

# Parental Communication Relationship With Academic Stress in Nursing Student Level One

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## ABSTRACT

*First-year students in the healthcare field often encounter significant changes in their campus environment and demanding coursework, which makes them highly susceptible to academic stress. Family support, particularly through effective communication between parents and students, can help reduce the academic stress they experience. To determine the relationship between parental communication and first-year nursing students. The researcher used a descriptive correlation design with a cross-sectional approach. This study used a sample size of 153 samples that met the inclusion and exclusion criteria using the Parental Communication Questionnaire and the Academic Stress Questionnaire. Description of parental communication in the category good 77 (50.3%), overview stress academic in category light as many as 72 (47.1%), and relationships parent communication with Stress academic obtained results that own correlation weak and direction connection correlation negative ( $r = -.370$ ;  $p$ -value 0.002). The better the communication between parents and students, the less severe the academic stress experienced by students. The implications For further researchers, conducting research based on place of residence and other factors that cause academic stress in students.*

**Keywords:** *Parental Communication, Nursing Faculty Students, Academic Stress, Level one.*

## INTRODUCTION

The transition period to college becomes a condition that can increase academic stress for part big students. Changes experienced by students like staying far from parents, adapting to the new environment, competition, and the amount of lectures. Stress is an academic part of life for students in the environment campus moment given tasks cannot be completed. Stress level low academic capability motivate student to finish their demands on the contrary, if academic stress is a high risk to mental and psychological health (Anaman-Torgbor et al., 2021). Circumstances, Students experiencing academic stress happen at a time when not the same because of various related pressures with personal and academic problems (Urbanetto et al., 2019). Symptoms stress academic related with standards and demands practice nursing experience student that is with existence feeling emotion moment happen failure in task

lectures (Putri et al., 2018). Stress academic if no overcome so will influence emotion that is with existence feeling angry, scared, anxious, worried and to the physique that is lips dry, dizzy, hands shiver for behavior that thinks negative, difficult adapt, difficult concentrate and cognitive part student experience difficulty in centralize attention during the learning process, it is difficult to remember material, thinking negative about yourself alone and also environment so that the emergence of feelings of anxiety, anger, and frustration (Lubis et al., 2020).

Based on survey *American Psychological Association* (2020), generation Z (millennials) aged 18 to 23 in the United States found that one of the sources of Stress (87%), namely being in college tall, with an average result of 6.1 out of a scale of 1-10 compared with generation others. The results of research conducted by Setiawan and Virlia (2022), in 154 respondents students in 20 cities on the island of Java, obtained that students in Indonesia experience stress academically diverse with stress academically light 18.8%, moderate 70.13%, and severe 11.69%. One of the supports that is social capable in overcoming symptoms of academic stress in students are the intertwining communication between parents and students (Ernawati et al., 2015). Communication carried out by parents with student as one of the means For exchange thoughts and values personality. Pratidina and Marheni (2019) disclose that relationship communication is effectively interwoven with the existence of openness, support, and participation. A positive attitude from parents helps students control themselves and overcome problems academically and socially.

The nursing care theory used for this study is Joyce Travelbee's Human to Human Relationship theory. Elon et al. (2021) explain about theory the about things in build good relationship between fellow individual with do communication moment interact with social . Based on connection theory with a study, this is what emphasizes the importance of maintaining connection with parent-student communication as one of the means that can overcome what happened symptoms of stress academic.

A study previously also researched connection communication between parents and students who have a connection between second variables. Research results disclose that there is a connection to significant positive social support, that is, parent communication with academic stress. There is increasingly good parent communication, so academic stress in students is not heavy.

Based on studies, the introduction that has been done through interviews in a way directly to 15 students faculty nursing level One obtained that 10 students say difficulty in arranging time between assignments, learning, and activities practice and for communication between parents of 6 students among them say always do communication with parents, 5 students often, 3 students sometimes. Effects that can seen in students who experience symptoms of academic stress include more sensitivity, anger, restlessness, and lacking interest in studying, as well as dense eye lectures and also practice hours so that communication student with their parents becomes loose and students cannot give information about problems experienced. Based on existing phenomena, the runway is important for doing a study about the Connection between Parent Communication with Stress Academics in Students Faculty Level One Nursing.

The problem formulation in this study is to determine the relationship between parental communication and academic stress in nursing students with the formulation of the problem, how the description of parental communication, the description of academic stress, and whether there is a significant relationship between parental communication and academic stress in first year nursing students.

This study aims to determine the relationship between parental communication and academic stress in nursing students.

