

## The Effect of Stress on Students' Motivation in Faculty of Economics, Manado State University

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### ABSTRACT

The aim of this study is to determine the level of students' stress and motivation, and to analyze the effect of stress on students' motivation in Faculty of Economics, Manado State University. The populations in this study are all fourth semester students, who enrolled in Management Department in 2018-2019. The number of samples is 127 respondents with an error rate of 5%. This study use *Depression Anxiety and Stress Scale 42* (DASS 42) questionnaire to measure stress and it uses *Motivated Strategies of Learning Questionnaire* (MSLQ) to measure students' learning motivation. The data are analyzed using simple linear regression with the help of SPSS statistical software.

The results show that 42% of students experience moderate stress, 35% of them experience mild stress, 23% of them are normal. There is none who experience severe and very severe stress. Student with high learning motivation is 43%. Student with moderate motivation is 38%. The remaining 19% have low motivation. There is an effect of stress on motivation with sig = 0.002. The effect of the stress variable on the motivation variable can be seen from output B that is equal to 0.985. The coefficient of determination is 0.072. This means that stress affects motivation by 7.2%.

Keywords: stress, motivation

### INTRODUCTION

The word 'stress' seems inherent in our daily lives. A day of activities with a burden that exceeds a person's normal limits makes us stressful. According to Colquitt, LePine, Wesson (2011), stress is a person's psychological response to the demands that exist on something that is faced beyond one's capacity or resources.

Everyone can experience stress to some degree. The results of a recent survey conducted by Cigna insurance company in Indonesia reveal that 75 percent of Indonesian claimed to suffer from stress. Based on the survey, financial condition and work problems are the main triggers of stress (39%). Other causes are poor relations with superiors and the inability to take care of their needs, health and well-being (beritatagar.id, 2018),

Stress experienced by someone can be mild, medium or severe. The burden of life is increasingly making people depressed. Of course, if there is no any effort to relieve the stress, it can be bad for someone. Many experts say that stress can be good or bad. In other words, stress can benefit or harm someone. Gitosudarmo (2000) reveals that the beneficial stress effects are expected to spur employees to get the job done with the best enthusiasm, but on the other hand if the stress cannot be overcome, it will have a detrimental impact.

According to Sopiah (2011), stress can be classified in two types, i.e. distress which is the degree of physical, psychological, and behavioral deviations from healthy functioning. Second, eustres which are experiences of stress that are not excessive, simply move and motivate people to achieve goals, change their environment and succeed in facing life's challenges.

It can be interpreted that without proper mitigation and management, stress will be very detrimental and can result in the ability of someone to think right so that actions taken when under stress can be dangerous to oneself, others and the environment.

Stress arises when someone is under pressure at a certain condition because they want to achieve something that is desired by such person within a certain time. Triggers for stress in general can come from personal factors or environmental factors.

Students can be vulnerable to stress. The expectation of completing studies on time can be stressful. Shenoy (2004) claims that demand on students can be a potential source of stress. Potential sources of stress can trigger academic-related stress. This certainly can be counterproductive with the expectation of completing studies on time.

In the lecture process, students get a heavy burden, for example, they are required to understand the materials that being taught, get independent assignments or paper assignments, presentations, must have printed books, be on time, deal with lecturers' character, compete with friends, and pay the study fees and other related costs with studies as a student. Purwati S (2010) in his research on the level of academic stress on regular class of batch 2010 students of Nursing Faculty, UI, reveals that students are very vulnerable to experiencing stress due to academic demands.

The perceived difficulties can develop into negative feelings which in turn can cause tension, feelings of anxiety, worry, fear, stress, frustration and can become hopeless. The end of all these problems is loss of motivation to learn.

Motivation to learn really needs to be owned by students because it can be said that motivation means an impulse arising from someone in doing something to achieve the desired goal. Motivation that drives people to succeed in this academic goal can be achieved. Motivation is a key factor that is very important in order to achieve desires or achieve goals. Human life is driven by motivation. Abraham Maslow in his hypothesis mentioned that in human beings there are five levels of needs, known as the hierarchy of needs theory. It generally consists of psychological, security, social needs, appreciation and self-actualization. If the needs of one are met, then humans will satisfy the needs of the other.

This is what moves people to continue to seek ways to satisfy needs. Like others in pursuing the need for achievement, students have the desire to have good academic value and the lecture process is completed on time. Many studies reveal that motivation influences learning outcomes.

However, over time in the lecture process student motivation can change. This can be caused by many things. Many problems faced by students when studying. The chaotic academic affairs make students' motivation less. Researchers suspect one of the causes is due to stress. Of course this needs to be proven in this study.

