

**A Study on Academic Stress, Parent Adolescent Relationship with Parents and Academic Achievement of Adolescent Students**Gayetri Darshandhari Kapali,<sup>1</sup> Sharmila Neupane,<sup>1</sup> Ganga Panta<sup>1</sup><sup>1</sup>Maharajgunj Nursing Campus, Tribhuvan University Institute of Medicine**ABSTRACT**

**Introduction:** Academic stress is anxiety and stress that comes from schooling and education. There is often a lot of pressure that comes along with pursuing a degree and one's education.

**Methods:** A descriptive cross-sectional study design was used to find out academic stress and relationship of academic stress with parent-adolescent relationship, and academic achievement which was conducted in two college of Kathmandu Metropolitan. Study populations were students of the management stream who were studying in class XII. This study adopted non probability purposive sampling method to select college of Kathmandu metropolitan whereas simple random sampling with lottery method was used to select sample of 253 students. Data was coded, categorized and then entered into SPSS 16 and analyzed using both descriptive and inferential statistics.

**Results:** The findings revealed that nearly half of the respondents (47%) had moderate academic stress and 23.7% have high academic stress. Regarding overall level of relationship with both parents more than half of the respondents (64.4%) have favorable relationship. There is significant relationship between academic stress, academic achievement of previous level and association was seen between academic stress and mother's education. Students have moderate and high academic stress in their academic path. Irrespective of parent adolescent relationship, majority of adolescent had low or moderate academic stress, research hypothesis was rejected. Respondents who have scored higher grade or academically achieved comparatively had high academic stress, research hypothesis was accepted.

**Conclusions:** Academic staffs and related concerned authorized individual need to identify early as interventions to assess students' academic stress, in order to reduce academic stress, helps to improve the quality of life and mental health for students.

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**Keywords:** *Academic stress, parent adolescent relationship, academic achievement*

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**INTRODUCTION**

Stress is the dynamic relationship between an individual and the environment in which a stimulus disturbs an individual's homeostasis, causing him/her to respond to the situation with all available resources.<sup>14</sup> Stress is a common phenomenon experienced by every person and has been more and more complex in modern time due to rapid development of technology resulting in the continuous high expectation in the life of the individuals.<sup>15</sup> If the stress is not properly coped, it may lead to the initiation of frustrations resulting in to the nervous breakdown/mental illness.<sup>15</sup>

Stress has become an important topic in academic circles. Many scholars in the field of behavioral science have carried out extensive research on stress and its outcomes and concluded that the topic needed more attention.<sup>1</sup> Academic stress contributes to the deterioration of the students' quality of life.<sup>2</sup> Stress seems to be very common in college student's life. They have to survive academically and to prepare themselves for further graduate or professional trainings.<sup>3</sup> Academic stress emerges as significant mental health problems in recent years. It has been estimated

that 10% to 30% students experience academic related stress that affects their academic performance, psychosocial adjustment along with their overall emotional and physical wellbeing.<sup>16</sup>

Studies also examined the importance of parental involvement, parental expectation and parental behavior in relation to child's ability to academically succeed which revealed that all three have impact on child's academic achievement but more impact was identified from parental expectation and behavior.<sup>17</sup> The study on academic stress and parent adolescent relationship in Korea shows that the closer the parent-adolescent relationship, the greater was the intensity of the adolescents' academic stress.<sup>4</sup>

Academic achievement is measured in variety of ways. The most commonly is the rate of high school completion. Statistic also are available on grades, standardized test scores, absenteeism, suspension and expulsion and the percentage of

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students who have been held back.<sup>5</sup> Academic achievement determines attitude patterns of significant others in adolescents life and in turn influences his self perception of problems as well as the manner in which he faces these problems.<sup>6</sup> Too much stress can cause physical and mental health problems and may affect the academic achievement of students.<sup>7</sup>

The study done in India about academic stress revealed that 87.6% were positive for stress and was observed in 89.7% female students and 86.4% male students.<sup>8</sup> Academic stress emerges as significant mental health problems in recent years. The parent-adolescent relationship is one significant factor, that can positively or negatively impact on academic stress.<sup>13</sup> Academic stress may affect the academic achievement of students.<sup>7</sup> Poor academic performance, diminished peer popularity, depression, attention difficulties, somatic complaints, substance abuse are commonly observed problems among the victims of academic stress so management of academic stress becomes essential in the process of producing quality human resources for the nation.<sup>18</sup>

