

# Relationship Between Parental Involvement, Academic Resilience, and Academic Stress among Adolescents in Kuala Terengganu

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## Abstract

The study aimed to determine the relationship between parental involvement, academic resilience, and academic stress among adolescents in Kuala Terengganu. A total of 261 students participated in this study, and they were chosen by using a multi-stage cluster random sampling technique. The data were collected through a set of self-administered questionnaires. Parental Support for Learning Scale: Adolescent (Rogers et al., 2014), The Academic Resilience Scale (Cassidy, 2014), and the Academic Expectation of Stress Inventory (Ang & Huan, 2006) were used to measure parental involvement, academic resilience, and academic stress respectively. The results showed that the adolescents experienced high parental involvement, high academic stress, and low academic resilience. Parental involvement and academic resilience correlated significantly with the academic stress of adolescents. The relative strength of antecedent variables and independent variables in predicting academic stress was analyzed using multiple regression analysis. It was revealed that parental involvement was the strongest predictor of academic stress. This finding concurs with the results of past research that have shown that students' academic stressors are identified in the family and school environments. Thus, due consideration should be given to family and school environment aspects in any effort or intervention related to adolescents' academic stress management.

**Keywords:** Parental Involvement, Academic Resilience, Academic Stress, Adolescents, Well-being

## Introduction

According to World Health Organization, adolescents can be defined as individuals between the ages of 10 to 19 years age group. This is in line with definitions pointed out by Sacks et al. (2003) in the studies of age limits in adolescents where they also stated that adolescents begin with the onset of biologically normal puberty and end with the development of adult identity

and behavior. However, some studies believe adolescents are defined as a stage that occurs between childhood and maturity. Historically, this ranged from 12 to 18 years, closely corresponding to the time between the start of guardian independence (Dahl, 2004, as cited in Jaworska & MacQueen, 2015). They go through physical development and change as well as emotional, psychological, social, and mental growth changes (Salmela-Aro, 2011).

Nowadays, life as adolescents can be detrimental as they are exposed to stress caused by various factors. Although education benefits adolescents, a school can be considered a stressful environment for them too. Previously, the school was not seen as a source of stress for students and had a lesser impact on the student population. Students were just required to study, and studying was never seen as burdensome. However, adolescents encounter a variety of academic difficulties in today's highly competitive and demanding environment. As a result, academics are now one of the top pressures for students. It can be caused by a variety of reasons. Roehr (2013) stated that academic stress has become the most common source of stress among high school students (Asgarabad et al., 2021). Hoferichter et al (2014), asserted that academic stress is a common occurrence that has a detrimental impact on adolescents' psychological, educational, and physical well-being. Shahril et al (2021) posit that factors related to school contribute to mental health among adolescents in Selangor. Bennett and Holloway (2013) also stated that stress is acknowledged as one of the primary causes of malignant mental conditions, such as student suicide. Therefore, it is important to understand the academic stress experienced by students and the resource or mechanisms that they use to address it.

According to Brand and Schoonheim-Klein (2009), stress among students is multifactorial, coming from both academic and non-academic elements such as socio-cultural, environmental, and psychological characteristics. Academic environment elements consist of excessive assignments, poor time management, and peer competition. Nevertheless, Ang and Huan (2006) posit that there are many additional sources of academic stress including parental expectations for their children, a loss of interest in studies, a low level of confidence in passing tests, comparing oneself to others, and not getting enough sleep. This issue should be taken seriously as adolescence is a critical phase in which young people struggle with self-organization, role uncertainty, and adapting to many changes.

The first variable associated with academic stress is parental involvement. Parental involvement refers to situations where parents are directly involved in their children's education (Ntekane, 2018). For example, they involve themselves with the school and teachers in the learning process of their children. In addition, they also fulfill their duties as parents by ensuring their kids are assisted in the learning process as much as possible. According to a survey released by the Malaysian Ministry of Education (MOE) in 2011, the average Malaysian student spends 52% of his or her daily time at home and with the community, and the remaining 15% is in school. Considering children spend a greater amount of time at home and school, these institutions are thought to have a significant impact on their academic success. As a result, parents and teachers must work together to ensure that children receive the finest education possible, which will determine their future (Ishak et al., 2020). Therefore, parents should always be reminded about the importance of practice in parental involvement in education to ensure the academic success of adolescents since they are the closest individuals to their children.

