

## Examining the Impact of Family Structure on Stress Levels among Students: A Quantitative Analysis

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### Abstract

In recent years, researchers have shown an increasing interest in investigating the relationship between family structure and its potential impact on the stress levels and academic performance of students. This descriptive study aims to determine the impact of family structure on stress levels among the 173 students from the College of Education at STI West Negros University using a stratified random sampling technique. The data were analyzed using statistical tools such as frequency count, percentage distribution, mean, and the Mann Whitney U test. Findings revealed that the level of stress related to family structure and academic stress suggests a need for comprehensive support mechanisms that consider the diverse experiences of students within the family context and the various stressors they face in their academic journey. Furthermore, the difference analysis showed that age, sex, and specialization did not emerge as significant differentiators of stress levels among 2nd-year education students in terms of family structure or academic stress. While overall satisfaction with family structure, emotional support, and material

provision positively contributes to students' well-being and academic success, areas such as open communication and conflict resolution present opportunities for targeted interventions. Thus, the researchers recommend that educational institutions implement family-oriented support programs, develop targeted interventions, implement holistic support initiatives, develop specialized interventions, and make ongoing efforts to refine and expand support mechanisms.

**Keywords:** Family Structure, Academic Stress, Support mechanisms, Targeted interventions

## **Introduction**

Family Systems Theory of human behavior by Murray Bowen in *The Role of Caregivers and Families* by Gilbertson et.al (2018) in *Lifestyle in Heart Health and Disease*, defined the family unit as a complex social system in which members interact influencing and interconnecting each other's behavior as a whole and not as an individual element.

According to Murray Bowen family systems theory is a theory of human behavior that defines the family unit as a complex social system in which members interact to influence each other's behavior. Family members interconnect, making it appropriate to view the system as a whole rather than as individual elements (Sandra Gilbertson, Barbara A. Graves, 2018). In recent years, researchers have been increasingly interested in investigating the relationship between family structure and its potential impact on the stress levels and academic performance of students. By studying the different impacts of stress on the types of family structures such as Nuclear family, Single-parent family, Blended family, and Extended family. Utilizing quantitative research methods, this study aims to provide a comprehensive, in-depth examination of how family structure contributes to the stressors faced by students and the subsequent effects on their educational performance.

The findings of this study hold the potential to inform educators, counselors, and policymakers on the significance of recognizing and supporting students based on their unique family backgrounds. Understanding the correlation between family structure, stress, and academic performance is critical for designing tailored interventions and support systems that can enhance the overall well-being and success of students in diverse family contexts.

Riggio and DeLongis (2017) highlighted a significant link between family structure and academic performance, emphasizing that students from supportive family environments tend to excel academically. Building on this, Smith and Johnson (2018) underscore the pivotal role of family support in stress coping mechanisms, with their research indicating that a strong family support system leads to lower stress levels and enhanced coping strategies. Additionally, Chen and Yuan's (2019) exploration of family communication patterns reveals a positive correlation between open communication within families and emotional well-being. Together, these studies emphasized the interconnected aspects of family dynamics, shedding light on how family structure can act as a buffer against stressors and impact the overall well-being of students.

Williams and Smith's research (2016) underscored the significance of financial stability in student well-being, prompting the need for an analysis to explore the sustained impact of financial stability on stress levels over time and provided insights into the long-term effects of family financial

support. Additionally, Wang and Chang's study (2018) reveals a lower mean score for easily confiding feelings to the family, indicating a potential gap in understanding the influence of technology-mediated communication on emotional expression within family structures. Furthermore, Kim's research (2016) emphasizes the importance of considering how factors such as gender, race, or socioeconomic status intersected with financial support to shape stress levels among students.

The purpose of this study is to examine the impact of family structure on stress levels among 2nd-year Education students. Through a survey, we aim to understand how various aspects of family dynamics, including emotional support, financial stability, communication patterns, and conflict resolution can influence the well-being and/or stress experiences of students. The findings will contribute valuable insights to inform targeted interventions and support mechanisms, fostering a deeper understanding of the complex relationship between family structure and stress in the academic context.

### **Objectives of the Study**

This study aims to determine the level of stress among 2<sup>nd</sup> year Education students of STI West Negros University for the Calendar Year 2023-2024.

Specifically, this study seeks to answer the following questions:

1. What is the profile of the 2<sup>nd</sup> year Education students according to the following selected variables?
  - a. Age
  - b. Sex
  - c. Specialization
2. What is the level of stress among 2<sup>nd</sup> year Education students according to the following areas?
  - a. Family Structure
  - b. Academic Stress
3. What is the level of stress among 2<sup>nd</sup> year Education students when grouped according to the following variables?

Is there a significant difference in the level of stress among 2<sup>nd</sup> year Education students when grouped and compared according to the following variables?

## **Literature Review**

Family structure, encompassing the composition and dynamics of a student's home environment, can significantly influence their well-being, including stress levels. This review examines the existing research on the relationship between family structure and stress in students, exploring both potential risks and protective factors associated with various family configurations.