Academic stress is something to be managed rather than eliminated. Low level of stress can lead to positive outcomes such as motivation and improved task performance while high stress can result in anxiety, depression and even suicidal intention. Students were considered to be the future pillars who take the responsibilities to take our country to the next phase they should be in better way. These findings helps to find out students academic stress so that they can take up necessary and sufficient measures to reduce their Academic Stress, and also provide information to authorities to plan and implement academic activities accordingly.

## METHODS

The study was descriptive cross-sectional design which was carried out with adolescent students studying in class XII of the management stream. The setting was in two college of Kathmandu Metropolitan, Navodit College and Pasang Lhamu College located in Samakhushi, The study duration was of one year period and data collection was done from 2074/4/1 to 2074/4/27. This study adopted non probability purposive sampling method to select college whereas simple random sampling with lottery method was used to select sample.

The sample size was calculated as prevalence rate was taken as 35%<sup>19</sup>, so sample of the study was 253 students. The total population of the study was 400 students (200 in each college) who were studying management stream in two college. There were 4 sections and in each sections consist of 50 students in both college. A researcher randomly picked roll numbers from each section class of two college in order to create the sample.

The number of samples taken from each college was 125 in Navodit college, 128 in Pasang Lhamu College.

Data collection instrument was divided into three parts in Part I: Semi-structured Socio-Demographic Profile with selected variables i.e. of academic achievement. This contained the age, sex, father education, mother education and parent status. The selected variables were academic achievement of students, Marks that has obtained in previous exam in terms of percentage is taken as an indicator of their Academic Achievement. In part II Scale For assessing Academic Stress (SAAS) which was prepared by Dr.Uday K. Sinha, Dr.Vibha Sharma & Dr Mahendra K. Nepal. SAAS is a 30-item self-report measure developed to assess all possible major indicators of academic stress in terms of their presence or absence. In the third part in order to measure parent adolescent relationship Inventory of Parent and Peer Attachment (IPPA) which was developed by Armsden & Greenberg, was used. It was a questionnaire with 25 items on each of three scales measuring the adolescents perceptions of the quality of their relationship with their mothers, fathers. The IPPA was based on three subscales measuring the adolescents reports of trust, communication, and alienation with their parents. The instrument was a self-report questionnaire with a five point likert scale response format. Formal permission was taken from administration of colleges before data collection. Data was collected on time as per provided by college administration. Self-introduction and purpose of research study was explained. Written consents were taken from the respondents by explaining the objectives before data collection in the presence of teachers. A self-administered questionnaire was distributed to the students. Respondents completed the questionnaire in the presence of researchers in their own classroom.

The collected data was coded, categorized and then entered into SPSS 16 version and analyze using both descriptive and inferential statistics. For descriptive analysis, mean, standard deviation was calculated. Spearman correlation coefficient was calculated to find out the relationship between academic stress with parent adolescent relationship. Chi-square test was applied to find out the association between academic stress with academic achievement socio-demographic variables. Hence, researcher has adopted in the following way in the level of academic stress as data were found to be not normally distributed, hence median was used as central tendency parameter so the level of academic stress had been categorized as follows:

Score less than first quartile as low academic stress

Score up to third quartile as moderate academic stress

Score more than third quartile as High academic stress

In Inventory of Parent and Peer attachment Subscale scores was computed by summing the item responses. The respondent were asked to rate the 5 level of attitude ranged from 1 to 5; 5=Always

true, 4= Often true, 3= Sometimes true, 2=Not very often true and 1= Never true for positive statements. Responses to negatively worded items was reverse-scored before calculations. In order to assess the level of relationship following criteria was followed  
Below score 2.5:- Unfavorable relationship, Between 2.5 to 3.5:- Fair relationship, Above 3.5:- Favorable relationship  
Adopted this categorization on the basis defined by likert scale measurement (Singh, 2006)

