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## **FAMILY CONFLICT AND ACADEMIC PERFORMANCE OF THE SECONDARY SCHOOLS NURSING STUDENTS**

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### **Abstract:**

**Background:** Family conflict has a great effect on the students of nursing school academic performance which result in various problems within the community. **Aim:** The aim of this study is assessing family conflict and academic performance of the secondary school nursing students. **Design:** A descriptive research design was utilized in this study. **Sample:** Convenient sample will be consists of all secondary nursing students school with total number (180) students divided as (90) students in Elmina secondary nursing school for girls. **Tools:** three tools used Part I: Interviewing questionnaire includes socio-demographic data, Part II: student knowledge about family conflict and its effect on student's health status. 2<sup>nd</sup>: student's perception of Family conflict scale. 3<sup>rd</sup>: Observational checklist for nursing student's academic performance. **Results:** The study results revealed that 66.7% of the studied Sample had average level of knowledge about family conflict and its effect on students' health status. 45% of the studied sample had family conflict with in home, 85.6% of the studied sample was positive in total perception of family conflict scale. 79.4% of the studied sample had satisfactory level in total academic performance. **Conclusion:** The most of studied sample had average level of knowledge about family conflict. **Recommendations:** continues educational and psychological programs to all students in schools that improve their life and academic achievement.

**Key words:** Family conflict, Academic performance, nursing students

## **I. INTRODUCTION**

Family, since the beginning of history, has been considered as the most important and smallest social institute and unit in all human societies. A healthy society depends on establishment of stable, dynamic, and lively families as family is the place that in which a variety of needs are satisfied. Couples in the marriages that are on the rocks usually show lower levels of intimacy and affection toward their life partner (**Abolghasemi, et al. 2017**).

Conflicts are inevitable in any relationship. People find themselves, in intimate relationships, rightful to have influence on their partner and this is where people become vulnerable. Conflict is the lack of agreement among two individuals so that they find it impossible to reach agreement in their viewpoints and behavioral goals. Conflicts in marital relationship strengthen the couples' relationships with their friends and relatives so it affects the couples physically, psychologically and socially (**Parsons, 2019**).

Prevalence of family conflict was examined among a randomly selected sample of adults in North Carolina; U.S. showed that tens of millions of adults and their children may be impacted by parental conflict, which is much higher than previous estimates (**Jennifer, et al 2016**).

Progress of each society depends on its educational power, and function of any educational system is evaluated based on its elements, leadership, and management of the students' education. Factors such as family, teachers and professors, education and curriculum planners, educational environment, economic and cultural status, parents' job and education level affect students' academic achievement (**Dehaghani, et al. 2018**).

There are several factors affecting students' academic achievement as parents' addiction, lack of parents, inability to pay education tuition fee, and so on lead to adolescents' academic failure. In addition, high academic achievement and learning improvement help not only adolescents' scientific growth but their mental health as well. On the contrary, in case of academic failure and the mental pressure resulting from that, students' mental health is impaired, which imposes a burden on the students and

the society. Therefore, paying attention to the factors leading to high academic achievement and preventing academic failure is important **(Desforjes, et al .2017)**.

The best predictor of student success is the extent to which families encourage learning at home and involve themselves in student's education. When parents are engaged in their student's school lives, students have the home support and knowledge they need to not only finish their assignments, but also develop a lifelong love of learning. Schools which focus on parent engagement often see a profound change in their classrooms. The more parents involved in their children's education, the better their entire class's motivation, behavior, and grades become **(McQuiggan & Megra. 2017)**.

Secondary school students are at the period of early adolescence that is a time when the changes associated with puberty have their greatest impact. Likewise it is the time when young people are often preoccupied with these changes. While the "inner" pressures felt during adolescence are commonly related principally to hormonal and sexual changes, society now assumes a greater role informing the "outer" counterpart by influencing changes in social relationships that are often generalized in this way **(Hardy, 2019)**.

Nursing students are facing a series of challenges progressively in clinical practices as well as in education system. The influence of these challenges is on their learning skills. Gape between theoretical leaning and its implementation during the course of training has impact on nursing student's empowerment. Nursing students has been totally difference compared with other schools. Nursing students conduct their clinical practice in various kinds of clinical settings. The clinical learning environment is essential for students to most likely accomplish desired learning outcomes **(Niaz, et al. 2019)**.

Community health nurse play a key role in the preservation and promotion of individuals', families', and societies' health. Adolescents, as a specific group, need special health nursing interventions. Community health nurse enhance adolescents' and their families' capacity to achieve higher levels of health. Community health nurse has a crucial role in the seamless provision of comprehensive health services the role of the Community health nurse in serving as a team member in providing preventive services, early identification of problems, interventions, health education, and referrals to foster health and educational success **(Dehaghani, et al. 2018)**.

### **1.1 Significance of the study**

**In Egypt**, 104.814 million inhabitants of which 1.641.218 are students which represents student all over Egypt in general secondary school stage and there are 250 nursing school in Egypt with 7.000 graduate each year **(CAMPS, 2017)**. Moreover, students can be harmed by conflicts and struggle between their parents. Family conflict results in public health problem, as it influences on the individual's health and welfare as well as breeding the students **(Kordestani, 2014)**. Some researchers reported that, students who experience inter-parental conflict are more likely to show lower academic success **(Pinehas, et al. 2017)**. Students' psychology aspect can be easily influenced by the family environment which in turn affects academic performance as students from high conflict homes will have potential to get poor grades result in examination **(Lembrechts, et al .2015)**.Community health nurse play a key role in the preservation and promotion of individuals', families', societies' health and the students are a specific group. Community health nurses enhance students and their families' capacity to achieve higher levels of health. Community health nurses are aiming at improving family function and other contributing factors to enhance students' academic performance **(Dehaghani, et al. 2018)**. Numerous factors that affect students' performance as age, gender, residential area students come from, daily study hours, socioeconomic status of the parents, and student's involvement in private work beside academic study due to low economic status **(Ali, et al. 2013)**.

### **1.2 Aim of the study:**

The aim of this study is assessing family conflict and academic performance of the secondary school nursing students.