Another variable associated with academic stress is academic resilience. According to Masten et al (1990), academic resilience is referred to as the process or capacity for successful adaptation in the face of challenging events (Cassidy, 2016). Generally, everyday challenges

and problems contribute to the risk of failure in academic growth and educational achievement for adolescents. Students who experience psychological issues such as stress are more likely to have difficulties academically (Yasin & Dzulkifli, 2011; Emmanuel, 2014; Nachiappan et al., 2019, as cited in Sulong et al., 2019). Also, students at this age are thought to be more sensitive to brain disorders like suicide, indicating a lack of resilience in dealing with academic stress and change (Cheng & Catling, 2015, as cited in Olaseni, 2020). However, Wilks (2008) found in his study that very resilient individuals have adaptive coping skills and frequently convert challenges into learning and growth opportunities.

In sum, parental involvement, academic resilience, and academic stress are all interrelated variables in students' life. There is very limited research regarding the association of these variables particularly in Terengganu. Besides, Terengganu has retained its achievement of excellence in the Sijil Pelajaran Malaysia Examination (SPM) 2022 where the State Cumulative Grade is higher than the National Cumulative Grade. Thus, this triggered the interest to study the students in Terengganu's experience of academic stress and the factors influencing it. This research provides more detailed knowledge of factors affecting the education experience of adolescents and can be used as the basis for a relevant intervention program. Given the importance of family and adolescent factors, this research focuses on ascertaining the relationship between parental involvement, academic resilience, and academic stress among adolescents in Kuala Terengganu.

## **Literature Review**

### **Academic Stress**

The term academic stress refers to academic-related stress that exceeds individual adaptive resources (Wilks, 2008). Academic stress comes when students have difficulty adjusting to educational environments such as schools or colleges, which can have an impact on their academic performance. Failure of a student to responsibly manage academic stress will result in serious psycho-social and emotional health (Arthur, 1998; MacGeorge et al., 2005; Wilks, 2008). It is a common occurrence at many phases of the educational system, and it has an impact on students' mental, emotional, and physical well-being, as well as their learning and performance levels. Thus, it is important to understand the student's academic stress and how they deal with it.

In studies on the sources of stress among youths, Jaramillo et al (2005); Stevenson and Harper (2006); Bhargava and Trivedi (2018) point out that the individual's view influences whether the stressor has a damaging effect or not, and whether it causes physical or psychological symptoms of stress in the individual. Fairbrother and Warn (2003) stated that students may feel several stages of academic stress because they practice different coping practices to manage academic stress (Asgarabad et al., 2021). This may be the rationale why the negative outcomes might come about in physiological reactions or behavioral reactions if a student is incompetent to effectively manage academic stress. Hence, before it results in negative outcomes, it is essential to identify some of the significant or possible causes of academic stress among adolescents.

In addition, academic stress was also discovered to have a direct damaging influence on students' self-esteem and dropout rates (Fenzel, 2000; Liu & Lu, 2011; Asgarabad et al., 2021). Parents' high expectations were one of the main sources of adolescents' academic stress, which has been demonstrated to be negatively correlated with their self-esteem. Generally, parental expectations play an important effect in children's academic achievement. Students whose parents with high expectations get greater grades, higher standardized test scores,

and stay in school longer than students whose parents have low expectations (Davis-Kean 2005; Pearce 2006; Vartanian et al., 2007, as cited in Yamamoto & Holloway, 2010). However, overbearing parents who set unrealistic expectations for their children's educational accomplishments might hurt their children's performance.

### **Parental Involvement**

The meaning of parental involvement has changed throughout time. Parent involvement today is not the same as it was in the past. Different researchers defined it differently based on their understanding. Several studies have found that degrees of parental participation are connected to socioeconomic class and perceptions about parents' roles and places in the school. Mahamood et al (2012) in their studies defined parental involvement as the degree to which a parent contributes resources and energy to their child in each developmental or educational domain.

