

The Effect of School Climate and Coping Strategies on Expectancy for Success

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Article Info

History Articles

Received:

20 July 2021

Accepted:

15 August 2021

Published:

30 October 2021

Keywords:

school climate, coping strategies, expectancy for success.

Abstract

School climate and coping strategies are components that help to determine students' expectancy for success. Bad school climate and coping strategies will result in little students who have high expectations for success in the future. This study aims to prove the previous statement, the extent of which the effect of the two components on students' expectancy for success. This correlational study involved 429 students consisting of 8 public high schools in Central Lampung. The finding proves that school climate has a significant effect on expectancy for success. In addition, coping strategies also have a significant positive effect on expectancy for success. The last finding shows that school climate and coping strategies bring a significant effect on expectancy for success. The results of this study are expected to draw implications for the importance of supporting students in establishing positive beliefs for their future success.

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p-ISSN 2252-6889

e-ISSN 2502-4450

INTRODUCTION

Individuals with high self-efficacy feel that they can take the necessary steps to solve problems (Bandura, 1997; Nevid & Rathus, 2007). In general, self-efficacy affects one's thinking and behavior, motivation, affective development, and choice (Nevid & Rathus, 2007).

Students who expect to be successful exert more effort than those who think their chances of success are low (Bandura, 1997). Expectancy for success is influenced by their choice of success and academic participation, for example; Struggle and persistence (Wigfield and Eccles, 2000). School climate refers to the social characteristics of the school in terms of The relationship between students and staff/teachers, emphasis on learning and teaching, values and norms, and shared approaches and practices (Thapa et al., 2013). School climate is also a crucial factor in determining students' success, psychological well-being, and socialization (Cohen et al., 2009).

Steinberg (2002) states that particularly in adolescence, the achievement is focused on performance in education and expectations for progress in studies and future and work careers. Focus on school climate is progress in improving academic achievement while preparing for student success in a rapidly changing world (Bergren, 2014). Under pressure from extensive life changes (Santrock, 2005), facing various problem situations, adolescents use diverse strategies to adapt. The process of coping with stress is influenced by personality, whose traits are associated with coping (Carver and Connor-Smith, 2010).

Which coping is effective ('productive' coping or 'non-productive coping or other) is very important for adolescents in the school context. Specific coping strategies, such as seeking social assistance, are also found to predict adolescent life satisfaction longitudinally (Saha et al., 2014). Yong (2010) states that students who have a high expectancy for success tend to be internally focused and show better academic performance and delayed talents than

students who have a low expectancy for success. Students who are focused on goals and success think that they are in control of their academic and social goals, and they show strong desire and expectancy for success.

Concerning the previous statement, a positive school climate encourages students to succeed academically and in life (Freiberg, 1998). School climate is used as an overarching term describing a variety of school characteristics that are known to give an impact on students; such as order, safety, discipline, academic outcomes, social relations, school facilities, and school connectedness (Zullig et al., 2010). School climate is represented by four domains (Zullig et al., 2010): (1) student-teacher relationships, (2) academic support, (3) order and discipline, and (4) the school's physical environment.

Stress caused by the adolescent environment has a detrimental effect. Some of them will be limited by productive coping strategies resulting in reduced symptoms of stress (Frydenberg, 2009). Lazarus and Folkman (1984) argue that coping is conceptualized as cognitive, emotional, and behavioral efforts generated to overcome (master, reduce, or tolerate) goal-oriented processes. Fibel & Hale (1978) demonstrate that increased expectancy for success can encourage better behavior in individuals who have low expectations to be successful. A positive school environment has been shown to discipline students and to increase student academic success (Kutsyuruba et al., 2015).

Empirical evidence related to research on the school climate literature and coping strategies on expectancy for success is still limited. However, this study has contributed to the growing literature on school climate, coping, the expectancy of success in academic settings. School climate is one of the factors that brings a crucial influence as an environment contributing to the health and positive adjustment for children and adolescents (Baker et al., 2003). Evans et al. (2018) state that coping strategies (productive coping) are a crucial consequence by adolescents used to deal with school pressure

and student well-being. The study conducted by Steinmyr et al., (2018) provides support for the importance of school climate in academic settings. However, it has not specifically explained its effect on the expectancy of success. To overcome this gap, this study seeks to clarify the role of school climate and coping strategies on students' expectations of success in school.

METHODS

Respondents involved in this study were 429 students consisting of 136 male students and 293 female students with an age range of 15 to 19 years old. They are from 8 senior high schools in Central Lampung. Participants were selected using a cluster random sampling technique.

There are three scales used in the study. They are the school climate scale, the coping strategy scale, and the expectancy for success scale. The scale used in this study was adapted from published instruments. Therefore, a back-translation procedure was applied to adapt all the scales used in this study.