#### **This aim is achieved through the following objectives:**

- 1- Assess knowledge of students about family conflict.
- 2- Asses effect of family conflict on students health status.
- 3- Assess students' academic performance.

#### **Research Questions**

1. Are students having knowledge about family conflict
2. Is there effect of family conflict on student's health status
3. Is there effect of family conflict on student's academic performance

## **II. Subject and method**

### **2.1 Study design:**

A descriptive research design study was applied to achieve the aim of this study.

### **2.2 Study setting:**

The study conducted in 2 secondary nursing schools in El Minia city( El Minia secondary nursing school for girls and El Minia secondary nursing school for boys)

### **2.3 Subjects:**

Convenient sample consists of all secondary nursing students school with total number (180) students divided as (90) students in El Minia secondary nursing school for girls, where there is three classes in each class presents 30 students and (90) students in El Minia secondary nursing school for boys, where there is three classes in each class presents 30 students through 6 months for this study.

### **2.4 Tools for data collection:**

Data for this study were collected by using three tools:

#### **Part I: Interviewing questionnaire include socio-demographic data:**

It consists of 17 items: Demographic characteristics of students include; name, age, gender, academic year, number of family members, number of rooms, rank between sibling, who live with the student at home, Father's education, Father's job, Father's age, Family monthly income, The duration of parents' marriage, Current marital status of parents, Does your father have more than one wife, Mother's education, Mother's job, Mother's age.

#### **Part II: student knowledge about family conflict and its effect on student's health status:**

##### **A- Assessment of students' knowledge about family conflict.**

This part consists of 15 items and was used to determine data related to knowledge of students about family conflict as meaning, causes, forms, methods to reduce it, methods to prevent it, effect of the conflict on the father physically, effect of the conflict on the father psychologically, effect of the conflict on the father socially ,impact of the family conflict on the mother physically, the impact of the family conflict on the mother psychologically, the impact of the family conflict on the mother socially, effect of the

family conflict on the student physically , effect of the family conflict on the student psychologically, effect of the family conflict on the student socially and the impact of the family conflict on the student's school performance.

### **B- Assessment of students' family conflict and its effect on student's health status**

This part consists of 8 items and was used to determine data related to effects of family conflict on the student health status if there is a conflict in the family , Family conflict affect the student physically , psychologically , socially, sleeping hours , concentration during the school, participation with colleagues in school and the academic performance.

### **2<sup>nd</sup> Tool: student's perception of Family conflict scale**

The quality of life scale according to **Fincham, (2013)**, It consists of (44) items and was used to determine the student's perception of inter parental conflict. The scale is constituted of questions and divided into **3parts** as:

**A:** Assessment of student's perception of family conflict scale by assessing manner or form of conflict including 15 items as When my parents have an argument they usually work it out, My parents get really mad when they argue, Even after my parents stop conflict they stay mad at each other **etc..**

**B:** Assessment of student's perception of family conflict scale by assessing causes of conflict and whether conflict occurs when the student present or not including 13 items as I never see my parents arguing or disagreeing, My parents often get into arguments about things I do at school, When my parents argue it's because one of them just had a bad day etc..

**C:** Assessment of student's perception of parental conflict scale by assessing student's reaction when conflict occurs including 16 items as When my parents argue I can do something to make myself feel better, I get scared when my parents argue, I feel caught in the middle when my parents argue etc..

### **Tool III: Observational checklist for nursing student's academic performance:**

This part consists of (22) items and was used to determine students' academic performance, participation, attention, lecture interruption, respecting of teachers and colleagues, performing the required tasks well during the practical training and the

academic results of the previous year as The student interacts with the teacher well, The student honors and respects the teacher, The student talks with his colleague during the lessons etc..

**Scoring system:**

**I-Student information about the family conflict and its effect on student health status:**

The total score for student information about the family conflict and its effect on student health status:

Part A- Assessment of students' knowledge about family conflict was 75 grades each statement was assigned a score according to students' responses were true or false and were scored 0 or 1 respectively.

Part B- Assessment of students' family conflict and its effect on student's health status was 16 grades each statement was assigned a score according to students' responses were Yes or No and were scored 0 or 1 respectively.

Correct answer takes one grade and incorrect take 0 grad with a total scores 91 grades.

(> or = 75%) was considered Good.

(50 - < 75%) was considered Average.

(< 50 %) was considered poor.

**II-Measuring student perception of the conflict between the parents:**

The total score for measuring student perception of the conflict between the parents the total score of was 132 grades. Each statement was assigned a score according to students' responses were "Always", "Sometimes", "Rarely" and were scored 3, 2 and 1 respectively. The scores of the items were summed up and were converted into a percentage score.

Positive perception (> 60%)

Negative perception (< 60%)

**III-Observational checklist for nursing student's academic performance:**

The total score for measuring student perception of the conflict between the parents the total score of was 65 grades. Each statement was assigned a score according to the researcher were "yes", "Sometimes", "No" and were scored 3, 2 and 1 respectively. The scores of the items were summed up and were converted into a percentage score.

(<60%) was considered unsatisfactory.

(> 60-100%) was considered satisfactory.

## **2.5 Validity:**

### **Content validity:**

The revision of the tools for clarity, relevance, comprehensiveness, understanding and applicability was done by a panel of five experts from the community health nursing specialty Helwan university to measure the content validity of the tools and the necessary modification will be done accordingly through add some question to assess the patient's knowledge about typhoid and paratyphoid fever.

### **2.6 Reliability:**

To assess reliability, the study tools were tested by the pilot subject's reliability for calculating cronbach's Alpha which was 0.804 for student knowledge about family conflict and its effect on student's health status and 0.601 for student's perception of Family conflict scale and 0.623 for Observational checklist for nursing student's academic performance.

### **2.6 Pilot study:**

A pilot study was carried out on 18 students was included at the actual study sample visiting in the schools who fulfilled the inclusion criteria to test the feasibility, objectivity, and applicability of the study tools.

### **2.7 Field work:**

Data of the current study were collected from March 2019 and ended of August 2019, once official permissions were granted. A total number of 180 students who fulfilled the criteria of inclusion were recruited into the present study.