Studies suggest that students from traditional two-parent households generally experience lower stress levels compared to those from non-traditional structures. For example, Jaber et al. (2019) found that adolescents in nuclear families reported lower perceived stress than those from single-parent homes. This may be attributed to greater perceived stability, emotional support, and financial security offered by two-parent families (Fletcher & Fagot, 2015).

The relationship between family structure and stress is further complicated by moderating factors such as age, gender, and cultural context. Younger students may be more susceptible to stress associated with family structure changes like divorce (Lichter et al., 2016), while older students may develop coping mechanisms to navigate various family dynamics. Gender differences are also observed, with some studies reporting higher stress in girls from single-parent families (Sun & Sun, 2019), while others finding no significant difference (McNeely & Wu, 2017). Cultural norms and social support systems also play significant roles, with strong community networks mitigating the negative impacts of non-traditional family structures in certain cultures (Choi & Jao, 2018). In a study by Sroufe et al. (2017), adolescents from single-parent homes reported elevated stress levels compared to those from two-parent families. However, the impact of family structure on stress varied and depended on factors such as parental warmth and support. Specifically, supportive single-parent households were found to mitigate the negative effects of family structure on stress. Building on this, Jaffee et al. (2019) delved into the relationship between family structure, parental conflict, and academic stress in college students. Their findings indicated that high levels of parental conflict, irrespective of family structure, significantly increased academic stress. This underscores the notion that family dynamics, particularly the presence of conflict, play a more substantial role than family structure alone in influencing stress levels. Further supporting this perspective, Chen et al. (2021) explored the impact of family structure and socioeconomic status on stress and mental health among Chinese adolescents. Their study revealed that students from single-parent households and those with lower socioeconomic status reported higher stress and depressive symptoms. This emphasizes the importance of simultaneously considering both family structure and socioeconomic factors when examining the stress levels of adolescents. In their study, Liu and Chen (2020) explored the mediating role of coping strategies in the context of the relationship between family structure and academic stress. Their findings indicated that students from single-parent families who employed adaptive coping mechanisms, such as problem-solving and seeking social support, reported lower levels of academic stress compared to those utilizing maladaptive strategies. This underscores the potential of promoting healthy coping skills as a means to alleviate the adverse effects of family structure on stress. Building on this, Soderberg et al. (2022) investigated the moderating influence of family cohesion on the association between family structure and emotional distress among adolescents. Their research revealed that high levels of family cohesion acted as a buffer, mitigating the negative impact of single-parent families on emotional distress. This underscores the crucial role of strong family relationships in fostering resilience and reducing stress, particularly in the context of diverse family structures.

## **Methodology**

### **Research Design**

This quantitative research utilized a descriptive research design. According to McCombes (2019), descriptive research design aims to accurately and systematically describe a population, situation, or phenomenon.

The researchers used a quantitative research methods which is believed to be appropriate in measuring whether a significant difference in the level of stress among 2nd year Education students exist when grouped and compared according to the variable of age, sex, and specialization and when group according to the areas of family structure and academic stress.

## **Respondents**

The participants were the 173 students from a total population of 313 in the College of Education of STI West Negros University this 1<sup>st</sup> Semester, school year 2023-2024. The study utilized a stratified random sampling technique to regulate a reliable representation of the students' sample per specialization and to ensure reliability of respondents' selection and to avoid biases in a diverse group of students.

## **Research Instrument**

A self-made survey questionnaire was used in gathering the data to determine the level of stress among 2nd year Education students of STI West Negros University for the Calendar Year 2023-2024 were subjected to validity (4.72=excellent) and reliability (0.873=Good). The questionnaire was made up of two parts. Part I contains queries on participants in terms of age, gender and specialization. Part II contains the issues on family structure and academic stress. Each variable contains ten (10) issues that could be rated with number 1-5, 5 being the highest and 1 being the lowest. Further, each of the description was interpreted as 5- strongly agree; 4-agree; 3- neither agree nor disagree; 2-disagree and 1-strongly disagree.

## **Gathering Procedure**

As soon as the study instrument was approved, establish the validity and reliability, the researchers sought the permission of the Dean to conduct the study online through Google forms. In the conduct, the researcher seeks the assistance of the College mayors and faculties to send the questionnaire in their respective group chats with an instruction on the purpose of the study. The participants were assured of the confidentiality of the data gathered.

## **Data Analysis**

The data gathered from the responses of the participants were tallied and tabulated using the appropriate statistical tools. The raw data were transformed into numerical code guided by a coding manual. This allowed computer processing, statistical derivations and tabular presentation. The Statistical Package for Social Sciences (SPSS) was used in the computer processing of the said data. Data Interpretation will be assisted by the statistician to interpret the results to find out the impact of family structure and their academic stress.

A descriptive-analytical scheme was used to determine the level of stress among 2nd year Education students of STI West Negros University for the Calendar Year 2023-2024 with mean as a tool while comparative analytical scheme was used to test the significant difference in the level of stress among 2<sup>nd</sup> year Education students when grouped and compared according to the aforementioned variables with Mann Whitney U test as a tool.

## **Ethical Considerations**

Ethical Considerations Informed Consent was administered to all the participants using an electronic system. The researchers explain the purpose of the research and ensure participants that all provided information will be treated with strict confidentiality and anonymity.

## Findings and Discussion

This section presents the results pertaining to the objectives of the study.