This research is important to do to find out the stress experienced by students, its impact on learning motivation so that some efforts can be conducted to minimize the stress so that students do not experience excessive stress that can result in quitting university. It is also important to maintain student motivation to continue through the lecture process to completion.

Based on the description above, the author is interested in conducting a study of stress experienced by students, learning motivation and whether stress affects motivation or not. The problem in this research is whether there an effect of stress on students' motivation in the Faculty of Economics, Manado State University.

The purpose of this research is 1) to find out the stress level of students. 2) the motivation of students 3)Analyze the effect of stress on students' motivation in Faculty of Economics, Manado State University.

## LITERATURE REVIEW

### Definition of Stress

According to Mulyadi (2015), stress is derived from a Latin word "*Stringer*" which means tension and stress. Moreover, stress is an unexpected thing that appear because a high demand in someone's environment. The balance between ability and strength is disturbed.

Stress, according to Kamus Besar Bahasa Indonesia (Great Indonesian Dictionary), means mental and emotional disorder caused by external factors; tension.

### Definition of Motivation

Motivation comes from Latin word which is "*movere*" that means to move (Steers, RM. & Porter, LW, 1991). What moves a person to take an action is called motivation.

According to Kamus Besar Bahasa Indonesia (Great Indonesian Dictionary), motivation means 1) encouragement arising from someone consciously or unconsciously to do some action with a specific purpose; 2) business that can cause a person or group of people to be moved to do something because they want to achieve the desired goal or know to be satisfied with their actions.

Handoko (2017) defines motivation as an activity that results in channeling and maintaining human behavior. Moreover, there are many terms to refer to motivation, including needs, urge, wish, and drive.

### Hypothesis

The hypotheses in this study are as follows:

$H_0$  : There is no effect of stress on students' motivation to study at the Faculty of Economics, Manado State University.

$H_1$  : There is an effect of stress on students' motivation to study at the Faculty of Economics, Manado State University.

### Operational Definition

Varia	Measuri instrum	Category	Measuring rest	S
Stres	Question re (DASS 42) by Lovibond (1995)	Choice: (0) Never  (1) Sometimes  (2) Often  (3) Always	The highest score is and the lowest is 0  normal: 0-23  mild stress: 24 - moderate stress 34 - 52 severe stress: 5 73  very severe stre ≥75	0
Motiv on	Question re (MSLQ)	Choice:  Very suitable	Low motivation:  93	0

Not suitable	Moderate motivation:
Somewhat n	94-155
suitable	High motivation: 156-
Between not suitable and suitable (neutral)	217
Somewhat suitable	
Suitable	
Very suitable	

Table 1. Operational Definition

## RESEARCH METHODS

This research uses descriptive analysis method with cross sectional approach. Purposive sampling is used as the sampling technique. The population is the fourth semester students, which enrolled in Management Department, Faculty of Economics, Manado State University in 2018-2019. The number of sample is based on the sampling table developed by Isac and Michael (Sujarweni, 2014) of 127 respondents with an error rate of 5%.

This study uses two types of data analysis, i.e. univariate analysis and bivariate analysis. Univariate analysis aims to know the distribution, frequency and percentage of each variable, i.e. stress as the independent variable and students' motivation as a dependent variable. Bivariate analysis is conducted to examine the effect of stress variables on learning motivation. The data is analyzed using simple linear regression with the help of SPSS statistical software.

## RESEARCH RESULTS AND DISCUSSION

Respondents Characteristics	N	%
<b>Age</b>		
18 years old	18	14
19 years old	78	61
20 years old	21	17
21 years old	5	4
≥ 22 years old	5	4
<b>Gender</b>		
Girl	72	57
Male	55	43
<b>Total</b>	<b>127</b>	<b>100 %</b>

Table 2. Frequency distribution of respondents

The table above shows that the majority of respondents are 19 years old, i.e. 78 respondents (61%). Furthermore, the second most is 21 years old, i.e. 21 respondents (17%). Then, it is followed by 18 years old, i.e. 18 respondents (14%). The number of

21 years old respondents are 5 people (4%) and the number of more-than-22-years-old respondents are 5 people (4%). Majority of respondents who participated in this

research are women of 72 people or 57%. There are fewer male respondents than women, i.e. 55 people or 43%.

## Data Analysis

### Students' Stress

The frequency distribution of respondents based on the level of experienced stress can be seen from the table below.