The investigator collected data 3 day per week, Sunday, Tuesday, and Thursday. Then, students who matched the inclusion criteria and were willing to participate in the study were interviewed; student' oral acceptance to be included in the study was obtained,

after explaining the purpose and the nature of the study. From the first contact with the student the interviewing questionnaire was filled and student knowledge about family conflict and its effect on student's health status (tool I) and also Tool II student's perception of family conflict scale. The investigator collected about 4 – 5 students per day.

The interviewing questionnaire collected at about 20 minutes according to student's tolerance and every student was allowed to ask any question to clear any misunderstanding and to fill out the interviewing questionnaire. Regarding this sheet, every interviewing questionnaire was given to the student at beginning of the work after explanation of the purpose of this sheet and gave them time to answer these questions.

The Tool III Observational checklist for nursing student's academic performance was collected by the researcher by observing the student and his behavior with teachers and colleagues.

### **2.8 Ethical consideration:**

The study approved from ethical commitment of Helwan University. Permission has been obtained written from each to participate in the study student t after explanation of the nature and purpose of the study. Each student was free to either participate or not in this study and had the right to withdraw from the study at any time without any rational also, students were informed that data will not be included in any further researches without their permission if they do not mind. Confidentiality and anonymity of each subject were assured through coding of all data. Ethics, values, culture and believes were respected.

### **2.9 Statistical analysis:**

The collected data were categorized, tabulated, analyzed and statistically analyzed using the SPSS software (statistical package for social sciences version 18) for quantitative data, rang, mean and standard deviation. For qualitative data which describe categorical set of date by frequency and percentage or proportion of each category. Pearson's, spearman and Kendall's correlation coefficient (R) was applied between variables. A significant level value was considered when  $p < 0.05$ . The smaller the P- value obtained,

the more significant is the result. The P- value being the probability of error of the conclusion.

**Significant of the results:**

Highly significant at p-value <0.001

Statistically significant was considered at p-value <0.05

Non- significant at p-value>0.05

**III. Results**

**Table (1)** shows that 32.3% of the studied sample their age is 17 years. 47.7% of the studied sample their number of family members range from 3-6 members, 41.7 of the studied sample their number of rooms in the house range from 1-2 rooms. Also, 41.7% of the studied sample their number of rooms in the house ranges from 3-4 rooms. Regarding to ranking between siblings 38.9% of the studied sample is middle between siblings. Meanwhile, 97.2% of them live at home with their parents and 1.2% lives with one parent. Also, 63.9% of the parents' of the studied sample have sufficient monthly income for basic needs only.

**Figure (1)** shows that 66.7% of the studied Sample has average level of knowledge about family conflict and its effect on students' health status. Moreover, 13.9% of them have good level of knowledge about family conflict and its effect on students' health status. 19.4%of them have poor level of knowledge about family conflict and its effect on students' health status.

**Figure (2)** shows that 85.6% of the studied samples are positive in total perception of family conflict scale. While, 14.4% of the studied sample are negative in total perception of family conflict scale for the 3 scales scale A: Assessment of Manner or Form of Family Conflict, Scale B: Assessment of causes of conflict and whether conflict occurs when the student present or not and scale C: Assessment of Student's Reaction when Conflict occurs.

**Figure (3)**shows that 79.4% of the studied sample has satisfactory level in total academic performance. While20.6% of the studied sample has unsatisfactory level in total academic performance.

**Table (2)** shows that 58.3% and 62.2% of the studied sample have incomplete correct knowledge about the causes of the family conflict and how to reduce family conflict, respectively. Also, 62.8% of studied sample have incomplete correct knowledge about the impact of the family conflict on the father psychologically. 17.2% and 23.9% of the studied sample have complete correct knowledge about the effect of the family conflict on the mother socially and the effect of the family conflict on the student psychologically, respectively. 62.8% of studied sample have incomplete correct knowledge about the impact of the family conflict on the father psychologically.

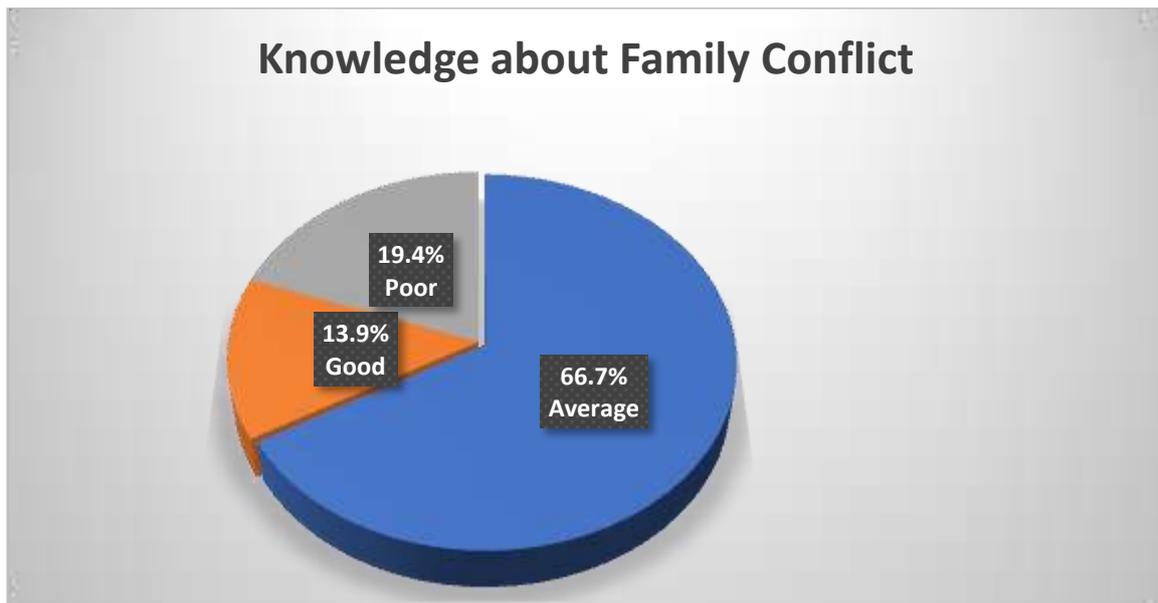
**Table (3)** shows that 50% rarely their parents stop conflict they stay mad at each other. Also, 58.3 of studied sample rarely when their parents have conflicts they say mean things to each other respectively. 58.3% of the studied samples rarely their mother wants them to be on her side when she and their dad argue. 62.2% of the studied sample rarely their parents still act mean after the conflict, respectively. Also, (46.7% and 45.6%) of studied sample rarely their father wants them to be on his side when he and their mother argue and rarely their parents have pushed or shoved each other during an argument, respectively.

