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Co-Relation Between Parent Adult-Child Relationship and Student Stress: A Psychological Approach

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Abstract

The parent-child relationship is crucial for the psychological development of children, with parental care ranging from affectionate to indifferent. Positive parent-child relationships have been linked to improved academic achievement among secondary school students, highlighting a significant difference in academic performance compared to those with negative relationships. Additionally, stress management is pivotal for children's development and well-being, emphasizing the importance of understanding these complexities to foster healthier relationships and promote academic success. This research aims to explore the role of perceived parental emotional support as a buffer against stressors, particularly academic pressure and expectations. The study conducted correlation analysis, revealing a statistically significant positive correlation (0.8209) between the parent-adult child relationship and student stress levels. This robust correlation indicates that enhancing the quality of parent-adult child relationships is associated with lower stress levels among students. Conversely, deteriorating relationships between parents and adult children correlate with increased student stress levels.

Keywords: *Parent Adult-Child Relationship, Parent Child Relationship, Stress and Student Stress*

Introduction

Good parenting, influenced by cultural standards, plays a crucial role in nurturing a child's cognitive development and emotional well-being. Sensitive parenting and caregiving are necessary for a child's proper cognitive development and emotional regulation, ultimately contributing to positive cognitive development and emotional balance (Blatt & Homann, 1992; Enns, Cox, & Clara, 2002). Positive parenting, characterized by tenderness and receptivity, assists children in navigating social and non-social challenges and promotes early cognitive development (Baumrind, 1991). Negative, unfriendly parenting, on the other hand, can result in melancholy and social and cultural difficulties.

The parent-child relationship is essential for psychological development, and parental care can range from affectionate to indifferent. Parental control, subdivided into behavioral and psychological categories, influences the mental health of a child (Barber, 1996). Behavioral control promotes a regulated environment and socially acceptable behavior, whereas psychological control, which manipulates emotional development intrusively, is associated with an increased risk of psychological disorders in offspring (van der Bruggen et al., 2008; McLeod et al., 2007; Radziszewska et al., 1996; Rodgers, 1996; Shaw et al., 2004). Positive mental health, which includes contentment and positive psychological functioning, is influenced by parent-child relationships (Huppert & Whittington, 2003; Ryan & Deci, 2001; Ryff & Singer, 1998).

The parent-adult child relationship evolves with time, influenced by communication patterns, exchanges of support, and ambivalence. Recognizing ambivalence facilitates the management of conflicting emotions and the development of open channels of communication. Understanding the psychological repercussions of this relationship is essential for fostering healthy dynamics (Barber, 1996).

Rathee et al. (2022) emphasized the crucial role of parent-child relationships in a child's psychological, physical, and social development. They found that positive parent-child relationships were associated with better academic achievement among secondary school students, particularly noting a significant difference in academic performance between students with positive and negative parent-child relationships. Similarly, Shree (2020) highlighted the connection between parent-child relationships and academic anxiety, emphasizing the importance of nurturing healthy relationships to support children's overall growth and development.

Other researchers, such as Creste (2020) and Strutzenberg (2018), focused on the impact of parenting styles and family cohesion on college students' stress levels. Creste's study revealed correlations between overparenting and authoritarian parenting with low levels of self-differentiation, while authoritative and permissive parenting were associated with increased self-differentiation. Furthermore, Creste's findings emphasized the significance of family cohesion and relationship maintenance behaviors in reducing stress during college transitions. Strutzenberg (2018) also highlighted the negative influence of family cohesion on various types of stress among college students, emphasizing the importance of maintaining healthy family dynamics to support students' adjustment during college. These non-Indian studies collectively underscore the critical

role of parenting styles and family relationships in shaping adolescents' well-being and academic success.

The Effects of Stress on students

The psychological and physiological response to demands or challenges is the definition of stress. As a consequence of genetic and developmental factors, stress-related diseases manifest in a variety of ways (Hellhammer & Hellhammer, 2008). Stress can originate from both internal and external challenges, exerting pressure on the bodies and minds of individuals (Wheeler, 2007). It is primarily caused by anxiety, regret, and lack of confidence, and if left unmanaged, can contribute to stress (Feng, 1992; Volpe, 2000).

Frequent student stress affects both health and academic performance. It is a necessary component of life and entails a non-specific response to environmental demands (Rosenham & Seligman, 1989; Selye, 1974; Myers, 2005). Academic responsibilities and other stressors contribute to this phenomenon (Feng, 1992; Volpe, 2000). Stress also has a negative correlation with academic achievement and can result in mental and physical health problems (Khan et al., 2013; Pascoe et al., 2020). Stress also triggers and exacerbates a variety of maladies, including mental health issues and the development of addiction (Yaribeygi et al., 2017; Sinha & Jastreboff, 2013).

