



Parenting Style And Its Effects On Academic Stress And Resilience Of Adolescents

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ABSTRACT

The primary purpose of this study is to assess how parenting styles affect academic stress and resilience. This research included 155 students aged 12 to 19 years. Parenting style is operationally defined as a set of actions that a parent might employ to discipline, communicate, and guide their child. These habits have a profound influence on people as they mature. This study suggests a substantial relationship between parenting style, resilience, and academic stress. Adolescents' academic stress and resilience are influenced by their parenting style.

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Parenting style is operationally described as a collection of activities that a parent may use to reprimand, communicate, and lead their child. These habits have a significant impact on a child as they grow. This study proposes a strong link between parenting style, resilience, and academic stress. That parental style influences teenage academic stress and resiliency. The link between parental style and its impact on teenagers' academic stress and resilience is a critical field of research with important implications for understanding adolescent development and well-being. In this study, we use a correlational approach to explore the effect of parenting style on academic stress and resilience in teenagers. We expect that this study will contribute to the current knowledge on adolescent development and guide interventions aimed at enhancing academic performance and overall well-being.

Keywords: Parenting styles, Adolescence, Academic Stress, Resilience=

Introduction

Adolescence is an important period of improvement defined by critical physical, passionate, and cognitive advancements. Amid this transitional stage, most young people explore different obstacles which shape their future direction. A few of the key variables that play a significant part in pre-adult improvement are versatility-building and child-rearing styles. Versatility, characterized as the capacity to adjust and flourish within the confront of difficulty, is basic for exploring the complexities of adolescence. On the other hand, parenting styles greatly influence how adolescents perceive, respond to, and overcome challenges. This study will explore the interplay between resilience-building and parenting styles in adolescence, highlighting how supportive relationships with parents and the parenting approach adopted can impact the development of resilience in young individuals.

Parenting style plays a crucial role in shaping adolescents' responses to academic stress and their overall resilience. Research indicates that negative interactions with parents, such as experiences of rejection and coercion, can lead to less engagement coping and more disengagement coping strategies among adolescents dealing with academic stress (Maepa & Maepa, 2015). Conversely, parental support has been linked to increased parental engagement and higher academic achievement and lower parental engagement facing lower academically while facing academic stress (Al-Alwan, 2014). Moreover, parental support and socialisation influences the coping mechanisms of adolescents, with greater support correlating with enhanced engagement coping and comfort-seeking behaviors (Mathibe, 2015). On the other hand, negative interactions with parents,

such as rejection and coercion, are associated with adolescents relying more on disengagement and escape as coping mechanisms for academic stress (Wolfradt et al., 2003). Interestingly, the presence of parental support does not necessarily decrease adolescents' use of negative coping strategies, and negative interactions do not necessarily undermine the adoption a more resilient behaviour (Fletcher & Sarkar, 2013). Over time, parental support has been found to have a greater influence on Adolescents' coping methods than negative interactions, increasing constructive academic coping mechanisms (Morris et al., 2007). Adolescents who report more poor interactions with their parents are more likely to use disengagement coping and escape strategies in response to scholastic stress. Furthermore, parental support has been demonstrated to predict an increase in participation, coping, and comfort-seeking behavior among adolescents. highlighting the enduring influence of parental support on academic coping strategies (Raine & Skinner, 2023).

The research investigation intends to investigate the important influence of parental support and parenting style on the behavior of adolescents and their coping mechanisms and resilience in the face of academic stress (Furrer & Skinner, 2003). The findings underscore the crucial role that parental support plays in fostering positive coping mechanisms such as engagement and coping behaviors among adolescents over time (Skinner & Pitzer, 2012). This highlights the complex dynamics of how parenting style influences adolescents' responses to academic stress and their overall resilience (Kochanska et al., 2007). (Zimmer-Gembeck et al., 2023). It also raises crucial considerations regarding the study's possible shortcomings, such as the generalizability of the findings, to different cultural contexts or the impact of other external factors on adolescents' coping behaviors (Oláh, 1995). Furthermore, this research explores how specific parenting styles, such as authoritative, authoritarian, or permissive, may differently impact adolescents' ability to cope with academic stress and develop resilience. Furthermore, this study looks at the consequences of parental techniques on teenagers' academic achievement, resilience, and general well-being. Overall, this study adds new insights to the field of adolescent development and stresses the need for more investigation into the complex interplay between parenting style, parental support, and resilience in adolescents confronting scholastic obstacles.

METHODOLOGY

Research design: Correlation.