**Table (4)** show that 78.3% and 56.7% of the studied sample interacts with the teacher well and honors and respects the teacher, respectively. Also, 51.1% and 48.9% of studied sample sometime the complaint of the student colleagues is repeated and sometime talks with his colleague during the lessons, respectively. Also, 58.3% and 47.2% of the studied sample sometime comes out for the break and sometime maintains the system, respectively. Also, 46.1% and 45% of studied sample some time eat during the break and sometime perform the required tasks well during the practical training, respectively.

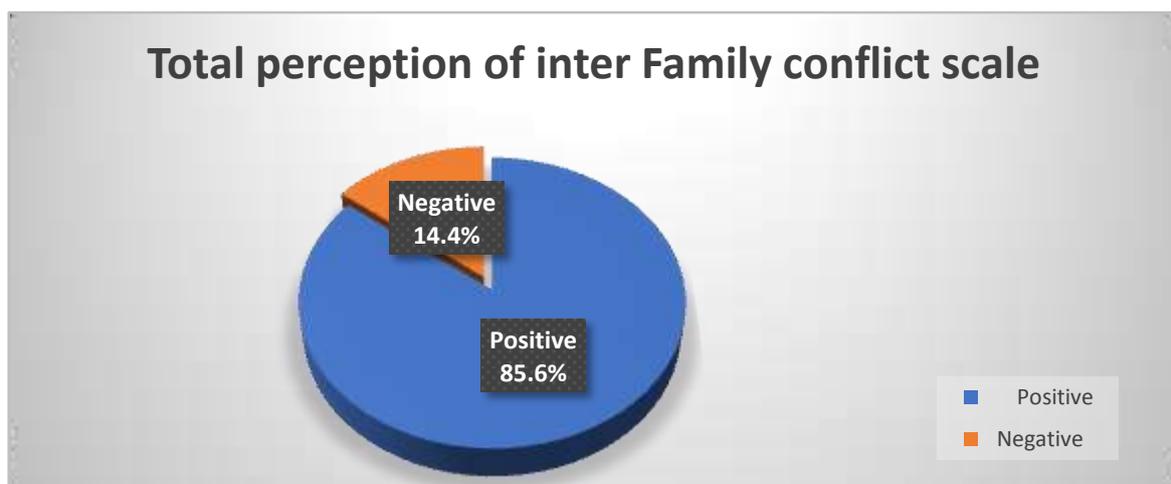
**Table (5)** show that there is highly statistically significant relation between total knowledge about family conflict and study grade at ( $P = < 0.01$ ). Moreover, there is statistically significant relation between total knowledge about family conflict and their age, father's education and mother's education at ( $p = < 0.05$ ). While, there is statistically insignificant relation between total knowledge about family conflict and gender, live at home with and family monthly income at ( $p = > 0.05$ ).

**Table (1):** Frequency Distribution of the Studied Sample Socio Demographic Data (n=180).

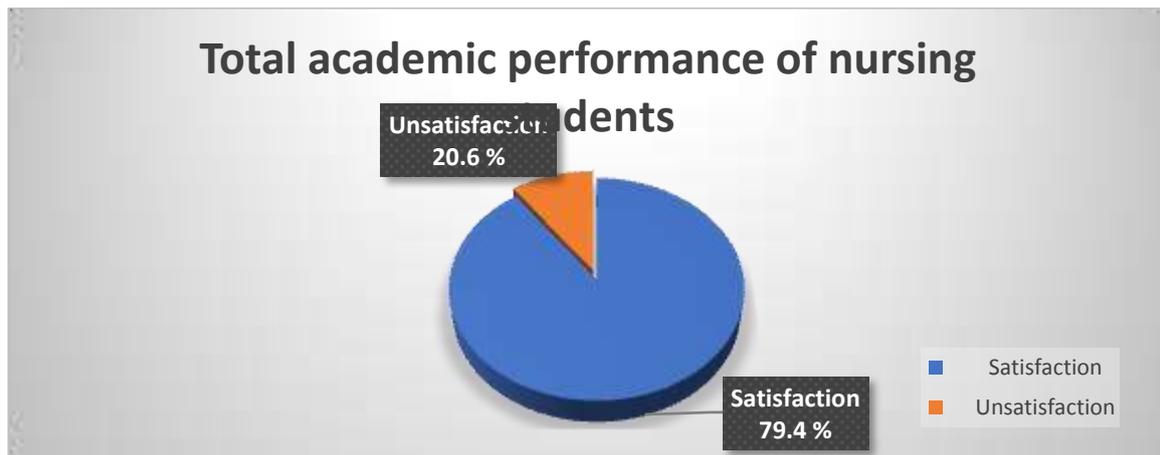
<b>Items</b>	<b>No</b>	<b>%</b>
<b>Age (year)</b>		
15 years	60	33.2
16 years	62	34.5
17 years	58	32.3
<b>Gender</b>		
Male	90	50
Female	90	50
<b>Grade</b>		
First	60	33.3
Second	60	33.3
Third	60	33.4
<b>Number of family members</b>		
3-6 members	86	47.7
7-9 members	74	41.2
≥ 10 members	20	11.1
<b>Number of rooms in the house</b>		
1-2 rooms	75	41.7
3-4 rooms	75	41.7
≥ 5 rooms	30	16.6
<b>Crowding index</b>		
<1	28	15.6
1-2	113	62.8
>2	39	21.6
<b>Ranking between siblings</b>		
First	65	36.1
Middle	70	38.9
Last	45	25
<b>Live at home with</b>		
My parents	175	97.2
One parent	2	1.2
Grandfather or grandmother	3	1.6
<b>Family monthly income</b>		
Not enough	36	20.0
Sufficient for basic needs only	115	63.9
Sufficient for basic needs and savings	29	16.1