## **LITERATURE REVIEW**

### **Stress Academic**

Academic stress is a state of students who cannot complete the academic demands given so that they perceive academics as a disorder (Barseli et al., 2018). Individuals who experience academic stress can be interpreted as normal, especially in students, because academic stress is also part of adjustment and self-development for new student roles and responsibilities. It can be concluded that academic stress experienced by students is a condition when individuals are unable to deal with academic demands that exceed their abilities.

### **Factors Causing Academic Stress**

Factors that cause academic stress in students consist of internal factors and external factors. Internal factors are from the individual himself and external factors from outside such as the individual's social environment (Saraswati et al., 2020). Internal factors that cause academic stress are: health conditions, interest in learning, inability to manage time, and mindset.

### **Factors Affecting Academic Stress**

Academic stress is influenced by several factors, namely: age factor, gender factor, and experience factor (Hamzah & Rahmawati, 2020).

**Age Factor.** Influencing academic stress in students, the more mature the individual, the better they will control and be able to cope with academic stress. Age characteristics can affect the onset of academic stress, the higher the age, the lighter the academic stress tends to be. So it can be said that students who have experience in dealing with stress before are able to control this stress because students who have experienced stress consider it a normal thing and can adapt.

**Gender.** It was found that had a close relationship to academic development and the results were obtained in women. Higher levels of academic stress occur in women because they are unable to control problems compared to men who are able to control problems by using logic

**The Experience Factor.** As a guide to dealing with and developing oneself, experience can leave an impression to form a positive attitude. Academic stress that occurred in previous individuals was able to make it a motivation in overcoming every academic problem (Gatari, 2020). Stressful experiences experienced by students have a good impact, so students can avoid stress and focus on optimal learning (Pramesta & Dewi, 2021).

**Social Support.** Helping each individual overcome academic stress with the presence of other individuals such as parents by communicating. The established communication relationship is one of the important things in helping to overcome stress by providing motivation, and support to improve quality of life and emotional stability (Susanti, 2023).

### **Parental Communication**

Communication between parents and children is communication that has a reciprocal nature with mutual understanding. Both have their respective rights in conveying opinions, information and advice and communication can run well when there is support, empathy and similarity between parents and children (Winarsih, 2017). The communication relationship between parents and children is communication that exists between fathers and mothers to children that is reciprocal and two-way to provide attention, motivation. Communication between people is communication that has meaning and meaning between each individual in building relationships. One type of communication that helps in solving conflict problems, by discussing if in communication interactions there are differences in perceptions with other individuals (Imanudin et al., 2021). The important role of parents in communicating with students is able to reduce academic stress and provide solutions to high academic problems. Communicating with parents allows students to convey their feelings, understand emotions, thoughts with the family's ability to provide strength and motivation when students face every academic demand.

### **Factors Affecting Communication between Parents and Students**

Some of the factors that affect communication between parents and students include: self-image, psychological atmosphere, family environment, and time constraints.

**Self-image.** It is an individual's view of oneself and others obtained from experiences, responses and based on individual conclusions about oneself. Individuals initiate communication with others and the environment to create a good self-image. Communicating with other individuals can change the bad view of oneself and when individuals have a good self-image, they are able to improve communication (Pebriani & Ibrahim, 2017).

**Psychological Atmosphere.** Can affect the communication that occurs between individuals because communication is difficult to do if the other party is in a bad mood. One of the things that is considered in communicating by paying attention to the atmosphere and feelings of individuals to build effective communication (Rahmawati & Gazali, 2018).

**Family Environment.** What is well established between students and their families, especially parents, makes students calmer in participating in the academic process. The

difference in place is one of the factors that can affect the communication carried out and the way of delivering messages adjusts to the place where communication is carried out because each place has its own norms and rules of values (Aida et al., 2020).

**Time Barriers.** Affects communication between parents and students, due to the inability to manage academic and non-academic lecture time. Communication that is carried out becomes tenuous because it does not have enough time so that communication cannot take place properly (Ovilistiana et al., 2022).

Parental communication can significantly impact college students' academic stress and performance. Quality of communication with parents is more important than quantity for academic success. Supportive communication from family can reduce the negative effects of academic stress on students (Weintraub & Sax, 2018).

Parental involvement in students' academic progress and decision-making generally has positive effects on personal, social, and academic development. Findings highlight the complex role of parental communication in college students' lives, emphasizing the importance of supportive, quality interactions that promote autonomy and resilience while maintaining involvement in academic progress (LaFreniere & Shannon, 2021).

## METHODS

This study was quantitative using descriptive correlational research method and cross-sectional approach. The sample of this study was recruited from the Faculty of Nursing at one of the universities in North Sulawesi. The sampling technique used total sampling on 153 first-year Faculty of Nursing students. The study began in November 2022 to April 2023 with inclusion criteria, namely nursing students who are actively studying in the 2022-2023 school year, have parents or guardians, and are willing to be respondents and for exclusion criteria, namely students who are sick and not present at the time of data collection.