The school climate in this study was measured using the School Climate Measure (SCM) developed by Zulling (Zulling et al., 2010; Zulling et al., 2014). SCM aims to measure 4 components of school climate, namely positive student-teacher relationships (9 items), academic support (6 items), order and discipline (7 items), and physical environment (4 items). Each component generates a 26-item scale, which is given 5 option criteria, namely (1) never, (2) rarely, (3) sometimes, (4) often, (5) always. The results of the validity test on the SCM showed that the 26 statement items used in this study met the criteria and were valid (r table = 0.113, Sig.2 tailed <0.05). While the reliability test on each indicator obtained Cronbach's Alpha value of (positive student-teacher relationships = 0.834, academic support = 0.754, order and discipline = 0.777, and physical environment = 0.895) and is declared reliable. Therefore, this scale can be used in research.

The coping strategies were measured using the Adolescent Coping Scale – Short Form

(ACS-SF) developed by Frydenberg and Lewis (1994). ACS-SF aims to measure aspects of coping strategies, including productive coping and non-productive coping. The ACS-SF consists of 18 items with a 5-point Likert scale, ranging from (1) never, (2) rarely, (3) sometimes, (4) often, (5) always. The results of the validity test on the ACS-SF showed that the 18 statement items used in this study met the criteria and were valid (r table = 0.113, Sig.2 tailed <0.05). While the reliability test on each indicator obtained Cronbach's Alpha value of 0.762 for productive coping, 0.705 for non-productive coping, and is declared reliable. Therefore, this scale can be used in this study.

The expectancy for success is measured using The Generalized Expectancy for Success Scale (GESS) developed by (Fibel and Hale, 1978; Hale, et.al., 1992). This scale aims to measure the four sides of expectancy for success (general expectations, failures, career expectations, and personal life expectations). Each side of the 25 items was given 5 option criteria, namely; (1) very unlikely, (2) unlikely, (3) neutral, (4) likely, and (5) very likely. The results of the validity test on the GESS showed that the 25 statement items used in this study met the criteria and were declared valid (r table = 0.113, Sig.2 tailed <0.05). In addition, the reliability test on each indicator obtained Cronbach's Alpha value of (general expectations = 0.898, failure = 0.756, career expectations = 0.712, personal life expectations = 0.796) and is declared reliable. Therefore, this scale can be used in this study.

Data analysis was carried out using a hierarchical regression analysis technique with the help of the SPSS 23 program. In this regression analysis gender and age were included to be controlled.

RESULTS AND DISCUSSION

The description of the data in this study shows the mean and standard deviation of school climate ($M = 105.35$; $SD = 10.113$), coping strategies ($M = 59.55$; $SD = 7.154$), and expectancy for success ($M = 101.33$; $SD =$

10.745). A higher mean value shows a good detail, these data are presented in table 1, as representation of the spread of the data. In follows.

Table 1. Data Description

Variable	N	M	SD
School climate	429	105.35	10.113
Coping strategies	429	59.55	7.154
Expectancy for success	429	101.33	10.745

Hypothesis testing was carried out using a hierarchical regression analysis, gender and age are required to be controlled. the help of the SPSS 23 program. In this

Table 2. The Effect of School Climate and Coping Strategies on Expectancy for Success

Predictor	Model 1			Model 2			Model 3		
	β	T	p	β	T	p	β	t	p
<i>Gender</i>	.086	1.773	>.05	.074	1.540	>.05	.079	1.641	>.05
<i>Age</i>	.011	.236	>.05	.024	.502	>.05	.025	.531	>.05
<i>Student -Teacher Relation</i>				.079	1,191	>.05	.006	.095	>.05
<i>Acedemic Support</i>				.173	2.697*	<.05	.132	2.072*	<.05
<i>Order & Discipline Physical</i>				.013	.178	>.05	-.002	-.023	>.05
<i>Environtment</i>				-.011	-.172	>.05	-.024	-.390	>.05
<i>Productive Coping</i>							.222	3,863**	<.01
<i>Non-Productive Coping</i>							.024	.464	>.05
ΔR	.086			.003			.039		
ΔR^2	.007			.052			.039		
ΔF	1.590			5.821**			9.023**		
Δp	>.05			<.01			<.01		
R	.086			.244			.313		
R ²	.007			.052			.098		
F	1,590			4.435**			5.708**		
P	>.05			<.01			<.01		

Based on the results of the analysis in table 2, it is known that there is a significant positive relationship between school climate and coping strategies on expectancy for success ($R=.313$, $F(8.428)= 5.798$, $p <.01$). When viewed from the coefficient of determination ($R^2 = 0.098$), it means that expectancy for success is influenced by school climate and coping strategies by 9.8%.

Furthermore, the part of school climate that has a positive relationship with expectancy

for success is academic support ($R=.158$, $F(6.428) = 5.821$, $p <.05$). Meanwhile, when viewed from the level of the coefficient of determination school climate and expectancy for success ($R^2 = 0.052$) means that expectancy for success is influenced by school climate by 5.2%.

Furthermore, part of the influential coping strategies has a positive relationship to expectancy for success, namely productive coping ($R=.069$, $F(8.428) = 9.023$, $p <.01$). When viewed from the level of coefficient of

determination, coping strategies and expectancy for success ($R^2 = 0.039$) means that expectancy for success is influenced by coping strategies by 3.9%.