### Profile of the Respondents According to the Variables, Age, Sex, and Specialization

Table 1: *Profile of Respondents*

Variables	Categories	Frequency	Percentage
Age	Younger (below 21 years old)	135	78.00
	Older (21 years old and above)	38	22.00
	<b>Total</b>	<b>173</b>	<b>100</b>
Sex	Male	28	16.20
	Female	145	83.80
	<b>Total</b>	<b>173</b>	<b>100</b>
Specialization	Primary	75	43.40
	Secondary	98	56.60
	<b>Total</b>	<b>173</b>	<b>100</b>

Table 1 shows the profile of respondents which majority of them are younger, female and in secondary level of specialization. In terms of age, 78% belong to younger group which are below 21 years old and 22% belong to older group which are 21 years old and above. In terms of sex, 83.80% are females and 16.20% are males. And lastly, in terms of specialization, 56.60% belong to secondary level of specialization and 43.40% belong to primary level of specialization.

### Descriptive Analysis in the Level of Stress among 2nd Year Education Students according to the Areas, Family Structure, and Academic Stress

Table 2: *Level of Stress among 2nd Year Education Students in the Area of Family Structure*

A. Family Structure <i>As a student...</i>	Mean	Interpretation
1.I am satisfied with the current family structure I have.	4.31	High Level
2.I receive emotional support from my current family structure.	4.07	High Level
3.My family provides all my material and financial needs.	4.31	High Level
4.I perform well academically with the support of my family.	4.24	High Level
5.My family provides moral and spiritual support for my study.	4.25	High Level
6.My family assists with my school requirements.	4.16	High Level

7. My family helps me cope with all the pressure I face.	3.79	High Level
8. I can easily confide what I feel to my family.	3.67	High Level
9. My family is open with my relationship with my friends.	4.14	High Level
10. My parents settled conflicts that arose with any member of our family.	3.76	High Level
<b>Overall Mean</b>	<b>4.07</b>	<b>High Level</b>

In examining the stress levels among 2nd-year education students in the context of family structure, the highest mean is associated with the statement, "I am satisfied with the current family structure I have, and my family provides all my material and financial needs," scoring 4.31. This suggests that the perception of overall satisfaction and financial support within the family significantly contributes to the students' stress levels. High family satisfaction and financial stability have been consistently linked to positive outcomes, including reduced stress and improved academic performance (Amato, 2014).

On the other hand, the lowest mean is attributed to the statement, "I can easily confide what I feel to my family," with a score of 3.67. This indicates a relatively lower level of comfort among students in expressing their emotions within the family context. Effective communication within the family is crucial for emotional well-being, and a lower score in this aspect may contribute to increased stress levels among students (Reczek et al., 2018).

The overall mean for stress levels among 2nd-year education students in the family structure context is 4.07. This mean suggests a moderate to high level of stress on average. The overall score indicates that, while students experience positive aspects within their family structures, there are still areas where improvements could be made to enhance overall well-being. This aligns with the broader literature emphasizing the multifaceted nature of stressors and the importance of addressing various factors to support students' mental health (Levecque et al., 2017).

Table 3: *Level of Stress among 2nd Year Education Students in the Area of Academic Stress*

<b>B. Academic Stress</b>	<b>Mean</b>	<b>Interpretation</b>
<i>As a student...</i>		
1. I am overwhelmed with all of my academic workload.	3.96	High Level
2. I get anxious about complying with the set deadlines in school.	3.92	High Level
3. My family pays my tuition on time.	4.17	High Level
4. I can easily manage to balance between academic pressure and personal life.	3.71	High Level
5. I am anxious with my family issues.	3.34	Moderate Level
6. I am easily angered and irritated due to health concerns.	3.44	Moderate Level

7.I could not openly express concerns, ideas and thoughts to others.	3.51	High Level
8.I feel upset when things do not go along with what I am expecting.	3.68	High Level
9.My friends support me in all my dealings.	3.83	High Level
10.My teachers are considerate with my shortcomings in school.	3.75	High Level
<b>Overall Mean</b>	<b>3.73</b>	<b>High Level</b>

In assessing the stress levels among 2nd-year education students in the context of academic stress, the highest mean is associated with the statement, "My family pays my tuition on time," scoring 4.17. This suggests that the timely financial support for education plays a significant role in mitigating stress among students. Financial stability, particularly in relation to educational expenses, has been identified as a crucial factor in reducing stress and promoting positive academic experiences (El Ansari et al., 2013).

On the other hand, the lowest mean is attributed to the statement, "I am anxious with my family issues," with a score of 3.34. This indicates a relatively lower level of anxiety among students related to family issues. While this is a positive aspect, the moderate score suggests that family issues may still contribute to some degree of stress among students.

The overall mean for stress levels among 2nd-year education students in the academic stress context is 3.73. The overall score indicates that, while there are positive aspects such as timely financial support, there are still areas, such as balancing academic pressure with personal life, expressing concerns to others, and dealing with health concerns, where students may experience stress. This aligns with contemporary research highlighting the multifaceted nature of academic stressors and the importance of developing effective coping mechanisms (Levecque et al., 2017).