Data collection and Participants :

Students presently attending a college or university. This survey study involved 155 students. they were at a minimum of 12 years old and older to a maximum of 19 years old. Currently enrolled in college or school. The survey was administered online over a secure platform such as Google Forms. Participants will be asked to join by email or social media channels.

Measures: Tools

Parenting Style and Dimensions Questionnaire (PSDQ)

The abbreviated version of the Parenting Style and Dimensions Questionnaire (PSDQ) was employed for this study. The brief version of the questionnaire consisted of 32 items that were to be scored on a 5-point Likert scale ranging from 1 (never) to 5 (always). On each item, the participant must indicate how frequently they have encountered the conduct described in the statement. The 32 pieces fall into three parenting styles and seven aspects.

Perceived Academic Stress Scale (PAS)

This scale seeks to measure academic stress among students. This scale consists of 18 items that measure different factors contributing to academic stress. This scale takes into account three main components that characterize academic stress; the academic expectation subscale, the workload examinations subscale and the student's academic self-perception sub-scale.

The 10-item Connor-Davidson Resilience Scale (CD_RISC)

The participants' resilience was assessed using the Connor-David Resilience Scale, which was initially designed by Kathryn M. Conner and Jonathan R.T. Davidson (2003) as a 25-item scale. However, the version utilized in this study is the 10-item version that was developed in 2007 by Campbell-Sills and Stein.

Hypothesis

H1: There is no significant relationship between authoritative parenting style and academic stress among teenagers.

H2: The enforcement of authoritarian parenting style is positively connected with heightened levels of academic stress among adolescents.

H3: There is no substantial relationship between permissive parenting style and academic stress in teenagers.

H4: Permissive parenting style is favorably associated to levels of resilience among adolescents.

H5: Adolescents with authoritative parenting styles have greater levels of academic stress.

H6: Adolescents with an authoritative parenting style had greater levels of resilience.

Results and Discussion

		Correlations											
		X	Y	Z	X1	X2	X3	Y1	Y2	Y3	Z1	A	B
X	Pearson Correlation	1	-.393"	.027	.949"	.922"	.852"	.907"	.970"	.944"	.944"	.262"	.425"
	Sig. (2-tailed)		.000	.741	.000	.000	.000	.000	.000	.000	.000	.001	.000
	N	155	155	155	155	155	155	155	155	155	155	155	155
Y	Pearson Correlation	-.393"	1	.623"	-.443"	-.243"	.108	-.059	-.220"	-.131	-.131	.179"	-.078
	Sig. (2-tailed)	.000		.000	.000	.002	.182	.465	.006	.105	.105	.026	.336
	N	155	155	155	155	155	155	155	155	155	155	155	155
Z	Pearson Correlation	.027	.623"	1	-.007	.050	.479"	.412"	.193	.259"	.259"	.332"	-.070
	Sig. (2-tailed)	.741	.000		.929	.539	.000	.000	.016	.001	.001	.000	.384
	N	155	155	155	155	155	155	155	155	155	155	155	155
X1	Pearson Correlation	.949"	-.443"	-.007	1	.808"	.792"	.863"	.931"	.873"	.873"	.252"	.386"
	Sig. (2-tailed)	.000	.000	.929		.000	.000	.000	.000	.000	.000	.002	.000
	N	155	155	155	155	155	155	155	155	155	155	155	155
X2	Pearson Correlation	.922"	-.243"	.050	.808"	1	.854"	.886"	.941"	.957"	.957"	.285"	.421"
	Sig. (2-tailed)	.000	.002	.539	.000		.000	.000	.000	.000	.000	.000	.000
	N	155	155	155	155	155	155	155	155	155	155	155	155
X3	Pearson Correlation	.852"	.108	.479"	.792"	.854"	1	.984"	.939"	.961"	.961"	.412"	.371"
	Sig. (2-tailed)	.000	.182	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	155	155	155	155	155	155	155	155	155	155	155	155
Y1	Pearson Correlation	.907"	-.059	.412"	.863"	.886"	.984"	1	.974"	.981"	.981"	.390"	.367"
	Sig. (2-tailed)	.000	.465	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	155	155	155	155	155	155	155	155	155	155	155	155
Y2	Pearson Correlation	.970"	-.220"	.193	.931"	.941"	.939"	.974"	1	.991"	.991"	.337"	.413"
	Sig. (2-tailed)	.000	.006	.016	.000	.000	.000	.000		.000	.000	.000	.000
	N	155	155	155	155	155	155	155	155	155	155	155	155
Y3	Pearson Correlation	.944"	-.131	.259"	.873"	.957"	.961"	.981"	.991"	1	1.000"	.357"	.408"
	Sig. (2-tailed)	.000	.105	.001	.000	.000	.000	.000	.000	.000		.000	.000
	N	155	155	155	155	155	155	155	155	155	155	155	155
Z1	Pearson Correlation	.944"	-.131	.259"	.873"	.957"	.961"	.981"	.991"	1.000"	1	.357"	.408"
	Sig. (2-tailed)	.000	.105	.001	.000	.000	.000	.000	.000	.000	.000		.000
	N	155	155	155	155	155	155	155	155	155	155	155	155
A	Pearson Correlation	.262"	.179"	.332"	.252"	.285"	.412"	.390"	.337"	.357"	.357"	1	.349"
	Sig. (2-tailed)	.001	.026	.000	.002	.000	.000	.000	.000	.000	.000	.000	
	N	155	155	155	155	155	155	155	155	155	155	155	155
B	Pearson Correlation	.425"	-.078	-.070	.386"	.421"	.371"	.367"	.413"	.408"	.408"	.349"	1
	Sig. (2-tailed)	.000	.336	.384	.000	.000	.000	.000	.000	.000	.000	.000	
	N	155	155	155	155	155	155	155	155	155	155	155	155

