation. According to Connor and Davidson (2003), there are five aspects of resilience, namely (1) personal competence, which shows that every individual having resilience is able to achieve their goals when faced with failed, (2) confidence, a capacity to tolerate negative condition and to cope with stress, (3) ability to accept positively a change so that also being able to have relation with other individuals safely, an ability to adapt

with changes, (4) self-control, a control over problem being faced, and (5) spiritual influence, faith in God and destiny.

Based on the above explanation, three hypotheses were proposed. First, quality of school and resilience have simultaneous effect on academic stress in student. Second, quality of school life has partial effect on academic stress. Third, resilience has partial effect on academic stress.

Method

This study was a qualitative correlational research that had two independent variables, and one dependent variable. The independent variables were quality of school life and resilience, while the dependent variable was academic stress. The population of this study were 13,963 bachelor degree students of Walisongo Islamic State University. The samples of this study were taken with Purposive Sampling technique, which is sample selection done based on certain criteria (Sugiono, 2015). The criteria of the subjects to be used as samples were students of second to eighth semester, age ≤ 25 years old, and being willing to fill in the questionnaire of the study. They were 318 students selected as samples. The quantity of the samples based on their

respective semester is shown in the table below.

Table 1.
Quantity of the Samples

No.	Semester	Quantity
1	Second	70
2	Fourth	83
3	Sixth	88
4	Eighth	77
Total		318

The instruments used for collecting data consisted of three scales, namely *Quality of School Life* scale from Robert and Clifton (1992), *Resilience* Scale from Connor and Davidson (2003), and *Academic Stress* scale from Lin and Chen (2009). All these three scales had been adapted by the researchers. The quality of school life scale consisted of 27 items grouped into four categories i.e. positive feeling, interaction with lecturer, interaction with friends, and negative feeling. The reliability coefficient of the scale was 0.900. The resilience scale consisted of

Table 2.
Categorization of Score

Category	<i>Quality of School Life</i>		Resilience		Academic Stress	
	F	%	F	%	F	%
High	282	88.7%	282	88.7%	0	0%
Moderate	35	11%	36	11.3%	308	96.9%
Low	1	0,3%	0	0%	10	3.1%

Table 2 shows that the most percentage of the quality of school life sit on the category of high degree, and so did that

21 items grouped into five categories i.e. personal competence, confidence, positive acceptance of change, self-control, and spiritual influence. The reliability coefficient of the scale was 0.850. This academic stress scale consisted of 29 items grouped into seven categories i.e. stress of lecturer, stress of achievement, stress of examination, stress of learning group, stress of peer friends, stress of time management, and stress of oneself. The reliability coefficient of the scale was 0.917.

The data were analyzed using multiple regression analysis technique. Before the analysis, there were three assumption tests, namely (1) normality test, (2) linearity test, and (3) multicollinearity test. The statistical analysis was done using SPSS version 22.0 for Windows.

Result

of resilience, while that of academic stress was on the category of moderate degree.

Before analyzing the data, assumptions were tested to prove the hypothesis. The tests were (1) normality test, (2) linearity test, and (3) multicollinearity test. The first test was done using One Sample Kolmogorov-Smirnov Z to determine the normality of data distribution. The standard used

if the value $p > 0.05$, the data distribution is considered normal. On the other hand, if the $P < 0.05$, it is not normal. The result of this test showed that the significance value (Asymp.Sig 2 tailed) was 0.200. The $p > 0.05$ (0.200 > 0.05) indicated that the data distribution was normal.

Table 3.

Result of Linearity Test

No	Variable	Dev.Linearity	P	Status
1.	Quality of School Life – Academic Stress	0,146	0,000	Linear
2.	Resilience – Academic Stress	0,163	0,000	Linear

Linearity test aims to reveal the linear correlation between variables (Priyatno, 2014). The correlation of variables is considered linear if the significance value (linearity) < 0.05 and the deviation from linearity > 0.05 . Table 3 shows the correlation between the quality of school life and academic stress resulted in significance value (linearity) of $0.00 < 0.05$ and the deviation from linearity of $0.146 > 0.05$. The correlation between resilience and academic stress resulted in the significance value (linearity) of $0.00 < 0.05$ and the deviation from linearity of $0.163 > 0.05$. So, it could be concluded that both quality of school life and resilience have linear correlation with academic stress.

Multicollinearity test is used to discover if there is correlation between

independent variables in regression model (Priyatno, 2014). The existence of multicollinearity can be seen at the score of *Variance Inflation Factor* (VIF) < 10 and score of *Tolerance* > 0.1 . Therefore, the study can be said to be free from multicollinearity symptom. The test resulted in the score of *Variance Inflation Factor* of the second variable as big as $1.401 < 10$ and score of tolerance as big as $0.714 > 0.1$, so that there was no multicollinearity symptom between the independent variables in the regression model. Based on the third assumption test, the regression analysis technique could be used to analyze the effect of the three variables in this study.

The result of major hypothesis test with multiple regression technique is shown in Table 4.

Table 4.

The result of major hypothesis test

Model	R	Adjusted R Square	F	Sig
<i>Quality of School Life</i> and Resilience from Academic Stress	0.362	0.126	23.823	0.000

Table 4 shows that the value $p=0.000$ ($p<0.001$) and $F=23.823$ meant that the major hypothesis, i.e. “quality of school life and resilience significantly and simultaneously affect academic stress in student” was accepted. The gaining of Adjusted R square as big as

0.126 indicated that the effect of quality of school life and resilience on academic stress was 12.6%, while the 87.4% was affected by other factors.

The result of minor hypotheses with technique of multiple regression is shown in Table 5.

Table 5.