**Figure (1):** Percentage Distribution of the Studied Sample knowledge about Family Conflict (n=180).



**Figure (2):** Percentage Distribution of the Studied Sample Total Perception of Family conflict scale (n=180).



**Figure (3):** Percentage Distribution of the studied Sample Total Academic Performance (n=180)

**Table (2):** Frequency Distribution of the Studied Sample knowledge about Family Conflict (n=180).

Items	Complete correct answer		Incomplete Correct		Incorrect or don't know	
	No	%	No	%	No	%
Meaning of the family conflict	43	23.9	92	51.1	45	25
Causes of the conflict from your point of view	31	17.2	105	58.3	44	24.5
Forms of family conflict	29	16.1	69	38.3	82	45.6
Reduction of family conflict	20	11.1	112	62.2	48	26.7
Prevention of family conflict	39	21.7	56	31.1	85	47.2
Effect of the conflict on the father physically	43	23.9	75	41.7	62	34.4
Impact of the family conflict on the father psychologically	37	20.5	113	62.8	30	16.7
Impact of the family conflict on the father socially	69	38.3	61	33.9	50	27.8
Impact of the family conflict on the mother physically	35	19.4	79	43.9	66	36.7
Impact of the family conflict on the mother psychologically	29	16.1	69	38.3	82	45.6
Effect of the family conflict on the mother socially	31	17.2	105	58.3	44	24.5
Effect of the family conflict on the student physically	43	23.9	75	41.7	62	34.4
Effect of the family conflict on the student psychologically	43	23.9	92	51.1	45	25
Impact of the family conflict on the student socially	39	21.7	56	31.1	85	47.2
Impact of the family conflict on the student's academic performance	37	20.6	113	62.8	30	16.6

**Table (3):** Frequency Distribution of the Studied Sample Manner or Form of Family Conflict. (n=180).

Items	Always		Sometimes		Rarely	
	No	%	No	%	No	%
My parents have an argument and usually work it out.	42	23.3	42	23.3	96	53.4
My parents get really mad when they argue	45	25	97	53.9	38	21.1
Even after my parents stop conflict they stay mad at each other	50	27.8	40	22.2	90	50
When my parents have a disagreement they discuss it quietly	54	30	70	38.9	56	31.1
When my parents have an conflicts they say mean things to each other	31	17.2	44	24.5	105	58.3
My mother wants me to be on her side when the conflict occur	38	21.1	37	20.6	105	58.3
My parents hardly ever conflict	41	22.8	69	38.3	70	38.9
When my parents argue they usually make up right away	69	38.4	60	33.3	51	28.3
When my parents have an argument they yell loudly	61	33.8	55	30.6	64	35.6
My parents never yell when they have a disagreement	55	30.6	67	37.2	58	32.2
My parents have broken or thrown things during an argument	46	25.6	63	35	71	39.4
After my parents stop arguing, they become friendly towards each other	43	23.8	73	40.6	64	35.6
My father wants me to be on his side when he and my mother argue	39	21.6	57	31.7	84	46.7
My parents have pushed or shoved each other during an argument	29	16.1	69	38.3	82	45.6
My parents still act mean after the conflict	20	11.1	48	26.7	112	62.2

**Table (4):** Frequency Distribution of the studied Sample Academic Performance (n=180).

Items	Yes		Sometimes		No	
	No	%	No	%	No	%
The student interacts with the teacher well	141	78.3	38	21.1	1	.6
The student honors and respects the teacher	102	56.7	71	39.4	7	3.9
The student talks with his colleague during the lessons	51	28.3	88	48.9	41	22.8
The student concentration decreases broken during the lessons	25	13.9	69	38.3	86	47.8
The student says some negative comments	42	23.3	72	40	66	36.7
The student delays for the appointments	48	26.7	79	43.9	53	29.4
The complaint of the student colleagues is repeated	27	15	92	51.1	61	33.9
Non-response to the teacher's advice and instructions	49	27.2	62	34.4	69	38.4
Excessive preoccupation with his tools	51	28.3	84	46.7	45	25
Repeated permission to leave the school	54	30	68	37.8	58	32.2
Student interrupts the teacher frequently	43	23.9	74	41.1	63	35
The student moves frequently in the class	70	38.9	59	32.8	51	28.3
Student achievement level is low	74	41.1	65	36.1	41	22.8
The student maintains the system	62	34.5	85	47.2	33	18.3
The student not bring his tools	55	30.6	74	41.1	51	28.3
The student uses mean words	53	29.4	79	43.9	48	26.7
The student deals badly with his colleagues	45	25	71	39.4	64	35.6
The student comes out for the break	37	20.6	105	58.3	38	21.1
The student interacts with colleagues during the break	37	20.6	83	46.1	60	33.3
The student eats during the break	42	23.3	73	40.6	65	36.1
The student performs the required tasks well during practical training	38	21.1	81	45	61	33.9

**Table (5):** Relation between Demographic Data of the studied sample and their Total knowledge about Family Conflict (n=180).

Items		Total knowledge about family conflict						Chi-square	
		Good (n=25)		Average (n=120)		Poor (n=35)			
		N	%	N	%	N	%	X2	P-value
Age (year)	15	13	52	33	27.5	14	40	15.21	0.02*
	16	5	20	50	41.6	7	20		
	17	7	28	37	30.9	14	40		
Gender	Male	5	20	80	66.7	5	14.3	5.36	.123
	Female	20	80	40	33.3	30	85.7		
Grade	First	12	48	39	32.5	9	25.7	17.56	.000**
	Second	4	16	33	27.5	23	65.7		
	Third	9	36	48	40	3	8.6		
Live at home with	My parents	23	92	118	98.4	34	97.2	3.21	.210
	One parent	1	4	1	0.8	0	0		
	Grandfather or grandmother	1	4	1	0.8	1	2.8		
Family monthly income	Not sufficient	11	44	13	10.8	12	34.3	2.10	.321
	Sufficient	9	36	90	75	16	45.7		
	Sufficient and saved	5	20	17	14.2	7	20		
Father's education	Read and write	7	28	1	0.8	25	71.4	12.01	0.03*
	Basic Education	5	20	2	1.7	5	14.3		
	Average qualification	10	40	85	70.8	2	5.7		
	University education	2	8	25	20.8	3	8.6		
	Post Graduate Studies	1	4	7	5.8	0	0.0		
Mother's education	Read and write	15	60	10	8.4	27	77.1	9.25	0.04*
	Basic Education	5	20	7	5.8	3	8.6		
	Average qualification	2	8	85	70.8	3	8.6		
	University education	3	12	17	14.2	2	5.7		
	Post Graduate Studies	0	0.0	1	0.8	0	0.0		