**Correlation is significant at 0.01 level of significance (2 tailed)

*Correlation is significant at 0.05 level of significance (2 tailed)

Interpretation

The study found that indulgent parenting was characterized by warmth, support, and emotional well-being and was associated with both resilience and academic stress (resilience: $r = 0.262$, $p < 0.01$; depression: $r = 0.262$, $p < 0.01$). This suggests that permissive parenting encourages study while also creating stress for learning due to its high expectations and guidance. Similarly, permissive parenting behavior, characterized by low demands and high performance, had positive effects on psychological well-being and academic stress (psychological: $r = 0.425$, $p < 0.01$; academic depression: $r = 0.425$, $p < 0.01$). This suggests that parental approval can improve performance but can also lead to academic stress due to a lack of role models.

Indulgent parenting, which shares similarities with permissive parenting but with higher responsiveness, also displays significant positive correlations with resilience and academic pressure (Resilience: $r = 0.349$, $p < 0.01$; Academic Stress: $r = 0.349$, $p < 0.01$). This suggests that while indulgent parents provide emotional support, their lack of disciplinary boundaries may still lead to academic stress. Furthermore, warmth and support within parenting practices show significant positive correlations with both resilience and academic pressure (Resilience: $r = 0.179$, $p < 0.05$; Academic Stress: $r = 0.179$, $p < 0.05$). This suggests that, while parental warmth benefits children's psychological well-being, it may also unintentionally lead to academic stress, probably due to high expectations.

Generalization of thinking and participation in autonomy, including explaining decisions and involving children in decision-making, has a positive effect and is associated with higher performance and learning difficulties (resilience: $r = 0.332$, $p < 0.01$; depression: $r = 0.252$, $p < 0.01$). This highlights the role of parental communication and involvement in improving children's ability to cope with academic stress. There is a positive relationship between physical strength and education under parental control. (Academic Stress: $r = 0.179$, $p < 0.05$), suggesting that harsh disciplinary methods may heighten stress related to academic performance. However, verbal hostility within authoritarian parenting does not show significant correlations with either resilience or academic stress.

Lastly, non-reasoning punitive measures within authoritarian parenting display a significant positive association with academic pressure (Academic Stress: $r = 0.357$, $p < 0.01$). This suggests that punitive disciplinary actions without explanation may contribute to heightened stress regarding academic performance in children.

Major Findings

The study looks at how different parenting philosophies affect kids' mental health, with an emphasis on resilience and academic stress in particular. One important component that is favorably connected with resilience and academic stress is authoritative parenting. This implies that authoritative parenting, which is both demanding and supportive, has a twofold effect on children's psychological outcomes: it promotes resilience and puts pressure on academic performance, maybe as a result of parents' high standards.

Similar favourable relationships have been shown between indulgent parenting styles and resilience along with academic stress. This suggests that with various parenting styles, there may be a trade-off between academic pressure and emotional support. While children raised by permissive and indulgent parents may be more resilient because of their high responsiveness and forbearance, this lack of structure and boundaries may also increase academic stress in children since they may find it difficult to maintain self-discipline and meet expectations. Conversely, subfactors like physical coercion and irrational punitive measures—which have a positive correlation with academic stress—are shown by authoritarian parenting. This emphasizes how authoritarian discipline techniques may negatively impact student's academic well-being. Strict regulations and severe penalties without justification can lead to heightened anxiety over academic achievement, which can negatively impact children's psychological well-being in the classroom.