Adolescent and School Health (2018) on the other hand defined parental involvement as parents and school personnel working together to improve the learning, development, and health of children. According to their studies, parental involvement in schools is directly associated with increased student behavior, academic excellence, and social skills. Including parents in their children's school lives is a hopeful and caring feature that enables them to be a beneficial impact on their child's daily life. It also increases the likelihood that adolescents would avoid harmful tobacco, alcohol, and drug use. Parental involvement is an effective balancing component that may give years of comfort and beneficial social variables. This is in line with the study by Winnicott (2016) which stated that parental involvement in schools is a shared commitment in which schools and other community groups are dedicated to reaching out and involving parents in meaningful ways. Most parents are committed to actively supporting their children's learning and development. A positive relationship between schools and families enhances children's health and learning in a variety of contexts, including at home, school, after-school activities, and in the community (Young, 2018).

### **Parental Involvement and Academic Stress**

Many studies have focused on the influence of parents on their children's growth and education. According to research, parental involvement has a significant influence on their children's academic achievement. According to Epstein's Theoretical Model Overlapping Spheres of Influence (1992) children are at the center and focus of the school and families, and they should both assist children's growth through teamwork. Many studies have stressed the importance of parental involvement in students' academic progress and as an effective incentive for the essential part of the school (Epstein et al., 2011; Newchurch, 2017; Toldson, 2008, as cited in Toraman et al., 2022). Therefore, parents should get involved by encouraging and supporting their children's academic performance and well-being rather than putting academic stress on them to do even better.

Undoubtedly, every parent wants the best for their children. However, they should be aware that their attitudes can lead to educational stress which can cause not only academic stress but also psychological problems in their children, as well as affect their level of mental and physical health. A study by Sarma (2014) on parental pressure for academic success in India discovers that parents' high academic expectations are a major source of stress among students, even though parental expectations typically have a positive relationship with academic achievement. To avoid academic stress, parents should build a positive attitude and support for their children rather than putting too much pressure on them. Children who are

exposed to significant academic stress are more prone to suffer extreme anxiety, which can lead to poor academic performance (Toraman et al., 2022). Thus, one responsibility of the school and family should be to minimize the students' stress and anxiety.

### **Academic Resilience**

According to Masten et al (1990), resilience has been defined as an individual trait, with the term resilience referring to good, stable, and consistent adaptation under difficult situations. The definition is followed by Ye et al (2021) study defines academic resilience as the ability to do well despite difficulties. The other definition of academic resilience is a student's ability to cope with acute or chronic challenges that are seen as the primary disruption in the student's educational process (Dwiastuti et al., 2022). Gayles (2005) found that three high-achieving African-American males stated the alternative concept of academic resilience emphasizes a method of dealing with high-risk events within the school system and creating outstanding academic success.

Besides, academic resilience is also known as a dynamic developmental process that includes protective factor qualities, including external and internal protective factors or resilience traits that play an essential role in academic adjustment and performance (Luthar, Cicchetti, & Becker, 2000; Gizir & Aydin, 2009; as cited in Sulong et al., 2019). This is because protective factors might function as a buffer to compensate for a student's stressful environment (Werner, 2000). According to Bronfenbrenner (1986), external protective factors are beneficial things from outside the person that has a positive influence on a student's academic achievement, such as the involvement of parents, educational institutions, teachers, and friends. Internal protective factors on the other hand associated with an individual's strengths that exist within the individual such as perceived academic competence, self-efficacy, self-motivation and goal setting, and persistence.

A highly resilient individual has adaptive coping skills and frequently converts stressors into learning and development opportunities. Campbell-Sills et al (2006) discovered that task-oriented coping, or using active, problem-focused strategies to deal with stressors, was positively related to resilience in a sample of college students (Kariv & Heiman, 2005). Clifton et al (2004) discovered that, of several demographic and environmental variables, problem-focused coping strategies and perceived control had the greatest effects on academic achievement. Struthers et al (2000) discovered that students who used problem-focused coping techniques outperformed those who used emotion-focused coping strategies academically. As a result, a student's level of resilience and its expressions are associated with effective adaptive resources to academic stress. Benard (2004) asserted that resilience studies are vital in reducing the achievement gap since all students have the potential to learn and thrive via resilience development (Sulong et al., 2019). Indeed, educators have long highlighted the value of individual resilience in a student's ability to succeed in life (Note, Soresi, Zimmerman, 2004, as cited in Sulong et al., 2019).