The result of test of minor hypotheses

Model	Unstandardized Coefficient (B)	T	Sig
<i>Constant</i>	117.125	17.764	.000
<i>Quality of School Life</i>	-.318	-4.284	.000
<i>Resilience</i>	-.243	-2.282	.023

Table 5 shows the significance value of quality of school life was 0.000 ($p<0.05$) and significance value of resilience was 0.023 ($p<0.05$). That means that the minor hypotheses, i.e. “quality of school life partially affects academic stress in student” and “resilience partially affects academic stress in student” were accepted.

quality of school life and resilience of students are, the lower the academic stress they experience, and vice versa.

The result of descriptive analysis showed that the quality of school life and resilience of the students were considered high, while their academic stress was moderate. It could be understood since the students in general were able to cope with the pressure and expectation from the university well as well as they had good perception of their experiences in the university. Civitci (2015) explained that students of university have lower extent

Discussion

Based on the hypothesis test, quality of school life and resilience had negative effect both simultaneously and partially on academic stress of the students. It means that the higher the

of stress and more life satisfaction. Students' perception of university life satisfaction is affected by the academic pressures they receive and stress they experience, which influence their academic achievement (Akin, 2015; Balkis, 2013). This depicts that the lower the academic pressure is, the higher and better the valuation and perception of university life the students have.

The effect of quality of school life on academic stress revealed in this study was consistent with the result of the study done by Sari (2017), which concluded that experience relating to the atmosphere and condition of school has negative correlation with student's stress. The higher the degree of satisfaction with experiences in school is, the lower the academic stress is. The satisfaction with the life in university is related to positive feeling, interaction among students, interaction with lecturer, and negative feeling (Robert & Clifton, 1992). The study done by Gusniarti (2002) disclosed that there is positive correlation between student's perception of school's demand and expectation and student's degree of stress. Students' good perception of positive feeling, interaction with fellow

students, and interaction with lecturers can decrease the degree of their stress.

The result of this study also showed that partially the resilience of the students had significant effect on their academic stress. This means that the higher the degree of the students' resilience is, the lower the degree of their academic stress. The result of this study had similarity with the result of the study done by Septiani and Fitria (2016), which revealed that the higher the degree of resilience an individual has, the lower the stress they get. On the other hand, an individual with high degree of stress tends to have low resilience. The result of this study indicated that resilience mediated partially the correlation between stress, symptoms of anxiety, and depression (Anyan & Hjemdal, 2016). Therefore, stress has positive correlation with symptoms of anxiety and depression as well as negative correlation with resilience.

In this study, there were 308 students (96.9%) who had tendency to have moderate degree of academic stress. Those had tendency to have high degree of quality of school life and resilience were 282 (88.7%). This depicted that the students of the university generally had high degree of

resilience and quality of school life so that they had ability to cope with their academic stress.

Other studies disclosed that students with higher degree of resilience have better quality of life and perception of educational environment and also ability to minimize their emotional stress (Tempski et al., 2015). Cazan and Truta (2015) revealed that emotion regulation has the most significant mediating effect on reaction to stress. Stressor can activate emotional resources needed to make successful adjustment. In other words, it can be concluded that emotion regulation plays important role in controlling stress. The good ability to control stress enables individuals to increase their resilience.

Students' quality of life in their campus environment also has correlation with social support in term of the quality of their interaction with fellow students and with lecturers. Social support plays important role in increasing resilience. Wilks (2008) in his study explained that social support from friends can moderate negative correlation between academic stress and resilience. From the study it could be concluded that social support has effect on increasing students' resilience so that

they are able to minimize academic stress.

The result of this study showed that resilience and quality of school life had effect as big as 12.6% on the students' academic stress, while the 87.4% was affected by other variables. Other studies stated that variable affecting stress academic are faith, hope, social support, self-efficacy, and achievement motivation.

The variables able to affect academic stress are faith and hope. According to Husnar, Saniah and Nashori (20017), faith and hope have negative effect on academic stress in student. This depicts that students who have high degree of hope and faith are able to decrease their academic stress.

According to Ernawati & Rusmawati (2015), academic stress have negative correlation with social support, and Utami (2015), self-efficacy also has negative correlation with academic stress. Their studies were consistent with the one done by Azizah, which revealed that social support and self-efficacy have significantly negative correlation with academic stress. This means that students who have higher degree of self-efficacy and social support have lower degree of academic stress.

The study done by Mulya and Indrawati (2017) showed that academic stress also has negative correlation with achievement motivation. In other words, students who have lower degree of academic stress have higher degree of achievement motivation. The study had similarity with that done by Sagita, Daharnis, and Syahniar (2017), which concluded that there is correlation between academic stress and self-efficacy, achievement motivation, and academic procrastination. The higher the degrees of self-efficacy and achievement motivation are, the lower the degree of academic stress is, and vice versa. The higher the degree of academic procrastination is, the higher the degree of academic stress is.

In this study, it could be concluded that quality of school life and resilience are able to give positive contribution to increasing psychological health of individuals and able to decrease the degree of academic stress. An individual with higher degree of resilience is able to cope with problems, to have good emotion regulation, to adapt with academic environment, and to have good perception of life satisfaction as expected by university.

Conclusion

This study concluded that negative quality of school life and resilience has effect on academic stress in students both simultaneously and partially. Therefore, the more positive the quality of school life and resilience is, the lower academic stress a student experiences.

Recommendation

In order academic stress in students gets lower and lower, universities should do various activities to increase the quality of school life and students' resilience. For any following study, it is recommended to also examine other variables assumed to have effect on academic stress, such as self-efficacy, procrastination, learning motivation, or social support using other research methods.

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