> 0.05 insignificant    \*≤ 0.05 significant    \*\*≤ 0.001 highly significant

## **DISCUSSION**

Stress in nursing education is the foremost crucial problems within the present time. It may be distinctive as a twentieth century disease and has been viewed as a push and dynamic between individual and their environments. Furthermore it may be considered a psychological threat during which the individual perceives a situation as a potential threat (*Al-Gamal, Alhosain, & Alsunaye, 2018*).

Nursing students are susceptible to stress because of the nature of faculty life. High levels of stress are believed to have an effect on student health and educational functions. If the stress isn't dealt effectively, Feelings of loneliness, nervousness, sleeplessness and worrying might result. Academic performance of students may not only depend on the quality of schools and the teachers, rather family role which affect in academic performance of their student (*Bhurtun, Azimirad, Saaranen, & Turunen, 2019*).

Therefore, this study aimed to assess family conflict and academic performance of the secondary school nursing students. This aim was achieved through the following objectives:

- 1-Assess knowledge of students about family conflict.
- 2-Asses effect of family conflict on students health status.
- 3-Assess students' academic performance.

### **Part (I): Socio Demographic Data of the Studied Sample.**

Regarding to secondary nursing schools students' age, the finding of the current study revealed that, nearly one third of the studied sample their age was 17 years. This result might be due to age of secondary nursing schools students' ranges between 15-17 years. This result similar with the result of study performed by **Lawal, Weaver, Bryan, & Lindo (2016)** which entitled "Factors that influence the clinical learning experience of nursing students at a Caribbean school of nursing", who indicated that the mean age of the studied nursing students was 17.35 year.

In relation to **gender and study grade** of the studied sample, the results of the current study indicated that half of them were from equal female and male. Also one third of them were at third year. These results approved with the study performed by **Cruz et**

**al. (2018)** which entitled “Quality of life of nursing students from nine countries” who stated that half of the studied nursing students were female. However, these results disagreement with **Makki Abadi, Tabbodi, & Rahgozar (2015)** who carried out their study to assess the relationship between spiritual well-being and academic achievement of nursing students and found that the majority of students were female and more than half of them at third year.

Also, the results of the current study showed that less than half of the studied sample their number of family members range from 3-6 members, nearly two fifth of them their number of rooms in the house range from 1-2 rooms. Also less than two thirds of them their crowding index ranged from 1-2. These results supported with the study done by **Jibeen (2016)** who carried out a study to assess Perceived social support and mental health problems among Pakistani university students and mentioned less than two third of the studied students their crowding index ranged from 1-2.

Regarding to ranking between siblings, the results of the current study indicated that more than one third of the studied sample was middle between siblings. Also, the vast majority of them live at home with their parents. This result approved with the study performed by **McLaren, Fidler, & McGeorge (2018)** which entitled “Prevalence and predictors of stress and anxiety among college students”, who indicated that the majority of studied students live at home with their parents. But these results disagreement with **Collie, Martin, Papworth, & Ginns (2016)** about “Students' interpersonal relationships, personal best (PB) goals, and academic engagement”, who mentioned that less than two third of the studied students live in university housing.

According to family monthly income, the finding of the current study presented that less than two thirds of the parents' of the studied sample have sufficient monthly income for basic needs only. These results similar with **Thomas & Asselin (2018)** who carried out a study to assess Promoting resilience among nursing students in clinical education and indicated that two third of the studied students their family monthly income was sufficient for basic needs only.

Likewise this current research found that, around half of the parents of the studied sample has secondary educations. These results agreement with the study achieved by **Cheung et al. (2017)** who carried out a study in Hong Kong to assess Depression,

anxiety and symptoms of stress among baccalaureate nursing students, who mentioned that half of the students' parents had secondary educations.

Also, less than two thirds of the fathers' of the studied sample were workers. Also, more than two thirds of the mothers' of the studied sample were employees. This results approved with the study performed by **Bukhari & Afzal (2017)** who carried out study to determine Perceived social support predicts psychological problems among university students, who indicated that more than half of the studied students their parents were working.

Moreover, more than half of studied students their father's age ranged from 41 - 50 years with mean age  $46.2 \pm 5.20$  years. Also, more than half of them their mother's age ranged from 41 - 50 years with mean age  $38.3 \pm 7.21$  years. These results similar with **Geok, Yusof, Lam, Japar, & Fauzee (2015)** who carried out a study in Malaysia to assess Physical activity and health-promoting lifestyle of student nurses and indicated that more than half of studied students their parents' age more than 40 years.

In the current study, less than half of parents of the studied sample their duration of marriage ranged from 16- 20 years with mean  $19.2 \pm 3.78$  years. Regarding to current marital status of parents the vast majority of them was married. Also, the vast majority of fathers of the studied sample had one wife. This result was similar to the findings that reported by **Yıldırım, Karaca, Cangur, Acikgoz, & Akkus (2017)** who conducted a study about the relationship between educational stress, stress coping, self-esteem, social support, and health status among nursing students in Turkey and found that the vast majority of studied students their parents' was married.

### **Part (II): Assessment of Students' Knowledge about the family conflict and Its Effect on Student Health Status**

In the present study, less than two thirds of the studied sample had incomplete correct knowledge about the causes of the family conflict and how to reduce family conflict, respectively. Also, less than two thirds of them had incomplete correct knowledge about the impact of the family conflict on the father psychologically. These results supported with **Deb, Strodl, & Sun (2015)** who carried out study to determine Academic stress, parental pressure, anxiety and mental health among Indian high school students and

found that more than half of the studied students had average level of knowledge related to parental pressure.