The parent-child relationship has a significant impact on the tension levels of students. Particularly among male students, parental expectations and academic pressure contribute to stress (Tan & Yates, 2011; Talha et al., 2020). Perceived parental emotional support can alleviate stress, particularly in first-generation pupils (Sy et al., 2011; Cutrona, 1994).

In conclusion, the parent-child relationship and stress management play crucial roles in the development and well-being of children. Understanding these complexities is crucial for promoting healthier relationships and academic success (Thoits, 2010; Tosevski & Milovancevic, 2006).

This research aims to delve into the intricate dynamics of the relationship between a parent and their adult child and its impact on student stress levels. Specifically, it seeks to understand how the quality of this parent-adult child relationship influences the stress experienced by students, particularly in academic settings. By examining the nature of communication, support exchanges, and ambivalence within these relationships, the study aims to uncover the mechanisms through which parental interactions contribute to or mitigate stress among students. The research also intends to explore the role of perceived parental emotional support as a potential buffer against stressors, especially concerning academic pressure and expectations. Through a comprehensive investigation of these factors, the study aims to provide valuable insights into the complex interplay between parent-adult child relationships and student stress, ultimately contributing to strategies for promoting healthier family dynamics and enhancing stress management techniques among students.

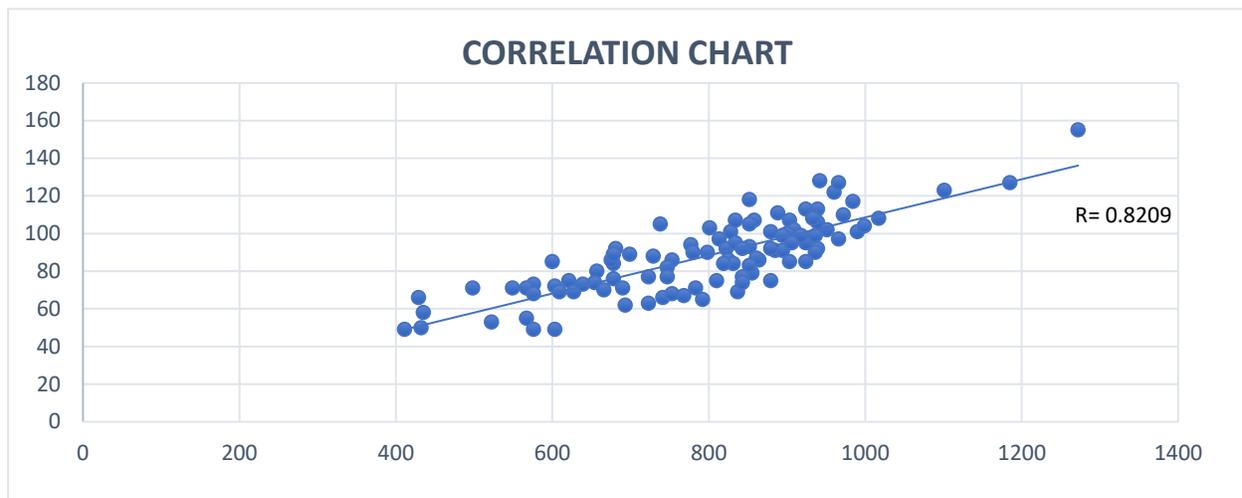
Methodology

The researcher sought explicit consent from the pertinent supervisor before commencing data collection activities for the research endeavor. The survey instruments Student Stress Inventory (SSI) (Shah, M.A, 2015) and The Parent Adult-Child Relationship Questionnaire (PACQ) – (Peisah, C et al., 1999) among students between the ages 18 – 25 hailing from diverse English-medium institutions. The total responses collected were 115. 13 responses were omitted due to incompleteness. The final responses collected was 102 collected through Convenience Sampling. The questionnaire was shared among individuals present at the moment of collection and fulfilled the inclusion criteria. Upon the culmination of the data collection phase, a meticulous analysis was undertaken. In adherence to rigorous methodological standards, any incomplete surveys were systematically excluded from the dataset to maintain the integrity and reliability of the findings. Microsoft Excel was utilized as the analytical tool, the researcher conducted a comprehensive examination, focusing particularly on establishing correlations between the variables of interest. This analytical approach facilitated the identification of nuanced patterns and meaningful associations within the data, thereby enriching the research outcomes and contributing substantively to the scholarly discourse in the field. Correlational analysis was the statistical method used to examine the relationships between the two variables.

With evident stress-level variations among students under similar circumstances, the student researcher was intrigued to learn more about the factors that contribute to such outcomes. With further investigation, the student researcher noticed a pattern between parent-child relationships and academic stress outcomes. The student researcher wanted to cast light on the critical relationship between parent-child dynamics and student well-being. The findings of this literature review indicate that the quality of the parent-child relationship has a considerable impact on a student's overall academic performance and psychological well-being.