### **Descriptive Analysis in the Level of Stress among 2nd Year Education Students according to the Areas of Family Structure, and Academic Stress when grouped according to the Variables of Age, Sex, and Specialization**

Table 4: *Level of Stress among 2nd Year Education Students in the Area of Family Structure According to Age*

<b>Categories</b>	<b>Younger</b>		<b>Older</b>	
<b>A. Family Structure</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Mean</b>	<b>Interpretation</b>
<i>As a student...</i>				
1.I am satisfied with the current family structure I have.	4.32	High Level	4.26	High Level
2.I receive emotional support from my current family structure.	4.04	High Level	4.16	High Level



3. My family provides all my material and financial needs.	4.31	High Level	4.32	High Level
4. I perform well academically with the support of my family.	4.23	High Level	4.26	High Level
5. My family provides moral and spiritual support for my study.	4.25	High Level	4.24	High Level
6. My family assists with my school requirements.	4.17	High Level	4.11	High Level
7. My family helps me cope with all the pressure I face.	3.74	High Level	3.95	High Level
8. I can easily confide what I feel to my family.	3.63	High Level	3.82	High Level
9. My family is open with my relationship with my friends.	4.11	High Level	4.24	High Level
10. My parents settled conflicts that arose with any member of our family.	3.72	High Level	3.92	High Level
<b>Overall Mean</b>	<b>4.05</b>	<b>High Level</b>	<b>4.13</b>	<b>High Level</b>

The highest mean in the given family structure among younger individuals is reflected in the statement, "I am satisfied with the current family structure I have," with a mean score of 4.32. This suggests that the respondents generally express a high level of contentment with their family dynamics, emphasizing a positive perception of their overall family structure. This is crucial, as satisfaction with family life has been linked to various positive outcomes, including better mental health and overall well-being (Pinquart & Sörensen, 2011).

On the other hand, the lowest mean is associated with the statement, "I can easily confide what I feel to my family," scoring 3.63. This indicates a comparatively lower level of comfort in sharing emotions within the family context. Effective communication and emotional openness are vital for the development of strong family bonds and the psychological well-being of its members (Afifi & Guerrero, 2015). Therefore, addressing barriers to emotional expression within the family may enhance overall family dynamics.

The overall mean, representing the average of all responses, is 4.05. This suggests a generally positive perception of the family structure among the respondents. This aligns with research suggesting that positive family dynamics contribute to various positive outcomes for individuals, including academic success and emotional well-being (Amato, 2014).

The highest mean in the assessment of the family structure among older individuals is associated with the statement, "My family provides all my material and financial needs," scoring a substantial 4.32. This high level of satisfaction with the family's ability to fulfill material and financial requirements underscores the importance of family support in meeting practical needs, which has been linked to enhanced well-being and life satisfaction among older individuals (Silverstein et al., 2019).

On the other hand, the lowest mean is attributed to the statement, "I can easily confide what I feel to my family," with a score of 3.82. While still in the "High Level" category, this suggests a potential area for improvement in the emotional openness and communication dynamics within the family. Literature highlights the significance of open communication in family relationships, promoting emotional well-being and fostering stronger connections (Reczek et al., 2018).

The overall mean for the older age group is 4.13, indicating a high level of satisfaction across various aspects of the family structure. This positive assessment aligns with research emphasizing the crucial role of family support in the well-being of older individuals, including emotional, practical, and social dimensions (Liu et al., 2014).

Table 5: *Level of Stress among 2nd Year Education Students in the Area of Academic Stress According to Age*

<b>Categories</b>	<b>Younger</b>		<b>Older</b>	
	<b>Mean</b>	<b>Interpretation</b>	<b>Mean</b>	<b>Interpretation</b>
<i>As a student...</i>				
1.I am overwhelmed with all of my academic workload.	3.95	High Level	4.00	High Level
2.I get anxious about complying with the set deadlines in school.	3.93	High Level	3.89	High Level
3.My family pays my tuition on time.	4.19	High Level	4.11	High Level
4.I can easily manage to balance between academic pressure and personal life.	3.68	High Level	3.82	High Level
5.I am anxious with my family issues.	3.35	Moderate Level	3.29	Moderate Level
6.I am easily angered and irritated due to health concerns.	3.44	Moderate Level	3.42	Moderate Level
7.I could not openly express concerns, ideas and thoughts to others.	3.54	High Level	3.39	Moderate Level
8.I feel upset when things do not go along with what I am expecting.	3.70	High Level	3.63	High Level
9.My friends support me in all my dealings.	3.85	High Level	3.76	High Level
10.My teachers are considerate with my shortcomings in school.	3.79	High Level	3.61	High Level
<b>Overall Mean</b>	<b>3.74</b>	<b>High Level</b>	<b>3.69</b>	<b>High Level</b>

The highest mean in the assessment of academic stress among younger individuals is associated with the statement, "My family pays my tuition on time," scoring 4.19. This high level of satisfaction with the timely payment of tuition fees suggests that financial support from the family plays a crucial role in alleviating one aspect of academic stress, contributing to a more positive academic experience (Huang, 2017).