### **Academic Resilience and Academic Stress**

Kalan et al (2020) have discovered that resilience is an important attribute in a person that is required for academic achievement because academic resilience allows individuals to confront difficulties. They continued, students confront several problems or tough situations in their everyday lives, including difficulty in studying and adjusting to classmates, society,

community, family, and home. As a result, academic resilience becomes an essential element of the educational system.

According to Robbins et al (2018) when dealing with stress, resilience can prevent major bad life outcomes and contribute to increased lifelong pleasure. Resilience is also viewed as crucial in assisting students in managing academic requirements to make positive development and cope with the stresses of school, job, and life (Caruana et al., 2011, as cited in Robbins et al., 2018). They also stated in their research that the real experience of stress or adversity provides the chance to demonstrate degrees of resilience. However, the evidence is divided on whether this may favorably or negatively affect the development of resilience. Some stresses may boost resilience by promoting the impression of stressful events as manageable, boosting emotional stability under strain, and encouraging the feeling of mastery and control in difficult situations.

Gunnar et al (2009) discover that children who had encountered intermediate levels of early adversity had more adaptive neurobiological responses to an artificial stressor than those who had endured low levels of stress. Although these studies demonstrate that early experiences of stress might predict the development of resilience, many findings indicate negative outcomes. Participants in the Study of Bad Childhood Experiences, which included roughly 13,000 people, were considerably more likely to report overall health, despair, and the consequence of destructive behaviors such as alcohol addictions, and drug misuse (Felitti et al., 1998).

## **Research Methodology**

### **Research Design**

This quantitative study used correlational and descriptive design. The correlation design was chosen because the study focused on the relationship between parental involvement, academic resilience, and academic stress among adolescents in Kuala Terengganu. The study was conducted in Terengganu because very limited research regarding the association of these variables can be found there. The respondents were students in two secondary schools who were selected using a multistage cluster random sampling technique. A self-administered questionnaire was used to gather the data on the respondents' characteristics, parents' background, parental involvement, academic resilience, and academic stress. The total number of respondents in this study was 261. A consent form for the respondents to participate voluntarily was obtained before the distribution of the questionnaires. The confidentiality of the information provided was also emphasized to the respondents.

### **Instrumentation**

A self-administered questionnaire was used to measure parental involvement, academic resilience, and academic stress. The distribution of the questionnaires was made possible with the help of the head of the school and the counseling teachers.

*Academic stress* was measured using *The Academic Expectation of Stress Inventory (AESI)* developed by (Ang and Huan, 2006). This scale consists of 9 items, and scores are recorded on a 5-point Likert scale (1 = never, 2 = rarely, 3 = sometimes, 4 = often, and 5 = always). AESI includes the two following components: expectations of self (4 items), and parent and teacher expectations (5 items). Sample items include: "I would blame myself when I cannot live up to my parent's expectations of me." "I feel I have disappointed my parents when I do poorly in school." "When I fail to live up to my own expectations, I feel I am not good enough." Ang and

Huan (2006) also reported Cronbach's alphas of 0.87, 0.84, and 0.83 for the total, self-expectations, and parents/teachers' expectations components, respectively. Moreover, they examined the 2-week test–rest reliability and reported coefficients of the three components as follows, respectively: 0.79, 0.85, and 0.77. Higher scores indicate higher perceived academic stress. The Cronbach's alpha for the total score of academic stress for both versions of the questionnaires (Bahasa Melayu and English) in this study were 0.89.

*Parental involvement* refers to the total scores obtained from *Parental Support for Learning Scale: Adolescent Short Form (PSLS-AS)* developed by (Rogers et al., 2014). The scale had 19 items that measures children's perceptions of their mothers' and fathers' educational involvement in the home which aimed at helping them to succeed at school. This measure uses a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree). Sample items include: "My parent gives a lot of pressure on me to achieve at school." "My parent very strict when it comes to my education." "My parent listens to my perspective/opinion when I am struggling." The Cronbach's alpha internal reliability coefficients for the factors ranged from 0.87 to 0.90. A higher score indicated higher parental involvement and vice versa. The Cronbach's alpha for the total score of parental involvement for both versions of the questionnaires (Bahasa Melayu and English) in this study were 0.78.

