

## Parenting Styles, Perceived Stress and Academic Self Concept Among Young Adults: Review Study

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### ABSTRACT

The aim of this review of literature is to understand the different parenting styles, and how each parenting style impacts the stress and academic self-concept of students. Discussing the three parenting styles proposed by Baumrind (1967) (authoritative, authoritarian and permissive), and how each of these cast an influence on the perceptions students have about demanding life situations (perceived stress), as well as their view of themselves and their abilities in academics (academic self-concept), is one of the main motives behind this study. A common pattern can be seen throughout the studies, which suggest a significantly negative association between authoritative parenting and perceived stress, along with a positive relationship it shared with academic self-concept. However, the quoted analyses did not prove to be adequate to understand the relationship authoritarian and permissive parenting shared with perceived stress and academic self-concept. This review study puts forward the problem of very few researches in the field of parenting styles, perceived stress, and academic self-concept, and opens up the possibility for future researchers to gain a deeper understanding and establish more statistically evident associations between the three variables. This study can give rise to a more holistic perspective of development of academic self-concept and the perception of stress ensuring a healthier overall development and well-being of the young population.

**Keywords:** *Parenting Styles, Perceived Stress, Academic Self-Concept, Authoritative Parenting Style, Authoritarian Parenting Style, Permissive Parenting Style*

Parents, being a child's first source of interaction, affect the life of the child in the highest intensity. Parents influence a child's perception of self, tasks as well as daily life situations. A parent's perception of their child's ability impacts the child's view of self and ability. It has been presented that the way a child perceives their tasks and self are governed to a larger extent by their parents' perceptions of the same, as compared to school performance (Frome and Eccles, 1998). The focus of this review of literature will be to throw light on parenting styles and their relationship with stress and academic self-concept.

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Received: September 20, 2024; Revision Received: October 11, 2024; Accepted: October 15, 2024

## **PARENTING STYLES**

Baumrind (1967) described three patterns of parenting styles (or parental authority). The three patterns discussed by her were Authoritative parenting style, where, although the parents are controlling and demanding, they are also warm and open to communication. The children grow up to be self-controlled, open to exploration and reliant on self when exposed to this parenting style. The second style was Authoritarian parenting style which includes disconnected, detached and controlling parents, who are also comparatively less supportive. The children raised with this style of parenting find it harder to trust people, and feel more insecure and less content. Lastly, she discussed Permissive parenting style. These parents present the least demands and control, but show warmth. The children grow up to have lesser self-reliance and self-control, as well as lesser urge to explore.

## **PERCEIVED STRESS**

According to Lazarus and Folkman (1984), stress is an interaction between individuals and their environment. The perception an individual has of the environmental demands and the resources is what determines if the situation is stressful or not. They explained three types or levels of appraisal, starting with Primary appraisal, where the situation is first interpreted as positive, stressful or neutral, and if stressful, it is further perceived as harmful, threatening or challenging, based on if it has already happened, if it can happen, and if the person is able to master it. The next step is Secondary appraisal. Here the focus is on what can be done, and how the individual can cope with it, along with the consequences. Reappraisal is the last type of appraisal, and this talks about modifying the previous appraisal based on new information about it.

## **ACADEMIC SELF-CONCEPT**

Shavelson et al. (1976) gave a hierarchy of the different facets of general self-concept. It can be divided into academic and non-academic self-concept. Non-academic self-concept can be further divided into social, emotional and physical self-concept. The focus of this review is on academic self-concept, which can be described as an individual's perception of their academic competence. According to Marsh et al. (2001) and their internal/external frame of reference model, academic self-concept is formed either by comparing one's performance in one aspect with their performance in another aspect (internal frame of reference), or by comparing their performance to that of others (external). Academic self-concept is also formed by academic achievements (Muijs, 1997), and the beliefs of teachers and parents about the child's abilities (Eccles et al., 1993)

### ***Rationale***

The aim of this review of literature is to understand the different parenting styles, and how each parenting style impacts the stress and academic self-concept of students. Discussing the three parenting styles proposed by Baumrind (1967) (authoritative, authoritarian and permissive), and how each of these cast an influence on the perceptions students have about demanding life situations and stress, as well as their view of themselves and their abilities in academics (academic self-concept), is one of the main motives behind this study. Although there exist some researches that talk about the interaction of parenting styles, perceived stress and academic self-concept, there is a lack of reliable evidence, leading to weaker statistical evidence. This review analyses the extent to which formalized researches have been done on the association between parenting styles, perceived stress and academic self-concept, and focuses on creating a pathway to bridge the present gaps in future studies in the field. It is an attempt to deepen the understanding of the complexity of the interaction.