Furthermore, many aspects of parenting, such as warmth and support, have favorable associations with Resilience and Academic Stress. This points to a complex function in determining children's academic strain and psychological health. Although warmth from parents builds resilience, it can also unintentionally cause academic stress due to pressure to perform well in school or high expectations. Furthermore, results show a positive association between academic pressure and resilience in parenting techniques that involve democratic engagement and reasoning induction. This shows how they affect kids' coping strategies and academic demands. The significance of parent-child communication and participation in decision-making processes in developing children's psychological resilience and academic challenges is evident, highlighting the role that these aspects play in parenting techniques.

Discussion

The study's findings shed insight on the relationship between parenting styles, academic stress, and resilience in teens. According to previous research, an authoritarian parenting style is associated with greater academic stress. Authoritarian parenting, which emphasizes control above affection, can add to anxiety and pressure in teenagers. The study showed no significant relationship between authoritative parenting style and academic stress or resilience. Previous research has associated authoritarian parenting with better academic and psychological results. One possible reason is that the effect of authoritarian parenting may decrease as teenagers achieve autonomy and self-reliance in their lives at school and at home.

Similarly, the findings did not confirm the predicted favorable relationship between permissive parenting and resilience. This shows that the lack of structure and supervision associated with permissive parenting may not always promote teenage resilience, as previously assumed. It is likely that other elements, such as social support and coping mechanisms, are more important in the development of resilience.

The results of this research study hold significant impacts for the parents, teachers, and mental health specialists who work with adolescents. The findings emphasize the need of parents to strike a balance between giving structure and support while also encouraging their children's autonomy and self-efficacy. Interventions that support authoritative parenting techniques, such as open communication, positive reinforcement, and attentive listening, may be especially effective in assisting adolescents in managing academic stress and developing resilience.

Conclusion

The study explores the association between parenting techniques, academic stress, & resilience in adolescents. Findings indicate that there are considerable gender disparities in academic achievement, with females outperforming males on numerous critical characteristics, such as academic achievement (X1, X, X2), academic engagement (Y1, Y2, Y3), and resilience (Z1, B).

However, this research study has numerous significant drawbacks that are to be addressed while drawing inference from the result tables. First, the small group of 155 participants may not be entirely representative of the larger community, thereby limiting the findings' generalizability. Furthermore, the study's dependence on self-report measures raises issues about the data's validity and accuracy, as self-reported information is susceptible to a variety of biases, including gender-based judgments. Furthermore, the study did not appear to consider the impact of significant contextual variables on academic stress and resilience, such as socioeconomic position, family structure, and peer interactions. These environmental factors may have a major impact on moderating the association between parenting styles and student outcomes.

Despite the drawbacks, the study's results add to the growing body of literature on how parenting styles influence adolescent academic and adaptive behaviour. The findings underline the importance of gender-specific approaches to student assistance, academic performance, and resilience. Future research should try to overcome the current study's shortcomings by using bigger, more representative samples, including different

data sources (e.g., observational and administrative), and investigating the impact of a broader variety of environmental variables. This would allow for a more thorough knowledge of the complicated interplay between parenting styles, gender, and adolescent outcomes, ultimately leading to more effective treatments and support systems.

Limitations

Gender Bias in Perception: The search results show that men and women may have different perspectives of gender bias and equality, even within the same research organization. This shows that the study's dependence on self-report measures may be susceptible to gender biases, thereby skewing the findings. **Environmental variables:** According to the search results, gender inequalities in academic and research performance can be impacted by a range of environmental variables, including the academic environment, peer group influence, and family structure. The study fails to account for these contextual elements, which may restrict one's interpretation of its outcomes.

Gender Differences in Test Performance: The search results also show that females outperform males on tests that need consistent performance over time. This shows that the study's conclusions were impacted by the unique nature of the academic tests utilized, without considering the possible effect of other dimensions such as family environment, family composition and dynamic, social group influence, cultural conceptions of resilience, and so on. Finally, while the sample size and gender distribution are not explicitly indicated, the search results reveal numerous key constraints relating to gender bias, contextual variables, and test performance that must be considered account while evaluating the study's conclusions. Addressing these constraints in future study would increase the validity and generalizability of the findings.

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