*Academic resilience* was measured using *The Academic Resilience Scale (ARS)* developed by (Cassidy, 2015). The scale had 30 items, the items in the scale fall into one of the three factors: perseverance, reflecting and adaptive help-seeking, negative affect, and emotional response. The scale was rated on a five-point Likert scale ranging from 1 to 5 (1= Extremely likely; 2= Likely; 3= Neutral; 4= Unlikely; 5= Extremely Unlikely). Sample items include: "I would not accept the tutor's feedback", "I would use the feedback to improve my work", and "I would change my career plans". Cassidy (2015) obtained a Cronbach's Alpha of .90. In the present study, Cronbach's alpha for the total score of academic resilience for both versions of the questionnaires (Bahasa Melayu and English) were 0.91. A high score on ARS indicated high academic resilience and vice versa.

### Statistical Analysis

The data obtained were analyzed using the Statistical Package for Social Science (SPSS) Version 27.0. Descriptive statistics were used to describe the respondent's characteristics, parental involvement, academic resilience, and academic stress level. Pearson's Correlation Coefficient Test was used to determine the relationship between parental involvement and academic resilience with the respondents' academic stress. While multiple regression was used to determine the unique predictor for the respondents' academic stress.

### Result and Discussion

#### Personal Characteristics of the Respondents

Table 1 shows descriptive data on the personal characteristics of the respondents namely age and gender. Based on the analysis, out of 261 respondents, 108 consist of students aged 16 years old, while 153 consist of students aged 18 years old. The percentage of students aged 16 years old was 41.4%, while of students aged 18 years old was 58.6%. As for gender, 73 of the respondents were male students, while 188 of the respondents were female students. The percentage of male students was 28%, while 72% were female. The number of males to females was uneven due to the little number of male students in the chosen schools.

Table 1

*Personal characteristics of respondents*

| <b>Demography</b> | <b>Frequency (n)</b> | <b>Percentage (%)</b> |
|-------------------|----------------------|-----------------------|
| <b>Gender</b>     |                      |                       |
| Male              | 73                   | 28.0                  |
| Female            | 188                  | 72.0                  |
| <b>Age</b>        |                      |                       |
| 16 years old      | 108                  | 41.4                  |
| 18 years old      | 153                  | 58.6                  |

Table 2 shows descriptive data on the family background consisting of the mother's education, the father's education, and the family's monthly income. Both mothers' and fathers' education were categorized individually into nine levels. Findings showed that a large proportion, 126 (48.3%) of respondents' mother's education was at the SPM's level which indicated that their mothers obtained formal education until secondary school, likewise to father's education, it revealed that a large proportion, 134 (51.3%) of respondents' fathers' education was at SPM's level which indicated that their fathers obtained formal education until secondary school. As for family monthly income, most of the respondents (n = 151) reported their family income was between RM1001 until RM5000 per month.

Table 2

*Family background*

| <b>Mother's years of education</b> |                      |                       |
|------------------------------------|----------------------|-----------------------|
|                                    | <b>Frequency (n)</b> | <b>Percentage (%)</b> |
| No schooling                       | 2                    | 0.8                   |
| End of year 6/ UPSR                | 6                    | 2.3                   |
| Secondary school (PMR)             | 6                    | 2.3                   |
| Secondary school (SPM)             | 126                  | 48.3                  |
| STPM                               | 53                   | 20.3                  |
| Diploma                            | 9                    | 3.4                   |
| Degree                             | 51                   | 19.5                  |
| Master                             | 7                    | 2.7                   |
| PhD                                | 1                    | 0.4                   |
| <b>Father's years of education</b> |                      |                       |
|                                    | <b>Frequency (n)</b> | <b>Percentage (%)</b> |
| No schooling                       | 2                    | 0.8                   |
| End of year 6/ UPSR                | 6                    | 2.3                   |
| Secondary school (PMR)             | 6                    | 2.3                   |
| Secondary school (SPM)             | 134                  | 51.3                  |
| STPM                               | 10                   | 3.8                   |
| Diploma                            | 45                   | 17.2                  |
| Degree                             | 38                   | 14.6                  |
| Master                             | 19                   | 7.3                   |
| PhD                                | 1                    | 0.4                   |
| <b>Family monthly income</b>       |                      |                       |
|                                    | <b>Frequency (n)</b> | <b>Percentage (%)</b> |
| RM500 – RM1000                     | 34                   | 13.04                 |



|                   |     |       |
|-------------------|-----|-------|
| RM1001 – RM5000   | 151 | 57.85 |
| RM5001 – RM10000  | 56  | 21.45 |
| RM10001 – RM15000 | 20  | 7.66  |