Measurement of data to determine academic stress using a questionnaire adopted depression anxiety and Stress scale compiled by (Lovibond & Lovibond, 1995) and developed by (Purwati & Handiyani, 2012) contains 30 statements that have been tested for validity and reliability which are favorable contained in statement numbers (1, 3, 27, 13, 23, 25, 18, 6, 4, 5, 9, 10, 17, 15, 16, 14, 22, 21, 29, 7, 24, 8, 11, 12, 2, 30, 26) and unfavorable are in statement number (28, 20). Measurement of data to determine academic stress using a questionnaire adopted depression anxiety and Stress scale compiled by Lovibond (1995) and developed by Purwati (2012) contains 30 statements that have been tested for validity and reliability which are favorable contained in statement numbers (1, 3, 27, 13, 23, 25, 18, 6, 4, 5, 9, 10, 17, 15, 16, 14, 22, 21, 29, 7, 24, 8, 11, 12, 2, 30, 26) and unfavorable are in statement number (28, 20, 19) which includes three aspects namely physical, emotional and behavioral and for answer choices there are never, sometimes (1-3 times a week, often (4-6 times a week), always (every day) and for the categorization of academic stress scores made based on the mean and standard deviation, namely:  $X \leq 22.5$  normal state,  $22.5 < X \leq 37.5$  mild stress level,  $37.5 < X \leq 52.5$  moderate stress level,  $52.5 < X \leq 67.5$  severe stress level,  $X > 67.5$  very severe stress level. Meanwhile, the measurement of parental communication data was adopted from Riskaponda

(2014) using a Likert scale and there are favorable statements at number (1, 2, 25, 8, 3, 12, 21, 9, 18, 13, 15, 16) and unfavorable at number (14, 19, 5, 22, 7, 24, 20, 23, 4, 6, 10, 17, 11) consisting of 25 valid statement items and 25 valid statement items. It has five aspects, namely openness, empathy, support and positive attitude with the categorization of parental communication scores made based on the mean and standard deviation, namely: The results show: If  $X > 75$  then parent-child communication is in the good category,  $50 \leq X \leq 75$  in the sufficient category and  $X < 50$  indicates parent-child communication in the less category.

Data processing in this study using the Statistical Package for Social Science. The statistics used in this study are: Descriptive statistics of frequency, percentage, mean value, standard deviation, maximum and minimum to determine the description of the two variables as well as to determine the relationship between parental communication and academic stress in nursing students one. And for the correlation test using spearman rank because the data obtained is not normally distributed

The data collection process consists of a general stage (preparation stage), namely, starting with an initial survey to obtain data and prepare research materials, compiling instruments in the form of questionnaires adopted from previous studies. Obtain approval from the supervisor regarding the instrument to be used and ask permission from the Faculty of Nursing to conduct research by obtaining a letter of permission from the caprodi of the Faculty of Nursing. Furthermore, entering the special stage (data collection stage), namely the researcher introduces himself to the first-level Faculty of Nursing student respondents and explains the purpose and purpose of the research and how to fill it in, after which the questionnaire sheet is distributed after all the questionnaire data has been obtained, then proceeds to tabulate the data using Microsoft Excel and data processing in SPSS 26, as well as presenting the results of the research.

Data on parental communication and student academic stress were measured using a questionnaire. The problem statement regarding the description uses the percentage frequency formula and to determine the average value of the category using the mean, standard deviation and minimum-maximum value. Spearman rank correlation test was used because the data obtained was not normally distributed and to test the normality of the data using Kolmogorov-smirnov.

## RESULT AND DISCUSSION

**Table 1**

*Analysis of Parental Communication*

Variabel	Mean $\pm$ SD	Min-Maks
Parental Communication	75, 23 $\pm$ 10, 677	46-100



Table 1 shows that the mean score of communication between parents and students is 75, 23 standard deviation 10, 677 and the minimum score is 46 and the maximum is 100.

**Table 2**

*An overview of parental communication with students*

<i>Kategori</i>	<i>Frekuensi</i>	<i>Persentase (%)</i>
<i>Good</i>	77	50,3%
<i>Fair</i>	74	48,4%
<i>Poor</i>	2	1,3%
<i>Total</i>	153	100%

With the results of 153 respondents there were 77 (50.3%) parents' communication in the good category, 74 (48.4%) people's communication was sufficient and 2 (1.3%) parents' communication was in the poor category.