This finding proves that school climate affects expectancy for success. The findings of Steinmayr et al., (2018) show that school climate supports students' academic success. The study conducted by Bradshaw et al., (2014) shows that a positive school climate will influence academic scores and student behavior, increasing academic achievement (McCoy et al., 2013). In addition, academic support also contributes to students, when students faced a problem or low expectancy for success, academic support is expected to help. The positive encouragement existing in these students will certainly help them to deal with all situations that occur. Gregory and Cornell (2009) argue that academic support plays a role as an effort to build positive student-teacher relationships, assist students with non-academic problems, and offer programmatic resources for students.

This study proves that the student-teacher relationship as part of the school climate does not show specific results on the student-teacher relationship (Cortes & Kochenderfer-Ladd, 2014; Taylor, 2014). Similarly, Wang et al., (2010) show that the student-teacher relationship (simultaneously with order & discipline) within a school climate is more related to problematic behavior than academic factors. Another study states that the student-teacher relationship and academic performance had a positive relationship (Chiu, 2010; Fan, 2012; J.-S. Lee, 2012; Voight et al., 2011; Zullig et al., 2014), but not significant (Barile et al., 2012). This study succeeded in proving the contribution of school climate to expectancy for success in terms of teacher-student engagement and student discipline.

Conditions generated from the environment that make students uncomfortable can be solved as long as they have the right coping strategies. Productive or non-productive coping is very crucial for adolescents in schools. It is because schools give stressful demands, that

have an impact on achievement, long-term future, and psychological well-being on students. The purpose of coping is to overcome, reduce, or tolerate conflict between the individual and his environment. It is a means to end their stress (Snyder & Mann Pulvers, 2001). Therefore, in the teaching and learning process, it is necessary to build a comfortable school environment to focus more and interact directly with objects that students face while at school. It will later influence the students' thinking process, emotional, and social development.

Coping helps reduce an individual's anxiety level about the hope of success. This study shows that part of the coping strategies (productive coping) have a significant effect. In line with Frydenberg (2009), productive coping strategies result in reduced symptoms of distress. Coping helps reduce an individual's anxiety level about the hope of success. (Ader & Erkin, 2010). This study succeeded in proving the effect of coping strategies on students' expectancy for success. The appropriate coping selection by students will determine how the problems encountered are resolved. Students will more often rely on strategies. It is often conceptualized as productive coping (e.g., cognitive reassessment, seeking academic support, turning to family) or independent (i.e., dealing with problems on their own), or talking to friends and classmates (Amirkhan & Auyeung, 2007; Frydenberg & Lewis, 2000). However, productive coping influences the extent to which this challenge and results in adverse outcomes are partially controlled (Frydenberg, 2008; Nicolai, Laney, & Mezulis, 2013).

In other words, when students have the right coping strategies, they will be able to control stress better. It then leads to greater motivation and students' expectancy for success.

The results of this study prove that school climate and coping strategies influence students' expectancy for success. The results of this study are consistent with Cohen et al. (2009) who state that school climate is a crucial factor in students' success, psychological well-being, socializing, and process of getting along with each other. School climate also correlates with self-efficacy

(Henry et al., 2011). However, Steinmyr et al., (2018) state that SWB and academic achievement are related to school climate. In their study, they have not specifically explained the contributing school climate and considered expectancy for success for further research. This study succeeds in proving the relationship between school climate and coping strategies on students' expectancy for success.

The results of this study have significant implications for counseling guidance. Expectancy for success influences students' learning motivation. Students who believe that they are capable of completing challenging tasks by depending on their efforts will put more effort and do them with confidence. Students who believe that their efforts will be rewarded are more likely to persist. Thus, it can lead their expectancy in a positive direction. Therefore, this study suggests that counselors and teachers pay more attention to students' expectancy for success in everyday life. Counselors should provide timely psychological support for students who are feeling depressed or have low motivation at school. When students' coping strategies are good, they will be more sure of what positive future expectations are for them. Furthermore, school counselors need to provide understanding to students that coping and school climate are needed to live everyday life, including in the learning process. It is because a comfortable and supportive environment and the selection of appropriate coping strategies can make the students more focused on what they will achieve for their future expectations.

The limitations of this study are that the scope of this study is limited to exploring the relationship between school climate and coping strategies with expectancy for success. Therefore, it does not provide intervention in any form. In addition, previous research that supports students' expectations for success as the dependent variable and previous research that supports a direct relationship between school climate and expectancy for success are limited. In the data collection process, this study used a distributed google form to respondents online, due to the Covid-19 pandemic. It affects

respondents' responses in filling out the accepted scale.

CONCLUSION

This finding confirms the direct influence between school climate and coping strategies with expectancy for success. This study examines the relationship between school climate, coping strategies, and expectancy for the success of students. Therefore, it is hoped that the results of this study can be used as a basis for further studies. Counselors and school are expected to encourage students to develop appropriate coping strategies and create a positive school climate while facilitating students in the school environment. It is crucial considering the results of this study indicate that high school climate and coping strategies have an impact on students' expectancy for success and in turn, encourage students to be more mature in preparing for their future.

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