## REVIEW OF LITERATURE

Over the years, there have been a number of detailed researches conducted to contribute to understanding of the relationship between parenting styles and stress of students. One such attempt to understand the interdependence was made by Malakar and Mullick (2018) who did so by conducting a study on first year college students in the age range of 18-20. Their analysis concluded that there was a significant variation in the stress levels of college students with the change in parenting styles they were raised with. The study suggested that students who were raised with authoritative parents dealt with comparatively lower levels of stress in their life, and those with authoritarian parents are more likely to develop depression. To add on to the research in the field, Creste (2020) studied the relationship between the three parenting styles and stress among college students. Her findings explained that authoritative and permissive parenting styles are negatively correlated with perceived stress, that is, as parents get more authoritative or permissive, the stress levels reduced. Whereas, a contrasting pattern was seen with authoritarian parenting style, where a positive correlation with stress was established. Some authors took the research question further and differentiated between male and female students. For instance, a cross-sectional study done in southern India by Gonsalves et al. (2022) highlighted that male college going students who lived with permissive parents, and female college going students who lived with authoritarian parents, perceived situations as more stressful. The research further reported that authoritative parenting related to lower levels of perceived stress for both male and female college going students. Furthermore, Raj and Jethwani (2023) discussed the relationship between perceived parenting styles and perceived stress among tribal high school students in Wayanad, however, they did not consider the gender of the sample population as a part of their study. The authors differentiated between the parenting styles used by both parents separately, and indicated that perceived stress has a negative relationship with mother's authoritarian and authoritative parenting, and father's authoritative parenting, whereas it is positively related to mother's permissive parenting, and father's authoritarian and permissive parenting. Contributing to the previous studies, Agarwal and Saxena (2024) made an attempt to understand the existing relationship between perceived parenting styles and perceived stress. The results of this study demonstrated that permissive and authoritative parenting had a negative correlation with perceived stress, while authoritarian parenting had a positive correlation with perceived stress, which was statistically weak. Recently, another correlational study by Kandhari and Sharma (2024), aimed at studying the relationship between perceived parenting styles and perceived stress on students in the age range of 18-25 reported a significantly positive relationship between authoritarian parenting and perceived stress, along with permissive parenting and perceived stress. This implies that the more authoritarian and permissive the behaviours of the parents are, the higher will be the perception of life events as stressful. The study also identified a slightly negative correlation that authoritative parenting and perceived stress shared. In totality, these studies share an overview of the association parenting styles directly or indirectly share with the perceived stress of the student, be it statistically significant or insignificant.

Likewise, numerous attempts have been made by researchers to investigate the nature of the association of parenting styles and academic self-concept, if there exists any. As the first step, Popelková and Jurišová (2020) explored the relationship between parenting styles and academic self-concept among older school age students, understanding the importance of social factors in development of academic self-concept. The findings of this research highlighted the existence of a significant positive relationship between permissive parenting and academic self-concept, alongside authoritative parenting and academic self-concept.

Moreover, the authors noticed that the relationship of academic self-concept with mother's permissive parenting was more intense than that with father's permissive parenting. Noreen et al. (2022), demonstrated that a significantly positive relationship exists between parenting styles and academic self-concept. They concluded that students with authoritarian parents had a better academic self-concept than those with authoritative and permissive parents. Another detailed analysis was carried out by Sandeep and Kochrekar (2022), where they discussed that authoritative parenting led to a stronger academic self-concept of students. However, the study showed that permissive and authoritarian parenting lead to a comparatively lower academic self-concept among students. Kishon and John (2022) reported that there is an insignificant relationship between permissive parenting and academic self-concept, as well as authoritative parenting and academic self-concept. Additionally, their research established a positive relationship between authoritarian parenting style and academic self-concept. Together, the above-mentioned researches outlined the interplay of parenting styles and academic self-concept, and the complicated nature of the relationship.

