

A DESCRIPTIVE STUDY TO ASSESS THE LEVEL OF ACADEMIC STRESS AND PARENTAL PRESSURE AMONG STUDENTS

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ABSTRACT

Background: Nursing students are more prone to stress during their educational phase. Academic stress is stated as mental suffering caused by various academic problems or failure. Unfortunately, high academic pressure by can be counterproductive to academic achievements for many students. Too much pressure damages a child's self-esteem and can lead to severe consequences, including depression. Aim: The study was aimed to assess the level of academic stress and parental pressure among nursing students of selected Nursing colleges of Punjab. Material and Methods: Non-experimental approach with descriptive design was used to conduct study on 300 students. Convenient sampling technique was used to select the subjects. Student Stress Rating Scale (M. Balamurgen, 2008) and Inventory of parental influence (IPI Campbell 1994) were used to assess academic stress and parental pressure. Validity of tool was determined by the experts in the field of nursing. Internal consistency of tool was determined by Cronbach's alpha, $r= 0.936$ and $r=0.873$ respectively. Results: The study revealed that majority of students 178(59.33) were having moderate stress followed by 99(33) students were having mild stress and only 23(7.67) students were having severe stress. The majority of students 134(44.67) were having mild parental pressure followed by 105(35) students were having moderate parental pressure. 26(8.67) students were having severe parental pressure but only 35 (11.6) student were having no parental pressure. There is no significant weak positive but no statically significantly correlation was reported between academic stress and parental pressure among nursing students. Conclusion: Academic stress and parental pressure are the serious problem, faced by nearly every student so there is need to develop and implement interventions to minimize the level of academic stress and parental pressure.

Key Words: Academic stress, Parental pressure, B. Sc. Nursing, Students.

INTRODUCTION

The profession of nursing is a discipline field that deals with providing healthcare to society. It is also a helping field, service-oriented to uphold peoples' health and well-being. The fast-paced and emotional nature of it causes stress in the nurses, which manifests itself both psychologically and physically.¹

Students are vulnerable to stress because of the transitional character of college life and the distinctive sort of course content, and nursing colleges are increasingly recognized as a stressful workplace. Unique course material, lengthy study assignments, tests and exams, grades, a lack of leisure time, delayed feedback on performers, a lengthy syllabus, and high parental expectations for future performance are all potential sources of stress. Stress-related symptoms include tension, impatience, and difficulty concentrating. Tension, impatience, difficulty concentrating, and a number of bodily symptoms, such as headache and rapid heartbeat, are common stress reactions.²

Students are impacted by parental pressure. The majority of it is detrimental and can negatively affect a child's emotional, physical, social, or moral development. Students are scared that they might fall short of their parents' high expectations. Unrealistic expectations could cause kids stress and anxiety, which could cause them to lose sleep, develop eating problems, worry excessively, and cheat.³⁻⁴

Parents put pressure on their kids in various ways. Some parents verbally convey to their kids their desire for better grades. Some parents physically discipline their kids, while others apply pressure tacitly in the form of disappointment. Kids should be encouraged to discover the world on their own terms.³

It is common knowledge that students experience a variety of pressures, including academic pressure with a duty to succeed, uncertainty about the future, and challenges assimilating into the educational system. By the year 2020, the World Health Organization (WHO) predicts that stress-related diseases would rank among the top causes of disability. Nursing students are becoming more stressed, according to studies from the UK and India.⁴

MATERIALS AND METHODS

The present study was conducted in Gian Sagar College of Nursing Patiala, Amar Professional College of Nursing Mohali, Sri Guru Harkrishan college of Nursing Mohali and Saraswati Nursing Institute Roopnagar. A Quantitative research approach was adopted to accomplish the study. So, non experimental descriptive research design was used in the study.

The target population of study were nursing students. Total 300 nursing students were selected by convenient sampling technique. Inclusion criteria taken as who were study in selected nursing colleges, Punjab, who were available during respective class at the time of data collection and both day scholars and hostlers were included. Exclusion criteria taken as who were not willing to participate.