In addition, the finding of the current study demonstrated that, less than two thirds of studied sample had incomplete correct knowledge about the impact of the family conflict on the student's academic performance. While less than one quarter of them had complete correct knowledge about the effect of the family conflict on the student psychologically. These results agree with **Hamaideh, Al-Omari, & Al-Modallal (2017)** who carried out study to assess Nursing students' perceived stress and coping behaviors in clinical training in Saudi Arabia and found that more than half of the studied nursing students had incomplete knowledge about the impact of the family conflict on the student's academic performance. Also these results agreement with the study achieved by **Cheung et al. (2017)** who stated that less than one third of studied subjects had correct knowledge about the effect of the family conflict on the student psychologically.

Regarding to **total knowledge about Family Conflict**, the finding of the current study showed that two thirds of the studied sample had average level of knowledge about family conflict and its effect on students' health status. Moreover, more than one tenth of them had good level. While, one fifth of them had poor level. These results similar with **AlAzzam, AbuAlRub, & Nazzal (2017)** who carried out study to assess the relationship between work-family conflict and job satisfaction among hospital nurses and stated that more than half of the studied sample had average level of knowledge about family conflict. But these results disagreement with **Lembrechts, Dekocker, Zanoni, & Pulignano (2015)** about "A study of the determinants of work-to-family conflict among hospital nurses in Belgium", who mentioned that less than two third of the studied nurses had unsatisfactory level of knowledge about family conflict.

Additionally, the finding of the current study presented that more than half of the studied sample didn't have family conflict, while there were less than half of them had family conflict with in home. These results agree with **Hao, Wu, Liu, Li, & Wu (2015)** who carried out study to assess the association between work-family conflict and depressive symptoms among Chinese female nurses and found that less than two thirds of the studied sample didn't have family conflict. But these results difference with **Wang & Tsai (2014)** who carried out study to assess Work-Family conflict and job

performance in nurses and stated that more than half of the studied subjects had family conflict.

Related to effect of Family Conflict on Health Status, the finding of the current study presented that less than two thirds of the studied sample the family conflict affecting them physically, Moreover the vast majority of them the family conflict affecting their concentration during the school day. Also the majority of them the family conflict affect them psychologically and affecting their academic performance. These results similar with **Yıldırım, Karaca, Cangur, Acıkgoz, & Akkus (2017)** who conducted a study about the relationship between educational stress, stress coping, self-esteem, social support, and health status among nursing students in Turkey and found that nursing students' stress coping levels were affected by self-esteem and social support. Additionally, this interaction appears to affect general health status.

### **Part (III): Assessment of student's perception of Family conflict**

According to Manner or Form of Family Conflict, the finding of the current study showed that half of the studied sample rarely their parents stop conflict they stay mad at each other. Also, more than half of studied sample rarely when their parents have conflicts they say mean things to each other and rarely their mother wants them to be on her side when she and their dad argue respectively. These results supported with **Elemary, Al Omari, & Wynaden (2016)** who carried out study to determine the perception of adolescents' inter-parental conflict and accompanied emotional security and found that two thirds of the studied sample reported that inter-parental conflict is strong predictor of aggression and pessimism among adolescents.

Regarding to causes of conflict and whether Conflict Occurs When the Student Present or not, the finding of the current study revealed that more than half of the studied sample sometime their parents argue because one of them had a bad day. Also, more than half of them rarely their parents have conflicts because they are not happy together and sometime reasons for their parents' conflict never change, respectively. Also, less than half of studied sample rarely their parents argue because they don't really love each other respectively. These results agree with **Chaudhry & Shabbir (2018)** who carried out a study about Perceived inter-parental conflict and aggression

among adolescents and reported that more than half of the studied sample had positive perception related to family conflict.

In relation to student's reaction when conflict occurs, the finding of the current study indicated that half of studied sample sometime feel caught in the middle when their parents argue, Also less than two thirds of the studied sample rarely their parents have conflicts because it is their fault and more than half of them rarely they blame when their parents conflict. These results supported with **Barthassat (2014)** who carried out study to determine the Positive and negative effects of parental conflicts on children's condition and behavior and found that more than half of studied sample sometime feel trapped in the central when their parents argue, Likewise less than two thirds of them rarely their parents have conflicts because it is their responsibility.

According to total perception of family conflict scale, the finding of the current study showed that the majority of the studied samples were positive in total perception of family conflict scale. While, more than tenth of them were negative in total perception of family conflict scale. These results may be due to two thirds of the studied sample had average level of knowledge about family conflict and its effect on students' health status. Therefore, the level of knowledge affected the level of perception among students. These results similar with **Al-Zayyat & Al-Gamal (2014)** who carried out study to assess Perceived stress and coping strategies among Jordanian nursing students during clinical practice in psychiatric/mental health courses and found that three quarters of the studied nursing students had positive perception toward family conflict.

But these results disagreement with **Lembrechts, Dekocker, Zanoni, & Pulignano (2015)** about "A study of the determinants of work-to-family conflict among hospital nurses in Belgium", who mentioned that more than half of the studied nurses had negative perception related to family conflict.

### **Part (III): Assessment of nursing student's academic performance.**

In the present study, more than three quarters and more than half of the studied sample interacts with the teacher well and honors and respects the teacher, respectively. Also, around half of them sometime the complaint of the student colleagues is repeated and sometime talks with his colleague during the lessons, respectively. These results supported with **Dawood, Al Ghadeer, Mitsu, Almutary, & Alenezi (2016)** who carried

out study to determine Relationship between Test Anxiety and Academic Achievement among Undergraduate Nursing Students and found that two thirds of the studied students cooperates with their teacher and respects them. Also, less than half of them sometime talks with his colleague during the lessons.

Also, the finding of the current study indicated that more than half and less than half of the studied sample sometime comes out for the break and sometime maintains the system, respectively. Also, less than half of them sometime eat during the break and sometime perform the required tasks well during the practical training, respectively. It may be attributed to nursing students susceptible to long hours of study, frequent examination and assignments. These results agree with **Khalaila (2015)** who carried out study to assess the relationship between academic self-concept, intrinsic motivation, test anxiety, and academic achievement among nursing students and found that more than half of the student under study didn't have free time for activities in their faculty.