Prior to data collection ethical clearance was taken from Institutional Review board, Tribhuvan University, Institute of Medicine and permission was taken from respective colleges. Permission was also taken to use the instrument tool for the study. Voluntary participation was allowed. Respondent were assured that information gathered would be used only for the study purpose. Written informed consent was obtained from the respondents prior to data collection. Anonymity was maintained by giving code number rather than writing their own name. Researcher operationalized the terms as follows:

**Academic Stress:** It is the stress related to education which is measured by using scale for assessing academic stress . Scale for Assessing Academic Stress (SAAS) developed by Sinha, Nepal, and Sharma (2001) was used to measure level of academic stress in the study. The scale consists of 30 items with yes or no alternatives.

**Academic Achievement:** It is the level of proficiency attained in academics work. The aggregate percentage of marks from the previous classes, serve as indicators of academic achievement. In the present study, Marks that has obtained in previous exam in SEE (secondary education examination) in terms of percentage was taken as an indicator of their Academic Achievement  
Academic achievement of the students was collected by giving them self constructed information sheets, in which they had to give the aggregate percentage and grades of SEE examination.

**Parent adolescent relationship:** It is the adolescents perceptions of the quality of their relationship with their mothers and fathers. The IPPA is based on three subscales measuring the adolescents reports of trust, communication, and alienation with their parents.

## RESULTS

Of 253 students of Class XII who were studying management stream, the age of the respondents ranged from below 18 yrs, and above 18 yrs. Among them, 83.8 % belonged to 18 years and below 18 years of age group. The mean age is  $17.69 \pm 0.851$  years. Regarding sex, more than half respondent (50.6%) were female. Regarding fathers education, 40.3% have completed secondary level of education whereas 55.3% respondents mother

have enrolled primary level of education respectively. Majority (81.1%) of respondent parent stayed together in Table 1.

Table 1 : Socio- demographic characteristics of respondents n=253

Socio-Demographic Variables	Frequency (n)	Percent (%)
Age		
<= 18	212	83.8
>18	41	16.2
Mean age 17.69		
SD 0.851		
Sex		
Male	125	49.4
Female	128	50.6
Fathers education		
not able to read and write	11	4.3
Primary	98	38.7
Secondary	102	40.3
Higher secondary	22	8.7
Bachelor level & above	20	7.9
Mother education		
not able to read and write	19	7.5
Primary	140	55.3
Secondary	71	28.1
Higher secondary	16	6.3
Bachelor level & above	7	2.8
Parental status		
Together	223	81.1
Divorced	9	3.6
Widow	21	8.3

Table 2: Academic stress level of respondents n=253

Level of Academic Stress	Frequency(n)	Percent(%)
Low academic stress	74	29.2
Moderate academic stress	119	47.0
High academic stress	60	23.7

Above table shows nearly half of the respondents (47%) had moderate academic stress however, 29.2% of respondent felt low academic stress and 23.7% high academic stress about the course.

Table 3: Respondent relationship with both parents n=253

Level of Relationship	Frequency(n)	Percent(%)
Favorable relationship	163	64.4
Fair relationship	84	33.2
Unfavorable relationship	6	2.4
Total	253	100

Above table shows respondent overall level of relationship with both parents. More than half of the respondent (64.4%) have favorable relationship, however only 2.4% of respondent have unfavorable relationship with both parents.

Table 4: Relationship between Students Level of Academic Stress with Parent Adolescent Relationship n=253

Level of academic stress	Level of parent adolescent relationship		
	Unfavorable relationship	Fair relationship	Favorable relationship
Low academic stress	3	25	46
Moderate academic stress	3	37	79
High academic stress	0	22	38
Total	6	84	163

R (Spearman Correlation) = - .006 (p-value=.920)

Above table demonstrates there is no relationship between parent adolescent relationship and level of academic stress at 95% confidence level. Out of 6 respondent having unfavourable relationship with their parents, 50% have low and 50% have moderate academic stress. Similarly respondent having favorable relationship with their parents (163), 48.46% have moderate academic stress, 28.22% have low academic stress and 23.31% have high academic stress despite of having favorable relationship with their parents. Irrespective of parent adolescent relationship majority of adolescent had low or moderate academic stress. Hence, that research hypothesis is rejected.