### Levels of Parental Involvement, Academic Resilience, and Academic Stress of the Respondents

Table 3 shows the parental involvement of respondents in two levels namely low and high levels. The mean score for parental involvement was 57.44, with a standard deviation of 9.50. The minimum score was 19, while the maximum score was 85. The levels of parental involvement were calculated by using the mean score. Respondents that scored below 57.44 fell into the low category, while respondents that scored 57.44 and above fell into the high category. Based on the findings, half of the respondents ( $n = 133$ , 51%) scored high on parental involvement. The remaining respondents ( $n = 128$ , 49%) scored low on parental involvement. Overall, more respondents were reported to experience a high level of parental involvement. However, the difference between the two categories of the score was very slight.

Table 3

#### *Parental Involvement*

| Parental Involvement | Frequency | Percentage (%) |
|----------------------|-----------|----------------|
| Low (< 57.44)        | 128       | 49             |
| High (> 57.44)       | 133       | 51             |
| Total                | 261       | 100.0          |

The mean score for academic resilience was 67.85, with a standard deviation of 17.19. The minimum score of respondents was 34, while the maximum score of the respondents was 129. The levels of academic resilience were calculated by using the mean score. The score was distributed into two categories, which were low and high. Respondents that scored below 67.85 fell into the low category, while respondents that scored 67.85 and above fell into the high category. Table 4 shows that the respondents ( $n = 114$ , 43.7%) scored high on academic resilience. The remaining respondents ( $n = 147$ , 56.3%) scored low on academic resilience. Overall, more respondents were reported to experience a low level of academic resilience as compared to a high level.

Table 4

#### *Academic Resilience*

| Academic Resilience | Frequency | Percentage (%) |
|---------------------|-----------|----------------|
| Low (< 67.85)       | 147       | 56.3           |
| High (> 67.85)      | 114       | 43.7           |
| Total               | 261       | 100.0          |

The levels of academic stress were calculated by using the mean score. The mean score for academic stress was 33.32, with a standard deviation of 0.42. The minimum score of respondents was 12, while the maximum score of the respondents was 45. The score for academic stress was distributed into two categories, which were low and high. Respondents that scored below 33.32 fell into the low category, while respondents that scored 33.32 and above fell into the high category. Table 5 shows that not even half of the respondents ( $n = 59$ ,

22.6%) scored low on academic stress. The rest of the respondents (n = 202, 77.4%) scored high on academic stress. Overall, the respondents were reported to experience a high level of academic stress. The differences reported were quite large between the two categories of the score.

Table 5

*Academic stress*

| Academic Stress | Frequency | Percentage (%) |
|-----------------|-----------|----------------|
| Low (< 33.32)   | 59        | 22.6           |
| High (> 33.32)  | 202       | 77.4           |
| Total           | 261       | 100.0          |

### The Relationship Between Parental Involvement and Academic Resilience with the Respondents' Academic Stress.

To determine the relationship between parental involvement and respondents' academic stress, a Pearson's Correlation Coefficient Test was conducted. The results of this study showed that there was a significant relationship between parental involvement and academic stress because the value of  $r = -0.13$ ,  $p \leq 0.05$  which is lower than the alpha value and significant at level  $p < 0.05$  (refer to table 7). This means that parental involvement affects academic stress. This is in line with research by Raphael and Paul (2018) that discovered parental involvement significantly reduced the amount of academic stress that students experienced. The routine of parents addressing the future, participating in school events, and talking about their involvement in education helped to reduce the tension that adolescents felt relating to their education. However, overbearing parental expectations and participation can also put children under academic stress. According to a study by Sarma (2014), parent's involvement in their children's academic achievement and their high expectations for them are primary causes of academic stress for students.