On the other hand, the lowest mean is attributed to the statement, "I am anxious with my family issues," with a score of 3.35. This indicates a comparatively lower level of anxiety related to family issues among the respondents. It is noteworthy that family-related stressors appear to be less pronounced, potentially reflecting a positive family environment or effective coping strategies.

The overall mean for academic stress among younger individuals is 3.74. While specific stressors vary, the overall mean indicates that, on balance, respondents experience a manageable level of academic stress. This aligns with contemporary research highlighting the multifaceted nature of academic stressors and the need for effective coping mechanisms to enhance overall well-being (Levecque et al., 2017).

In the assessment of academic stress among older individuals, the highest mean is associated with the statement, "My family pays my tuition on time," scoring 4.11. This suggests a high level of satisfaction with the financial support provided by the family, specifically in terms of timely tuition payments. Financial stability and support have been identified as critical factors in reducing stress among students, contributing to a more positive academic experience (El Ansari et al., 2013).

On the other hand, the lowest mean is attributed to the statement, "I am anxious with my family issues," with a score of 3.29. This finding may suggest that, compared to younger individuals, older individuals experience less anxiety related to family matters, potentially reflecting a stage of life where family concerns may have evolved or been resolved.

The overall mean for academic stress among older individuals is 3.69. While specific stressors vary, the overall mean indicates that, on balance, respondents in the older age group experience a manageable level of academic stress. This aligns with contemporary research emphasizing the importance of recognizing and managing stressors to enhance the well-being of older students (Levecque et al., 2017).

Table 6: *Level of Stress among 2nd Year Education Students in the Area of Family Structure According to Sex*

Categories	Male		Female	
	Mean	Interpretation	Mean	Interpretation
<b>A. Family Structure</b>				
<i>As a student...</i>				
1.I am satisfied with the current family structure I have.	4.36	High Level	4.30	High Level
2.I receive emotional support from my current family structure.	4.36	High Level	4.01	High Level

3. My family provides all my material and financial needs.	4.39	High Level	4.30	High Level
4. I perform well academically with the support of my family.	4.36	High Level	4.21	High Level
5. My family provides moral and spiritual support for my study.	4.61	Very High Level	4.18	High Level
6. My family assists with my school requirements.	4.46	High Level	4.10	High Level
7. My family helps me cope with all the pressure I face.	4.32	High Level	3.68	High Level
8. I can easily confide what I feel to my family.	4.14	High Level	3.58	High Level
9. My family is open with my relationship with my friends.	4.43	High Level	4.08	High Level
10. My parents settled conflicts that arose with any member of our family.	4.07	High Level	3.70	High Level
<b>Overall Mean</b>	<b>4.35</b>	<b>High Level</b>	<b>4.01</b>	<b>High Level</b>

In the evaluation of family structure among male individuals, the highest mean is associated with the statement, "My family provides moral and spiritual support for my study," scoring an impressive 4.61. This suggests a strong perception among respondents that their families play a significant role in providing not just academic support but also moral and spiritual guidance. This finding underscores the complex nature of family support, extending beyond practical assistance to encompass values and emotional well-being, aligning with contemporary research emphasizing the importance of holistic family support (Hardie et al., 2018).

On the other hand, the lowest mean is attributed to the statement, "My parents settled conflicts that arose with any member of our family," with a score of 4.07. While still within a high level of satisfaction, this indicates a slightly lower perceived effectiveness in conflict resolution within the family. Effective conflict resolution is crucial for maintaining healthy family dynamics and promoting individual well-being (Afifi & Olson, 2015).

The overall mean for family structure among male individuals is 4.35, reflecting a remarkably high level of satisfaction across various dimensions. This underscores the positive perception of family support among the respondents. Such high overall satisfaction is associated with positive outcomes, including better mental health and academic performance (Amato, 2014).

In the evaluation of family structure among female individuals, the highest mean is associated with the statement, "I am satisfied with the current family structure I have," scoring 4.30. This suggests a high level of contentment among respondents regarding their family dynamics, emphasizing the stability and satisfaction within their familial relationships. High satisfaction with family structure has been linked to various positive outcomes, including enhanced psychological well-being and life satisfaction (Pinquart & Sörensen, 2011).

On the other hand, the lowest mean is attributed to the statement, "I can easily confide what I feel to my family," with a score of 3.58. While still within the "High Level" category, this indicates a

relatively lower level of ease in expressing emotions within the family context among the female group. Open communication is crucial for maintaining strong family bonds and promoting emotional well-being (Reczek et al., 2018).

The overall mean for family structure among female individuals is 4.01, reflecting a generally positive perception across various dimensions. This suggests a favorable view of family support among the respondents. The high overall mean aligns with research emphasizing the importance of positive family dynamics for the well-being of female individuals, including emotional and social dimensions (Silverstein et al., 2019).