Stress Level	Frequency	%
Normal	30	23
Mild	44	35
Moderate	53	42
Severe	0	0
Very severe	0	0
<b>Total</b>	<b>127</b>	<b>100%</b>

Table 3. Stress frequency distribution

The results show that there are 53 respondents (42%) experience moderate stress. There are 44 respondents (35%) experience mild stress. There are 30 respondents (23%) who are normal. There is none experiences severe stress and very severe (0%).

### Students' Learning Motivation

Based on the results of the study, students' motivation can be seen from the table below.

Motivation to learn	Frequency	%
Low	24	19
Moderate	48	38
High	55	43
<b>Total</b>	<b>127</b>	<b>100%</b>

Table 4. Frequency distribution of motivatic

Learning motivation possessed by the 4th semester students in Faculty of Economics, Manado State University, is mostly high, i.e. 55 respondents or 43%. Then followed by moderate motivation of 48 respondents or 38%. The remaining is 24 respondents or 19% who have low motivation.

## Hypothesis Testing

Simple linear regression analysis is used to find out whether the stress has an effect on students' motivation. This regression is used because it has one dependent variable and one independent variable. The simple linear regression equation model is as follows:  $Y = a + bX + e$ . If  $Sig > 0.05$ ,  $H_0$  is accepted. If  $Sig < 0.05$ , then  $H_0$  is rejected.

### Coefficients a

Model	Unstandardized Coefficients	Standardized Coefficients		

		E	Be		
1 (Cons )					
stress					

a. Dependent Variable: motivation

The results of the study above shows that sig is 0.002. This means that  $H_0$  was rejected. Therefore, if  $H_0$  is rejected, then there is an effect of stress on motivation. The

effect of motivation variables on stress variables can be seen from output B that is equal to 0.985. Thus, the regression equation model is  $Y = 105.838 + 0.985 X + e$ . This means that if stress goes up by one unit, motivation will go up by 0.985. The coefficient of determination is 0.072. This means that stress affects motivation by 7.2%.

## Discussion

### Students' Stress in Management Department, FE, UNIMA

The results of the study show that there are 53 people or 42% experience moderate stress. There are 44 people or 35% experienced mild stress. There are 30 people or 23% have normal stress. There is none experience severe stress and very severe stress (0%).

This means that most of the students who study at Management Department, FE, Manado State University experience stress in moderate and mild categories. Stress experienced by students is generally caused by academic problems. This means that academic demands mostly influence the psychological state of students.

Although the stress experienced by students is still in the category of moderate and mild, and none has experienced severe and very severe stress, this can have an impact on the psychological health of students. If this is allowed to continue, it will certainly have a negative impact on students and have an effect on their academics. Goff AM (2011) said that the level of stress affects the academic ability of students.

According to Gitosudarmo (2000), the effects of stress can be beneficial or detrimental. If stress cannot be overcome, then it will cause a detrimental impact, e.g. in the form of cognitive, it is the inability to make reasonable decisions, low concentration, inattention, very sensitive to criticism, and mental barriers.

### Students' Motivation in Management Department, FE, UNIMA

The results of the study show that the motivation of students of Management Department, FE, UNIMA, is dominantly in the high category of 43%. Furthermore, for 38% of the students have moderate motivation and the remaining is low motivation of 19%. This means that most students have high motivation in conducting the lecture process. It is important for students to always be enthusiastic in lectures even though on the other hand they are experiencing stress due to academic demands. Keeping motivation high is very important for students to be able to complete all lecture processes in accordance with the expected goals. Mulyasa (2003) reveals that motivation is the driving force or puller that causes behavior towards a particular goal. Students will be serious because they have high motivation. A student will learn if there is a motivating factor called motivation.



## The Effect of Stress on Students' Motivation in Management Department, FE, UNIMA

The results show that  $\text{sig} = 0.002$ . It means that  $H_0$  is rejected. Thus, it can be interpreted that there is an influence of stress on students' motivation in the Management Department, FE, UNIMA. However, the effect of stress on students' motivation is not too high. The urge to learn is very strong although they often experience stress in the lecture process. With moderate and mild stress levels, students are still able to remain motivated to learn and complete studies in Management Department, Faculty of Economics, UNIMA.

## CONCLUSIONS

1. Most students in Management Department, Faculty of Economics, UNIMA, are experiencing moderate and mild stress in facing the lecture process in fourth semester.
2. The motivation of fourth semester students' in Management Department, Faculty of Economics, UNIMA, is mostly in the category of high and medium motivation.
3. There is an effect of stress that is being experienced on the students' motivation in Management Department, Faculty of Economics, UNIMA. The effect of stress on motivation is not too high, i.e. 7.2%.

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