



Designing and Psychometric Evaluation of Iranian Students' Academic Stress Questionnaire (IAASQ)

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Abstract

Background: Academic stress is one of the factors affecting the health of adolescents. The aim of present study was to design an academic stress questionnaire for Iranian adolescents with regard to the cultural and education system of the country.

Methods: After reviewing the literature and identifying available tools in 2018, Iranian adolescents' views on academic stress were extracted. Similar questions have been used in other tools. According to expert opinion, the results were overviewed and the initial version was designed. The steps of content validity and instrument reliability were carried out. Internal consistency was investigated with Cronbach's alpha (α) and repeatability with Intra Class Correlation (ICC). After dividing the data into two randomized samples, exploratory factor analysis (EFA) with 8 subjects and confirmatory factor analysis (CFA) with 717 subjects were performed. The association between the tool and the Morgan and Jink's Self Efficacy Scale and the Strengths and Difficulties Questionnaire questionnaire was investigated. Data were analyzed using SPSS and Mplus softwares.

Results: The Iranian Adolescent Academic Stress Questionnaire (IAASQ) was designed with 57 questions. Reliability and clarity of the whole tool were obtained as 0.81 and 0.83, respectively. In different domains, Cronbach alpha was in the range (0.58-0.85) and ICC (0.80 (95% CI:0.66-0.90)). In the EFA, 9 factors were extracted. CFA confirmed the suitability of the model in another sample. Discriminant and convergent validity tool was approved.

Conclusion: The IAASQ questionnaire has acceptable reliability and validity. This tool is recommended for use related studies in the Iranian community.

Keywords: Stress; Adolescents; Questionnaire; Factor analysis; Iran

Introduction

Academic stress is a particular type of stress appeared due to the expectations of parents and teachers from students because of academic achievement (1). Students who are happy in their lives and have less stress will do their home works better and achieve more success, while those with less physical and mental health have

less motivation to study and use methods such as killing the time and absence from school to get along with academic stress. Generally, daily stresses, mostly influenced by the amount of social support of individuals and is a risk factor for adolescents' mental health, have a positive rela-