According to academic results of the previous year, the finding of the current study showed that the majority of the studied samples passed in academic results of the previous year. While, the minority of them failed. It may be attributed to family conflict didn't affect the academic achievement of the nursing students. These results approved with **Mohamed, Mohammed, & Ahmed (2018)** who carried out study to assess Relation between Locus of Control and Academic Achievement of Nursing Students and stated that the majority of the studied Nursing Students had good scores and passed in academic results of the previous year.

Related to total academic performance, the finding of the current study indicated that more than three quarters of the studied sample had satisfactory level in total academic performance. While one fifth of them had unsatisfactory level. These results in line with study done by **Mahmoud, Ahmed, & Ibrahim (2019)** who carried out study to assess Learning Styles and Learning Approaches of Bachelor Nursing Students and its Relation to Their Achievement and reported that three quarters of the studied sample had satisfactory level in total academic performance.

Psychological condition of the students is very much crucial to be reviewed and studied. This is because students who are psychologically stable can perform well in

academic life. In other words, those who are experiencing psychological problems such as depression, anxiety and stress may face problems in managing their academic performance. Psychological stability is indeed an important predictor that could contribute to high academic achievement.

#### **Part IV: Relation and correlation between studied variables.**

Related to the relation between demographic characteristics of the studied sample and their total level of knowledge about family conflict, the present study revealed that there was a highly statistically significant relation between total knowledge about family conflict and study grade. This could be explained as, good level of knowledge were higher among students at first year. These results agreement with **AlAzzam et al. (2017)** who found that study grade had a significant effect on students' knowledge about family conflict.

In addition, there was statistically significant relation between total knowledge about family conflict and their age, father's education and mother's education. This could be explained as, good level of knowledge were higher among students who their parents had high education. This is harmonized with the study achieved by **Alharbi, McKenna, & Whittall (2019)** who carried out study to assess Social barriers experienced by Saudi nursing students while studying nursing and mentioned that there was statistically significant relation between total knowledge about family conflict and their parent's education. But these results difference with **Wang & Tsai (2014)** who found that students' age didn't have a significant effect on their level of knowledge about family conflict.

Additionally the current study discovered that there was statistically insignificant relation between total knowledge about family conflict and gender, live at home with and family monthly income. This could be explained as, there was no difference between student's gender, living condition and family monthly income related to their knowledge about family conflict. These results agree with **Hao et al., (2015)** who found that there was statistically insignificant relation between work-family conflict of the studied sample and their gender and family monthly income.

According to the relation between demographic characteristics of the studied student and their total perception of inter parental conflict scale, the present study revealed

that, there was a highly statistically significant relation between total perception of family conflict scale and family monthly income. Moreover, there was statistically significant relation with their age, study grade and live at home. This could be explained as, Positive perception of family conflict were higher among students who had Sufficient and saved monthly income. These results agree with **Jibeen (2016)** who found that there was a highly statistically significant relation with family monthly income. Also **Elemery et al. (2016)** revealed that there was statistically significant relation between perception of adolescents' inter-parental conflict and their age and living condition.

In addition, there was statistically insignificant relation between total perception of family conflict scale and gender, father's education and mother's education. This could be explained as, there was no difference between student's gender, parents education related to their perception of family conflict. This result is familiar with **Chaudhry & Shabbir (2018)** who mentioned that there was statistically insignificant relation between total perception of inter-parental conflict and gender.

Concerned to the relation between demographic characteristics of the studied sample and their total academic performance, the present study revealed that there was statistically significant relation between total academic performances and live at home with, father's education, mother's education and family monthly income. This could be explained as, satisfactory level of academic performance were higher among students who live at home with their parents and had sufficient and saved monthly income. These results agree with **Dawood et al. (2016)** who found that living condition and family monthly income had a significant effect on students' academic performance.

Also, there was statistically insignificant relation between total academic performance and their age, gender and study grade. This could be explained as, there was no difference between student's age, gender and study grade related to their academic performance. These results supported with **Mohamed et al. (2018)** who mentioned that was statistically insignificant relation between total academic performance and their age and gender.

In addition, the present study revealed that there was positive correlation between total knowledge about family conflict of the studied students and their total perception of family conflict scale. This could be explained as, students with good level of knowledge

about family conflict was more encountered among those students with positive perception. These results in line with study done by **Yildirim et al. (2017)** who stated that knowledge about family conflict had a significant effect on students' perception.

Likewise this current research found that there was positive correlation between total knowledge about family conflict of the studied students and their total academic performance. These results agreement with the study achieved by **Ogunsanwo (2020)** who carried out their study to assess Family Conflict, Interpersonal Relationship and Senior Secondary Schools Students' Academic Performance and stated that there were positive correlation between the knowledge about family conflict of the studied student and their Academic Performance. Additionally, the present study revealed that there was positive correlation between total academic performance of the studied students and their total perception of family conflict scale. This could be explained as, students with satisfactory level of academic performance was more encountered among those students with positive perception about family conflict. These results in line with study done by **Hunt, Krueger, & Limberg (2017)** about the Relationship between Inter-parental Conflict and Self-Reported Grade Point Average among College Students who stated that students' perception toward Inter-parental Conflict had a significant effect on their academic performance.

#### **IV. CONCLUSION**

**On the light of results of the current study and answers of the research questions, it could be concluded that; on the light of the current study result, it could be concluded that:**

The current study answered the research questions: 66.7% of the studied sample had average level of knowledge about family conflict, 45% of the studied sample had family conflict with in home, 85.6% of the studied sample was positive in total perception of family conflict scale. 79.4% of the studied sample had satisfactory level in total academic performance. Moreover, there was positive correlation between family conflict and students' academic performance.

#### **Recommendation**

**On the light of the current study findings the following recommendations are suggested;**

- Continues health educational programs to all students in schools that help them to improve their knowledge about family conflict.
- Continues monitoring and evaluating impact of family conflict for students with low academic performance for detecting and solving any problem.

**Recommendations for future research:**

- Disseminating posters in all community places as schools, clubs to raise health awareness among students about family conflict.
- Replication of the study on a larger probability sample from different geographical areas in Egypt to obtain more generalizable data about family conflict and academic performance.
- Future research is required to evaluate the relationship between family conflict and academic performance.

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