Table 7: *Level of Stress among 2nd Year Education Students in the Area of Academic Stress According to Sex*

Categories	Male		Female	
	Mean	Interpretation	Mean	Interpretation
<b>B. Academic Stress</b>				
<i>As a student...</i>				
1.I am overwhelmed with all of my academic workload.	4.18	High Level	3.92	High Level
2.I get anxious about complying with the set deadlines in school.	4.14	High Level	3.88	High Level
3.My family pays my tuition on time.	4.21	High Level	4.16	High Level
4.I can easily manage to balance between academic pressure and personal life.	3.82	High Level	3.69	High Level
5.I am anxious with my family issues.	3.18	Moderate Level	3.37	Moderate Level
6.I am easily angered and irritated due to health concerns.	3.50	High Level	3.43	Moderate Level
7.I could not openly express concerns, ideas and thoughts to others.	3.54	High Level	3.50	High Level
8.I feel upset when things do not go along with what I am expecting.	3.54	High Level	3.71	High Level
9.My friends support me in all my dealings.	3.75	High Level	3.85	High Level
10.My teachers are considerate with my shortcomings in school.	4.04	High Level	3.70	High Level
<b>Overall Mean</b>	<b>3.79</b>	<b>High Level</b>	<b>3.72</b>	<b>High Level</b>

In the assessment of academic stress among male individuals, the highest mean is associated with the statement, "My family pays my tuition on time," scoring 4.21. This highlights the significant

role of family financial support in alleviating stress related to academic expenses. Timely tuition payments contribute to a more positive academic experience, aligning with research emphasizing the impact of financial stress on students' well-being (El Ansari et al., 2013).

On the other hand, the lowest mean is attributed to the statement, "I am anxious with my family issues," with a score of 3.18. This indicates a relatively moderate level of anxiety related to family issues among the male group. The findings suggest that, overall, family-related stressors may be less prominent, potentially reflecting a supportive family environment or effective coping strategies.

The overall mean for academic stress among male individuals is 3.79. While specific stressors vary, the overall mean indicates that, on balance, respondents in the younger age group experience a manageable level of academic stress. This aligns with contemporary research highlighting the multifaceted nature of academic stressors and the importance of developing effective coping mechanisms (Levecque et al., 2017).

In the evaluation of academic stress among female individuals, the highest mean is associated with the statement, "My family pays my tuition on time," scoring 4.16. This indicates a high level of satisfaction with family financial support, specifically regarding the timely payment of tuition fees. Financial stability and support have been identified as crucial factors in reducing stress among students, contributing to a more positive academic experience (El Ansari et al., 2013).

On the other hand, the lowest mean is attributed to the statement, "I am anxious with my family issues," with a score of 3.37. This suggests a relatively moderate level of anxiety related to family issues among the female group. The finding implies that family-related stressors may be less prominent among older individuals, potentially reflecting resolved or evolved family concerns as they progress through life stages.

The overall mean for academic stress among female individuals is 3.72, reflecting a high level of academic stress on average. The overall mean indicates that, overall, respondents in the female group experience a manageable level of academic stress. This aligns with contemporary research emphasizing the importance of recognizing and managing stressors to enhance the well-being of older students (Levecque et al., 2017).

Table 8: *Level of Stress among 2nd Year Education Students in the Area of Family Structure According to Specialization*

Categories	Primary		Secondary	
	Mean	Interpretation	Mean	Interpretation
<b>A. Family Structure</b>				
<i>As a student...</i>				
1.I am satisfied with the current family structure I have.	4.24	High Level	4.36	High Level
2.I receive emotional support from my current family structure.	3.93	High Level	4.17	High Level

3.My family provides all my material and financial needs.	4.23	High Level	4.38	High Level
4.I perform well academically with the support of my family.	4.24	High Level	4.23	High Level
5.My family provides moral and spiritual support for my study.	4.16	High Level	4.32	High Level
6.My family assists with my school requirements.	3.99	High Level	4.29	High Level
7.My family helps me cope with all the pressure I face.	3.63	High Level	3.91	High Level
8.I can easily confide what I feel to my family.	3.61	High Level	3.71	High Level
9.My family is open with my relationship with my friends.	3.99	High Level	4.26	High Level
10.My parents settled conflicts that arose with any member of our family.	3.76	High Level	3.77	High Level
<b>Overall Mean</b>	<b>3.98</b>	<b>High Level</b>	<b>4.14</b>	<b>High Level</b>

In the assessment of family structure within the primary context, the highest mean is associated with the statement, "I am satisfied with the current family structure I have," scoring 4.24. This indicates a high level of overall satisfaction among respondents regarding their primary family dynamics, emphasizing contentment within this foundational unit. High satisfaction with family structure is known to contribute to positive outcomes such as emotional well-being and academic success (Amato, 2014).

On the other hand, the lowest mean is attributed to the statement, "I can easily confide what I feel to my family," with a score of 3.61. While still within the high range, this suggests a relatively lower level of comfort in expressing emotions within the primary family structure. Effective communication within the family is crucial for fostering strong bonds and promoting emotional well-being (Reczek et al., 2018).

The overall mean for family structure in the primary context is 3.98, reflecting a moderate to high level of satisfaction across various dimensions. The overall mean suggests that, on balance, respondents in the primary family context experience a positive and supportive environment. This aligns with contemporary research emphasizing the significance of family support for individual well-being, particularly in the primary context (Hardie et al., 2018).

In the evaluation of family structure within the secondary context, the highest mean is associated with the statement, "My family provides all my material and financial needs," scoring 4.38. This indicates a high level of satisfaction among respondents regarding the economic and financial support provided by their secondary family structure. Financial stability and support have been consistently linked to positive well-being outcomes, including academic success and overall life satisfaction (Amato, 2014).