**Table 3**

*Analysis of akademik stress*

<i>Variabel</i>	<i>Mean ± SD</i>	<i>Min-Maks</i>
<i>Stres Akademik</i>	29,10 ± 13, 058	3-68

Based on table 3, it is found that the average academic stress score is 29.10 with a standard deviation of 13.058 with a minimum value of 3 and a maximum of 68.

**Table 4**

*Overview of Academic Stress Nursing Student level one*

<i>Kategori</i>	<i>Frekuensi</i>	<i>Persentase</i>
<i>Mild</i>	72	47,1%
<i>Medium</i>	24	15,7%
<i>Heavy</i>	9	5,9%
<i>Normal</i>	47	30,7%
<i>Very Heavy</i>	1	7%
<i>Total</i>	153	100%

Overview of academic stress in nursing faculty students Level one can be seen in table 4. The results obtained that of the 153 respondents there were 72 (47.1%) students felt mild academic stress, 24 (15.7%) experienced moderate academic stress, 9 (5.9%) severe academic

stress, 47 (30.7%) normal academic stress and 1 (7%) academic stress that students felt very heavy.

**Table 5.**

*The relationship between parental communication and academic stress in first-year nursing faculty students*

<i>Variabel</i>	<i>Koefisien Korelasi</i>	<i>P Value</i>
<i>Parental communication with stress academic</i>	<i>-,370</i>	<i>0.002</i>

The results of the analysis of the relationship between parental communication and academic stress can be seen in table 5 which found p value = 0.002 < 0.05 so that the hypothesis Ha is accepted and Ho is rejected. It can be concluded that there is a significant relationship between communication. Parents with academic stress in first year nursing students. Furthermore, the results show the value of the correlation coefficient (r - 0.370) which means a weak correlation with a negative relationship direction, where the better the communication of parents, the academic stress experienced is not severe in first year nursing stud

The foundation for creating a good family relationship is by communicating directly or face-to-face for problem solving so that students are able to express emotions and feelings directly. An important role in conducting communication relationships with parents is able to make students get solutions related to solving academic and non-academic problems, where good communication is with a reciprocal relationship from both parties (Imanudin et al., 2021).

In this study, the majority of parents' communication was found to be in the good category. The same research results were found in Saraswati et al. (2020) found the results of parental communication in the good category 62.3%. Furthermore, it is explained in this study that one of the things that makes communication between parents and students in the good category is due to the openness of both. The reciprocal relationship between parents and students is one way to foster a positive attitude so as to increase motivation for students during learning (Wowor & Putri, 2021).

Social support helps each individual overcome symptoms of academic stress, namely the presence of other individuals in this case, emotional support through parental communication relationships as one of the things that can overcome academic stress that occurs in students.

Communication between parents and children in this case to students is said to be effective if both parties remain close to each other, are positive by giving attention and also



have similar traits to each other in terms of providing motivation and support. The communication relationship between the two remains well established, it has the opportunity where students are able to respond to academic stress by being positive towards themselves and the surrounding environment (Nursaptini et al., 2020).

The results of the same study also with (Nuzuli, 2020), found that there is a relationship with a significant negative direction of communication between parents and students with symptoms of academic stress. This means that the better the communication between parents and students, the less severe the academic stress experienced. Academic stress that occurs in students by various.

There is an age factor where students still need to adapt to changes in roles in the lecture environment (Hatmanti & Septianingrum, 2019).

Researchers assume that in addition to communication carried out by parents with students related to the problems experienced, there are also other factors that have an impact on the onset of symptoms of academic stress, namely conflicts experienced by students with peers, health problems, inability to manage time. The role of communication carried out by parents is important, namely being able to become a counselor in this case listening to every complaint while providing support for the problems faced by students, besides that it takes the ability of students to solve the problems experienced.

## **CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS**

Communication between parents and first-year students of the Faculty of Nursing is found to be mostly in the sufficient category and for academic stress in first-year students of the Faculty of Nursing is classified in the mild category. The better the communication carried out by parents and students, the academic stress experienced is not in the severe category..

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The results of this study can be an initial reference for institutions regarding the importance of peer-to-peer communication with students. In this study, it can be seen that parental communication is one of the factors that can minimize the symptoms of academic stress faced by students, so that both students and parents can build good relationships by communicating actively, with support, openness, empathy and being able to motivate students. Recommendations for further researchers to be able to examine with more variety which involves respondents from one faculty and also examines based on the respondent's place of residence. That way communication can run well. Students must also be able to control every academic and non-academic activity by being able to manage time and always think positively so that they can regulate their emotions and avoid triggering symptoms of academic stress.



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There are several limitations in this study. The cross-sectional approach used in this study limits the testing of causal relationships between variables. Respondents who only came from one college, the sample was only used only the nursing faculty was not expanded.

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