The standardized tool Student Academic stress Rating Scale (Kim 1970) was used to assess the level of academic stress. It is a five point scale by Kim 1970 which includes 40 items. Criteria measure of the tool were 00: No Stress, 1-50: Mild Stress, 51-100: Moderate Stress and 101-160: Severe Stress. Second standardized tool Parental Academic Pressure Scale was used to assess parental pressure among students. The tool consisted of 20 items with 3 factors. Factor 1: Psychological pressure and it includes 7 items. Factor 2: Restriction and it also includes 7 items. Factor 3: Too high expectations and it includes 6 items. It is five point scale. Criterion measure of the tool were 20-40: No Pressure, 41-60: Mild Parental Pressure and 61-80: Moderate Parental Pressure. Standardized tools i.e. Student Academic Stress Rating Scale (Kim 1970) and Parental Academic Pressure Scale has been used. The reliability of Student Academic Stress Rating Scale (Kim 1970) and Parental Academic Pressure Scale was $r = 0.936$ and $r = 0.873$ respectively. So, both the tools were seemed to be reliable.

The tool was administered to subjects in their classes. Averagely subjects took 25-30 minutes to fill the tool. Written consent was taken from the individual subject before administering the tool.

RESULTS

There were total 300 subjects. It was observed that majority of the subjects (89.33%) were in the age group of 17-18 years. Majority of the subjects (73%) were from B.Sc. (N) First year. Nearly half of the subjects (54%) were living in urban area. More than Half of the subjects (53.33%) were staying in their own house. Less than half of the subjects (44.67%) were from State Board. Nearly half of the subject’s father (47.33%) and mother (45.67%) were educated upto senior secondary level. Majority of the subject’s mother (78.33%) were housewives. Most of the subject’s father (64.33%) were doing a private job.[Table 1]

Table- 1: Frequency and percentage distribution of socio-demographic characteristics of the nursing students.

N=300

Variables		Frequency	Percentage
Age (Years)	17-18	268	89.33
	19-20	028	9.33
	21-22	002	0.67
	23 years and above	002	0.67
Academic Year	First year	219	73



	Second year	048	16
	Third year	030	10
	Fourth year	003	01
Permanent Residential Area	Urban	162	54
	Rural	138	46
Staying in	Hostel	112	37.33
	PG	028	9.33
	Own house	160	53.33
Board of your basic education	CBSE	159	53
	ICSE	007	02.33
	State board	134	44.67
Father Education status	Primary	061	20.33
	Senior Secondary	142	47.33
	Post graduate	097	32.67
	Doctorate	000	00
Mother Education status	Primary	081	27
	Senior Secondary	137	45.67
	Post graduate	078	26
	Doctorate	004	1.33
Mother Occupation	House wife	235	78.33
	Private job	036	12
	Government job	029	9.67
	Retired	000	00
Father Occupation	No Job	072	24
	Private job	193	64.33
	Government job	018	6
	Retired	017	05.67

Table-2 depicts the levels of academic stress among nursing students. The majority of students 178(59.33%) were having moderate stress followed by 99(33%) students were having mild stress and only 23(7.67%) students were having severe stress but no student was with no stress. The Mean and SD of the academic stress score was 60.52 ± 23.63

Table-2: Assessment of levels of Academic Stress Among Nursing Students.

N=300

Levels of Academic stress	Frequency (%)	Mean±SD
No Stress (0)	00	60.52±23.63
Mild stress (1-50)	99 (33.00)	
Moderate stress (51-100)	178 (59.33)	
Severe stress (101-160)	23 (07.67)	

Table-3 depicts that distribution of levels of parental pressure among nursing students. The majority of students 134(44.67%) were having mild parental pressure followed by 105(35%) students were having moderate parental pressure. 35(11.6%) students were having no parental pressure but only 26(8.67%) students were having severe parental pressure. The Mean and SD of the parental pressure score was 58.77 ± 15.36

Table-3: Assessment of levels of parental pressure among nursing students.

N=300

Level of Parental pressure	Frequency (%)	Mean±SD
No pressure (20-40)	35(11.6)	58.77±15.36
Mild pressure (41-60)	134(44.67)	
Moderate pressure (61-80)	105(35)	
Severe pressure (81-100)	26(8.67)	

Table-4 revealed that men academic stress score was 60.526 ± 23.634 and mean parental pressure 58.773 ± 15.364 . The calculated r-value was 0.058 which found non-significance ($p = 0.308$). So there is weak positive but no statistically significant weak positive correlation was reported between academic stress and parental pressure among nursing students.