Table 5: Relationship between Students Level of Academic stress with Academic Achievement n=253

Level of academic stress	Academic achievement grades						Test Statistic
	A	B+	B	C+	C	D+	
Low academic stress	1	4	24	39	5	1	Linear by linear 13.907 p value .000
Moderate academic stress	3	7	60	37	7	5	
High academic stress	1	12	33	12	2	0	

Above table shows there is significant relationship (p value =.000) between academic stress and academic achievement (Linear by linear 13.907) at 95% confidence level. Respondent who have scored grade A (5) previously have mostly moderate academic stress (60%). Respondent who have scored B+ (23) previously have high academic stress (52.17%). Respondent who have scored low i.e. D+ previously majority have only moderate academic stress (83.33%). So, respondent who have scored higher grade comparatively had high academic stress. Hence research hypothesis was accepted.

## DISCUSSION

Academic stress involves mental distress regarding anticipated academic challenges or failure or even an awareness of the possibility of academic failure. In present study about half of the respondent (47%) had moderate academic stress, 29.2% felt

low academic stress and 23.7% have high academic stress. This result was compared to study done in college of Kathmandu Nepal revealed that 66.66% of students were under stress with 25.86% having mild, 18.96% having moderate and 21.83% having severe levels of stress.<sup>20</sup> Similarly, Study conducted in Pakistan by Nudrat S<sup>9</sup> majority (71.67%) had moderate level of stress, both studies signifies higher level of stress than the present study as both studies were done in medical students.

The current study also revealed the level of relationship of adolescent respondent with mother and Father. Most of the respondent (71.9%) have favorable relationship with mother, however only 0.4% of respondent have unfavorable relationship with mother. Regarding respondent level of relationship with father, nearly 2/3<sup>rd</sup> of respondent (60.9%) have favorable relationship with father, however only 5.9 % of respondent have unfavorable relationship. Likewise, almost similar findings were reported in Mexican American high school students by Crockett J<sup>10</sup> in which Relationships with mothers were closer and more open than relationships with fathers, and mothers were seen as being more affectionate, lenient, and emotionally supportive, whereas fathers tended to express caring indirectly by providing instrumental and financial support and by just being there which is similar to this study.

The first hypothesis was accepted because the study shows there was a significant relationship (p value =.000) between academic stress and academic achievement (Linear by linear 13.907) at 95% confidence level. In a study done in India shows the positive correlation between stress and academic achievement. Significant difference exists in the academic achievement of students having high, moderate and less stress. Students with high and moderate stress performed better than the students having less stress.<sup>12</sup> The second hypothesis was not accepted because the study shows there is no statistical significant relationship between level of academic stress and parent adolescent relationship [R= -.006, p-value=.920]. In comparison with the study in Korea by Eunhyung, K<sup>11</sup> explored that the greater favorable parent-adolescent relationship intensify the adolescents academic stress. In addition, when teenagers perceive their parental relationship to be positive, their level of motivation increases and their school-related activities are also positively affected.<sup>11</sup> This contrast findings could be due to different socioeconomical and cultural factors.

Overall, academic stress significantly associated with mother's education (p value=.003). Sex of respondents, Father's education, parental status were not significantly associated with academic stress. In comparison findings in India showed mother's education, sibling, family size and type of family as a significant determinant.<sup>13</sup>



## LIMITATION

The study was conducted at the beginning of the academic session, therefore it might be the stress level was found to be low and moderate. Further research need to be conducted at the peak of the academic session in order to attain a clear picture.

## CONCLUSION

Academic stress is something to be managed rather than eliminated. Low level of stress can lead to positive outcomes such as motivation and improved task performance while high stress can result in anxiety, depression and even suicidal intention. Irrespective of parent adolescent relationship majority of adolescent had low or moderate academic stress. Higher grade comparatively had high academic stress. Adolescents with moderate and high academic stress need to be identified early as interventions to reduce academic stress as it is likely to affect the mental health of the individual. Academic stress can be reduce through time management with proper goal setting, effective study habits, study skills, assessing academic stress, appropriate activities or programs for students and quality academic staff to reduce negative effect of academic stress to students.

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