Results

The main focus of the analysis was to derive a correlation coefficient and then to explain the scores and how they relate to practical applications. The correlation analysis yielded a statistically significant positive correlation between the relationship between the parent and adult child relationship and the student stress levels (0.8209). This robust correlation suggests that improving the quality of the parents-adult child relationship is associated with lower stress levels for students. On the other hand, when the relationship between the parents and adult children deteriorates, students experience higher stress levels.



The correlation scatter plot illustrates the relationship between parent adult child relationship and student stress. With a correlation coefficient of $R = 0.8209$, we observe a positive correlation on the chart. The linear trendline shows an upward growth trajectory, indicating a positive association between these variables.

Discussion

The goal of this dissertation was to investigate in depth the complex relationship that exists between students' stress levels and the interpersonal dynamics in parent-adult child interactions. Using the reliable techniques of the Student Stress Inventory (SS) and the Parent Adult Child Questionnaire (PACQ), this study examined student perceptions of parent-adult child relationships and quantified student stress levels in detail. The main goal was to clarify how these familial dynamics—especially with regard to communication, understanding, and support—affect the stress levels that students endure within these dynamics.

The correlation study yielded significant implications. There is a high positive correlation between student stress levels and parent-adult child relationships, as evidenced by the correlation coefficient of 0.8209 ($p < 0.001$). Improvements in these relationships were associated with reduced levels of stress among students, while losses in these familial ties were associated with higher levels of stress, according to this statistical linkage. These realizations emphasized how important family dynamics are in determining students' emotional health and coping mechanisms.

Furthering our comprehension was the analysis of the SS and PACQ scores. Higher PACQ scores covered aspects including mutual understanding, effective communication channels, robust networks of emotional support, and a peaceful home environment. These scores are indicative of good assessments of parent-adult child interactions. On the other hand, high SS ratings indicated the variety of stresses that kids encountered, such as scholastic constraints, social expectations, family disputes, and personal coping mechanisms. This comprehensive perspective offered a wealth of information on the variables affecting the observed correlation.

The study's strong conclusions have important ramifications for real-world initiatives meant to improve students' wellbeing and reduce stress. Students' stress levels can be significantly reduced by family-based therapies that emphasize strengthening family bonds, improving communication skills, and offering emotional support. Additionally, school-based support programs that attend to children's emotional and academic needs inside learning environments can provide them with useful coping skills and stress-reduction techniques. A comprehensive support network that provides resources and interventions for families and students facing stress-related issues can be established through cooperative efforts with mental health providers and community organizations.

Despite extensive exploration of the relationship between stress levels of students and parent-adult children, there remains a significant research gap concerning the analysis of gender-related data in this context. The majority of the material currently in this research concentrates on female students, with male students being included in studies that look at how familial dynamics affect stressors to a lesser extent. A thorough knowledge of how gender affects the relationship between stress levels among students and parent-adult child relationships is hampered by this disparity.

These limitations pave the way for potential directions for future research, and pose new questions that may be explored. Studies that follow changes in stress levels and family dynamics over time, known as longitudinal research, can offer important new perspectives on resilient families and long-term stress management techniques. By examining how cultural variations and contextual elements influence family dynamics and stress experiences, cultural and contextual assessments can guide culturally sensitive solutions. Furthermore, comparison analyses can assess the effectiveness of different intervention strategies in diverse familial circumstances, providing guidance for best practices and individualized interventions.

In this context, it is imperative to recognize and tackle the research gap pertaining to gender-related data analysis. There is a discrepancy in our awareness of the gender-specific subtleties in these relationships since male students are underrepresented in studies looking at how familial dynamics affect stress levels. Creating inclusive and gender-sensitive treatments that address the varied needs and experiences of students of all genders requires bridging this gap.

Conclusion

This study has offered a comprehensive analysis of the complex relationship between students' stress levels and parent-adult child dynamics, highlighting the vital role that strong family bonds, supportive networks, and effective communication play in promoting students' wellbeing. The results suggest a significant relationship between the parent-adult child dynamics and students' stress levels, indicating that a positive and supportive parent-adult child relationship can serve as a protective factor against stressors, especially those related to academic pressure and expectations. Furthermore, the findings underscore the importance of nurturing healthy family dynamics, fostering open communication channels, and providing emotional support to students. These factors contribute significantly to students' overall well-being, mental health, and academic success. Understanding and addressing the complexities of parent-adult child relationships are essential for developing effective interventions and strategies aimed at reducing stress levels and promoting positive outcomes among students.

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