Table-4: Correlation between Academic Stress and Parental Pressure among nursing students.

N=300

Variables	Mean	Standard deviation	r-value	p-value
Academic stress	60.527	23.634	0.058	0.308
Parental pressure	58.773	15.364		

Table 5 depicts that the association of academic stress were not significantly associated with all socio-demographic variables.

Table-5: Association of Academic stress with socio demographic variables of nursing students

N=300

Variables		Academic stress scores		Chi-square value df	p-value
		Below median (n=143)	Above median (n=157)		
Age (Years)	17-18	132	136	4.702 df= 3	0.195
	19-20	11	17		
	21-22	00	02		
	23 years & above	00	02		
Academic Year	First year	112	107	1.261 df=3	0.738
	Second year	22	26		
	Third year	13	17		
	Fourth year	01	02		
Permanent Residential Area	Urban	82	80	1.229 df=1	0.267
	Rural	61	77		
Staying in	Hostel	54	58	3.071 df=2	0.215
	PG	13	15		
	Own house	76	54		
Board of your basic education	CBSE	84	75	3.619 df= 2	0.164
	ICSE	03	04		
	State board	56	78		
Father Education status	Primary	25	36	1.372 df=2	0.504
	Senior Secondary	70	72		
	Post graduate	48	49		
	Doctorate	00	00		
Mother Education status	Primary	32	49	4.150 df=3	0.246
	Senior Secondary	68	67		

	Post graduate	40	38		
	Doctorate	03	01		
MotherOccupation	House wife	115	120	1.256 df=2	0.533
	Private job	17	19		
	Government job	11	18		
	Retired	00	00		
FatherOccupation	No Job	32	40	1.979 df=3	0.576
	Private job	95	98		
	Government job	10	08		
	Retired	06	11		

*= Significant at 0.05 level

Table 6 revealed that the association of parental pressure was significant with academic year, mother educational status and mother occupation whereas not significant with age, permanent residential area, staying in, board of basic education, father educational status and father occupation.

Table-6: Association of Parental Pressure with socio-demographic variables of the students.

N=300

Variables		Parental pressure scores		Chi-square value df	p-value
		Below median (n=138)	Above median (n=162)		
Age (Years)	17-18	127	141	5.992 df=3	0.112
	19-20	08	20		
	21-22	01	01		
	23 years & above	02	00		
Academic Year	First year	112	107	9.203 df=3	0.027*
	Second year	17	31		
	Third year	08	22		
	Fourth year	01	02		
Permanent Residential Area	Urban	76	86	0.118 df=1	0.731
	Rural	62	76		
Staying in	Hostel	49	63	0.027 df=2	0.987
	PG	12	16		
	Own house	71	89		
Board of your basic education	CBSE	78	81	1.852 df=2	0.396
	ICSE	02	05		
	State board	58	76		
Father Education status	Primary	27	34	0.387	0.824
	Senior Secondary	68	74		

	Post graduate	43	54	df=2	
	Doctorate	00	00		
Mother Education status	Primary	48	33	18.775 df=3	0.0003*
	Senior Secondary	66	71		
	Post graduate	21	57		
	Doctorate	03	01		
Mother Occupation	House wife	116	119	6.921 df=2	0.031*
	Private job	15	21		
	Government job	07	22		
	Retired	00	00		
Father Occupation	No Job	34	38	0.873 df=3	0.831
	Private job	86	107		
	Government job	10	08		
	Retired	08	09		

*= Significant at 0.05 level

Table-7 showed the multiple comparison of academic year with its sub-divisions using post hoc test. The findings highlighted that parental pressure among first year has significant association with second year, third year and fourth year (p=0.001). Whereas no significant association was reported among second year with third year and fourth year (p=0.632 and 0.112). Additionally no association was observed among third year and fourth year. (p=0.366)

Table-7: Post hoc test showing significant association of academic year with parental pressure scores of the students.