On the other hand, the lowest mean is attributed to the statement, "I can easily confide what I feel to my family," with a score of 3.71. While still within the high range, this suggests a relatively lower comfort level in expressing emotions within the secondary family structure. Effective communication within the family is essential for building strong relationships and promoting emotional well-being (Reczek et al., 2018).

The overall mean for family structure in the secondary context is 4.14, reflecting a high level of satisfaction across various dimensions. The overall mean suggests that, on balance, respondents in the secondary family context experience a positive and supportive environment. This aligns with contemporary research emphasizing the importance of family support for individual well-being, particularly in the secondary context (Hardie et al., 2018).

Table 9: *Level of Stress among 2nd Year Education Students in the Area of Academic Stress According to Specialization*

<b>Categories</b>	<b>Primary</b>		<b>Secondary</b>	
	<b>Mean</b>	<b>Interpretation</b>	<b>Mean</b>	<b>Interpretation</b>
<b>B. Academic Stress</b>				
<i>As a student...</i>				
1.I am overwhelmed with all of my academic workload.	3.96	High Level	3.96	High Level
2.I get anxious about complying with the set deadlines in school.	3.80	High Level	4.01	High Level
3.My family pays my tuition on time.	4.11	High Level	4.21	High Level
4.I can easily manage to balance between academic pressure and personal life.	3.61	High Level	3.79	High Level
5.I am anxious with my family issues.	3.35	Moderate Level	3.33	Moderate Level
6.I am easily angered and irritated due to health concerns.	3.60	High Level	3.32	Moderate Level
7.I could not openly express concerns, ideas and thoughts to others.	3.53	High Level	3.49	Moderate Level
8.I feel upset when things do not go along with what I am expecting.	3.68	High Level	3.68	High Level
9.My friends support me in all my dealings.	3.76	High Level	3.89	High Level
10.My teachers are considerate with my shortcomings in school.	3.65	High Level	3.83	High Level
<b>Overall Mean</b>	<b>3.71</b>	<b>High Level</b>	<b>3.75</b>	<b>High Level</b>



In the evaluation of academic stress within the primary context, the highest mean is associated with the statement, "My family pays my tuition on time," scoring 4.11. This suggests a high level of satisfaction with family financial support, particularly in terms of timely tuition payments. Timely financial support has been identified as a significant factor in reducing stress and promoting positive academic experiences (El Ansari et al., 2013).

On the other hand, the lowest mean is attributed to the statement, "I am anxious with my family issues," with a score of 3.35. This indicates a relatively moderate level of anxiety related to family issues within the primary family context. This finding suggests that family-related stressors may be less prominent in the primary context, potentially reflecting a supportive family environment or effective coping mechanisms.

The overall mean for academic stress within the primary context is 3.71, reflecting a moderate level of academic stress on average. While specific stressors vary, the overall mean indicates that, on balance, respondents within the primary family context experience a manageable level of academic stress. This aligns with contemporary research highlighting the multifaceted nature of academic stressors and the importance of developing effective coping mechanisms (Levecque et al., 2017).

In the assessment of academic stress within the secondary context, the highest mean is associated with the statement, "My family pays my tuition on time," scoring 4.21. This indicates a high level of satisfaction with family financial support, particularly in terms of timely tuition payments. Timely financial support is crucial for reducing stress related to academic expenses, contributing to a positive academic experience (El Ansari et al., 2013).

On the other hand, the lowest mean is attributed to the statement, "I am easily angered and irritated due to health concerns," with a score of 3.32. This suggests a relatively moderate tendency for individuals within the secondary context to experience anger or irritation related to health concerns. This finding may indicate effective coping mechanisms or a lower prevalence of health-related stressors within the secondary family context.

The overall mean for academic stress within the secondary context is 3.75, reflecting a high level of academic stress on average. While specific stressors may vary, the overall mean indicates that, on balance, respondents within the secondary family context experience a manageable level of academic stress. This aligns with contemporary research emphasizing the multifaceted nature of academic stressors and the importance of developing effective coping mechanisms (Levecque et al., 2017).

### **Comparative Analysis in the Level of Stress among 2nd Year Education Students according to the Areas of Family Structure and Academic Stress when grouped according to the Variables of Age, Sex, and Specialization**

Table 10. *Difference in the Level of Stress among 2nd Year Education Students in the Area of Family Structure when grouped and compared according to the aforementioned variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	135	85.07	2304.000	0.337		Not Significant
	Older	38	93.87				
Sex	Male	28	103.50	1568.000	0.056	0.05	Not Significant
	Female	145	83.81				
Specialization	Primary	75	79.88	3141.000	0.101		Not Significant
	Secondary	98	92.45				

The difference analysis of stress levels among 2nd-year education students based on various variables reveals interesting insights. When examining the variable of age, there was no statistically significant difference in stress levels between younger (135 participants) and older (38 participants) students within the context of family structure (Mann Whitney U = 2304.000,  $p = 0.337$ ). This suggests that age does not play a significant role in differentiating stress levels among 2nd-year education students in relation to their family structure. This finding aligns with previous research indicating that stressors related to family structure may not necessarily vary significantly across age groups, emphasizing the need for understanding of stressors in educational settings (O'Connor et al., 2015).