Table 6

*Correlation between parental involvement and academic stress.*

| Variables            | Academic Stress |      |
|----------------------|-----------------|------|
|                      | r               | P    |
| Parental Involvement | -0.13*          | 0.03 |

Note:  $p \leq 0.05$ , \*\* $p \leq 0.01$ , \*\*\* $p \leq 0.001$

The relationship between academic resilience and respondents' academic stress was measured using Pearson's Correlation Coefficient Test. Table 7 showed that there was a significant relationship between academic resilience and academic stress because of the value of  $r = -0.12$ ,  $p \leq 0.05$  which is lower than the alpha value and significant at level  $p < 0.05$ . This means that academic resilience influences academic stress. According to a study by Hussain and Thakur (2018), there is a substantial correlation between academic resilience and academic stress, with students who have high academic resilience reporting less stress in their studies. Mulati and Purwandari (2022) also discovered that academic stress and resilience are inversely associated. This means that resilient individuals will have more potential to manage and lessen the stress that they experienced compared to individuals with low resilience.

Table 7

*Correlation between academic resilience and academic stress.*

| Variables           | Academic Stress |      |
|---------------------|-----------------|------|
|                     | r               | P    |
| Academic Resilience | -0.12*          | 0.04 |

Note:  $p \leq 0.05$ , \*\* $p \leq 0.01$ , \*\*\* $p \leq 0.001$ **Unique predictor of the respondents' academic stress**

Based on the result shown in Table 8, parental involvement and academic resilience were found to be significant factors to predict academic stress. ( $F=5.47$ ,  $p<0.05$ ) and parental involvement was the strongest predictor. Data showed that 11 percent of the variance ( $R^2 = 0.114$ ) of academic stress was explained by the model. The finding of this study concurred with past studies which upheld that parental involvement has a positive impact on academic performance because of an increase in children's engagement in learning. However, it can negatively impact academic performance because children feel more stressed as a result of the increase in academic expectations (Peng et al., 2023).

Table 8

*Unique predictor of academic stress.*

| Variables            | Academic Stress |               |      |
|----------------------|-----------------|---------------|------|
|                      | B               | Beta, $\beta$ | P    |
| Parental Involvement | 0.13            | 0.15          | 0.01 |
| Academic Resilience  | 0.06            | 0.14          | 0.02 |
| Adjusted $R^2$       |                 | 0.114         |      |
| F                    |                 | 5.47          |      |

**Conclusion**

Adolescents' drive to keep up the learning tasks is decreased by their sense of excessive school-related stress, which also affects their overall academic performance and raises their risk of dropping out. Academic stress may also affect health issues such as fatigue, lack of appetite, trouble sleeping, sadness, anxiety, despair, social isolation, and, in severe cases, self-harm or attempts at/commitments to suicide. Wise management and family-oriented programs by the educational institution need to be planned and executed together as solutions to overcome academic stress because this study has proven that parental involvement and academic resilience are predictors of adolescents' academic stress. Learning should be interesting, enjoyable, and less stressful. Students are more likely to reach their full potential when they are happy and in better mental health. Therefore, appropriate action should be taken by the authorities to prevent academic stress among adolescents. The educational system, educators, and parents must work together in providing a healthy learning process environment in school and at home so that resilient students with good mental health can be produced. This will facilitate holistic high achievers that will contribute to nation-building in the future.

**Implication**

This study proves that adolescent students in Terengganu experienced academic stress throughout their schooling period. Parental involvement, as well as academic resilience, were found to influence academic stress. Awareness and knowledge of high-risk factors in

influencing academic stress stemming from parental involvement and academic resilience as protective factors allow more effective measures to be taken to address them. Apart from that, the findings can be beneficial to parents in preparing strategies to improve their children's academic stress and build a healthier relationship with them. In addition, the findings also provide some support and better understanding to local researchers, practitioners, and educators to conduct more studies of this nature throughout Malaysia so that more generalized data can be churned and reflected. Finally, the findings of this study can be used as a baseline reference by the school to organize programs that focus on adolescents' parental involvement and adolescents' academic resilience to address the issue of academic stress.

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