N=300

Academic Year	Tukey HSD value	p-value
First v/s second	16.727	0.001*
First v/s third	18.488	0.001*
First v/s fourth	21.129	0.001*
Second v/s third	1.760	0.632 ^{NS}
Second v/s fourth	4.402	0.112 ^{NS}
Third v/s fourth	2.641	0.366 ^{NS}

Table-8 revealed the multiple comparison of mother's education status with its sub-divisions using post hoc test. The significant association have reported by parental pressure scores among the students

of primary mother’s education status with senior secondary, and doctorate. Additionally significant associations were reported with senior secondary and doctorate, post graduate and doctorate ($p < 0.05$). whereasno association was observed among primary education with postgraduate ($p=0.076$).

Table-8:Post hoc test showing significant association of mother’s Education status with parental pressure scores of the students.

N=300

Mother’s Education status	Tukey HSD value	p value
Primary vs Senior Secondary	11.287	0.004*
Primary vs Post graduate	5.016	0.076 ^{NS}
Primary vs Doctorate	8.500	0.013*
Senior Secondary vs Doctorate	19.787	0.001*
Post graduate vs Doctorate	13.516	0.002*

Table-9 communicated association between parental pressure scores with mother occupation. Significant association was reported with house wife ($p=0.001$) and no associations were observed with private job, government job occupation of the mother($p>0.05$).

Table-9:Post hoc test showing significant association of Mother’s occupation with parental pressure scores of the students.

N=300

Mother occupation	Tukey HSD value	p-value
House wife v/s private job	24.2215	0.001*
House wife v/s Government job	25.0735	0.001*
House wife v/s Retired	28.6033	0.001*
Private job v/s Government job	0.8520	0.899 ^{NS}

Private job v/s Retired	4.3818	0.113 ^{NS}
Government job v/s Retired	3.5298	0.199 ^{NS}

DISCUSSION

The purpose of the current study was to evaluate the level of academic pressure and parental sway among students enrolled in a few Punjab nursing colleges. The findings are discussed according to the objectives with related literature. The present study highlighted that the most of students 178(59.33%) were having moderate stress followed by 99(33%) students were having mild stress. Similar study by **Koushal et al (2019)** assessed academic stress's prevalence 1400 adolescents revealed that minimal stress was in 43%, moderate was among 56.6% while high stress was present in 0.4% subjects.⁴⁶ This result was also consistent with the present study's result.⁶

The present study expressed that the majority of students 134(44.67%) were having mild parental pressure followed by 105(35%) students were having moderate parental pressure. 26(8.67%) students were having severe parental pressure but only 35(11.6%) student were having no parental pressure. A research by **Poonar R et al. (2015)** stated that 44% students experienced moderate level of parental pressure, followed by 41% students experienced mild level of parental pressure and only 15% students were experience severe level of parental pressure⁷.

Additionally, the finding of the study also communicated that mean score of academic stress was 60.526 ± 23.634 and mean parental pressure 58.773 ± 15.364 . The calculated r-value was 0.058 ($p = 0.308$). So there is no significant weak positive correlation was reported between academic stress and parental pressure among nursing students. While **Akshay D.V (2016) and Sibnath D, Esben S, Jiandong S (2015)** revealed that academic stress was positively correlated with parental pressure among senior high school students^{3,8}. These finding were consistent with the present findings.

As per findings of the present study, no sociodemographic variable of the subjects was significantly associated with the academic stress. In contrast to our research findings, **Betty K (2019)** stated that level of stress was statistically associated with gender of the students.⁹

Moreover, the present study findings as explored that the variables like academic year, mother education status and mother's occupation status were significantly associated with parental pressure among the students. In this context, **Akshay DV (2016)** communicated that the amount of parental pressure felt varied greatly depending on the parents' educational backgrounds, the mother's work, the amount of individual instructors, as well as academic achievement.³

CONCLUSION AND RECOMMENDATION

The outcomes are drawn from analysis of current research results. It's summarized that nearly two-third students reported moderate academic stress and about nearly half of them experienced parental pressure for good performing in academic. Parental pressure and academic stress had a weakly positive correlation. It is evident from the present statistical findings. Academic stress and parental pressure are the serious problems, faced by nearly every nursing student. So, there is a requirement to create and implement intervention to minimize the levels of academic stress & to improvement health of the students. A similar research may be done in different healthcare institutes. Interventional research for students regarding academic stress and parental pressure to minimize the complications.

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