Regarding the variable of sex, the analysis shows a marginally significant difference in stress levels between male (28 participants) and female (145 participants) students (Mann Whitney U = 1568.000,  $p = 0.056$ ). The trend suggests a potential gender difference in stress levels, with male students experiencing slightly higher stress. This finding is in line with existing literature that explores gender differences in stress perception and coping mechanisms, emphasizing the importance of considering gender dynamics in understanding and addressing stress among students (Matud, 2004).

The variable of specialization (primary vs. secondary family structure) also revealed no statistically significant difference in stress levels among 2nd-year education students (Mann Whitney U = 3141.000,  $p = 0.101$ ). This implies that the type of family structure (primary or secondary) does not significantly impact stress levels among students in the education field.

Table 11. *Difference in the Level of Stress among 2nd Year Education Students in the Area of Academic Stress when grouped and compared according to the aforementioned variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	135	88.28	2392.000	0.525	0.05	Not Significant
	Older	38	82.45				
Sex	Male	28	87.77	2008.500	0.929		Not Significant
	Female	145	86.85				

<b>Specialization</b>	Primary	75	85.25	3543.500	0.687	Not Significant
	Secondary	98	88.34			

The difference analysis of stress levels among 2nd-year education students in the context of academic stress, considering various variables, yields insightful results. Examining the variable of age, the analysis indicates no statistically significant difference in academic stress levels between younger (135 participants) and older (38 participants) students (Mann Whitney U = 2392.000,  $p = 0.525$ ). This implies that age does not play a significant role in distinguishing academic stress levels among 2nd-year education students, aligning with the notion that stressors related to academic pressure may be experienced similarly across age groups (Levecque et al., 2017).

Regarding the variable of sex, the analysis shows no statistically significant difference in academic stress levels between male (28 participants) and female (145 participants) students (Mann Whitney U = 2008.500,  $p = 0.929$ ). This suggests that gender does not play a significant role in differentiating academic stress levels among 2nd-year education students. This finding is consistent with contemporary research that challenges traditional gender stereotypes related to academic stress and performance (Dundar & Lewis, 1998).

The variable of specialization (primary vs. secondary family structure) also revealed no statistically significant difference in academic stress levels among 2nd-year education students (Mann Whitney U = 3543.500,  $p = 0.687$ ). This indicates that the type of family structure does not significantly impact academic stress levels.

## Conclusion

Based on the findings of the study, the researchers were able to formulate the following conclusions.

In conclusion, the level of stress among 2nd-year education students reveals several key insights. For both family structure and academic stress, there is a clear call for comprehensive support mechanisms tailored to the diverse experiences of students within their family context and addressing various stressors encountered during their academic journey.

Regarding age, the findings emphasize the significance of fostering emotional openness within the family for the well-being of younger individuals and highlight the positive impact of family support on the satisfaction and contentment of older individuals. In terms of academic stress and age, targeted interventions are crucial for promoting a positive academic experience among younger students and supporting the well-being of their older counterparts.

The analysis of stress levels concerning sex underscores the importance of a positive family environment for both males and females, serving as a foundation for overall well-being, academic success, and ongoing support in various aspects of their lives. In the academic stress context, both male and female students would benefit from targeted support mechanisms to enhance their overall well-being.

Regarding specialization in family structure, the positive environment reflected in both primary and secondary family structures suggests a foundational aspect contributing to overall well-being and satisfaction. On the academic stress front, the analysis indicates a need for targeted interventions to support the well-being of individuals, irrespective of their family structure specialization.

In the difference analysis, age, sex, and specialization did not emerge as significant differentiators of stress levels among 2nd-year education students in terms of family structure or academic stress. This underscores the importance of considering multiple factors when understanding stress in educational contexts, highlighting the complex nature of stressors and the necessity for tailored interventions. Recognizing the universality of academic stressors is essential, and addressing these stressors requires comprehensive support mechanisms that consider the diverse experiences of students.

In conclusion, the impact of family structure on stress levels among 2nd-year Education students is refined and complex. While overall satisfaction with family structure, emotional support, and material provision contribute positively to students' well-being and academic success, areas such as open communication and conflict resolution present opportunities for targeted interventions.

### **Recommendations**

Based on the findings of the study, the researchers strongly recommend the following:

1. The researchers recommend that educational institutions implement family-oriented support programs tailored to the diverse needs of students, emphasizing the importance of fostering emotional openness within families.
2. The researchers recommend that targeted interventions be developed to address the unique stressors faced by both younger and older students.
3. The researchers recommend the implementation of holistic support initiatives that acknowledge the positive impact of a supportive family environment on the overall well-being, academic success, and ongoing support for both male and female students.
4. The researchers recommend the development of specialized interventions to support the well-being of students irrespective of their family structure specialization
5. The researchers recommend ongoing efforts to refine and expand support mechanisms, recognizing that age, sex, and family structure specialization alone do not significantly differentiate stress levels. Holistic approaches should consider the difficult interaction of factors, and interventions should be continually adapted to the evolving needs of 2nd-year education students.

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