### CONCLUSION

This review of literature was conducted as a step to evaluate the nature of the association that parenting styles share with perceived stress and academic self-concept in students. It was observed that parenting styles have an association with perceived stress and academic self-concept, be it negative or positive. The researches, studying the interplay of parenting styles and perceived stress levels, highlighted an inverse relationship between authoritative parenting style and perceived stress. In most quoted studies, authoritarian parenting style was seen to impact perceived stress positively, leading to higher stress levels within students. Some authors like Creste (2020) and Agarwal and Saxena (2024) outlined a negative relationship between permissive parenting and perceived stress. Contrastingly, Kandhari and Sharma (2024) established a positive relationship between the two. A cross-sectional study done by Gonsalves et al. (2022) concluded that males with permissive parents, and females with authoritarian parents, had high stress, while authoritative parenting led to lower perceived stress for both males and females. Some authors also studied the difference between the styles used by both the parents, and indicated a negative relationship with mother's authoritarian and authoritative parenting, and father's authoritative parenting, and a positive one with mother's permissive parenting, and father's authoritarian and permissive parenting (Raj and Jethwani, 2023).

The review showcased a complex relationship between parenting styles and academic self-concept. Popelková and Jurišová (2020), Sandeep and Kochrekar (2022) and Kishon and John (2022) explained how authoritative parenting led to higher academic self-concept, to which Noreen et al. (2022) disagreed. Popelková and Jurišová (2020) established a positive association among permissive parenting and academic self-concept. Kishon and John (2022) reported that there is an insignificant relationship between permissive parenting and academic self-concept. The other authors, however, emphasized on how permissive parenting reduced academic self-concept. Concerning the interaction between authoritarian parenting and academic self-concept, Noreen et al. (2022) and Kishon and John (2022) provided evidence of authoritarian parenting having a significantly positive relationship with academic self-concept.

A common pattern can be seen throughout the studies, which suggest a significantly negative association between authoritative parenting and perceived stress, along with a positive relationship it shared with academic self-concept. However, the quoted analyses did

not prove to be adequate to understand the relationship authoritarian and permissive parenting shared with perceived stress and academic self-concept. These researches can however be used to develop a basic understanding of the concept. The findings from this review throw light on the importance of parenting and parental behaviours in the life of students. The gained information can be utilised to develop a holistic approach to understand the development of self-concept in educational settings, and underline the significance of social factors, especially parenting styles, in the perception of stress.

### ***Further Implications***

This review study puts forward the problem of very few researches in the field of parenting styles, perceived stress, and academic self-concept, and opens up the possibility for future researchers to gain a deeper understanding and establish more statistically evident associations between the three variables. The review of literature highlights how the present researches, when put together, do not provide reliable proofs about the association of parenting styles, perceived stress and academic self-concept. Addressing these gaps using multiple research methods like meta-analyses of previous researches and correlational techniques can assist in enhancement of the current studies, and bridging of the existing research gaps in the field. Employing a combination of qualitative methods of study (interviews) and quantitative methods (questionnaires and scales) can give rise to a more holistic perspective of development of academic self-concept and the perception of stress. Studying the impact of varying cultures upon parenting styles can give rise to more representative evidence for the study. Incorporating this broader view in daily lives can further be instrumental in educating future parents about the undesirable impact their parenting styles and the adopted behaviour patterns can have on their children's perception of stress and academic competence, ensuring a healthier overall development and well-being of the young population.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Pathak, A. & Sarraf, S.R. (2024). Parenting Styles, Perceived Stress and Academic Self Concept Among Young Adults: Review Study. *International Journal of Indian Psychology*, 12(4), 218-223. DIP:18.01.023.20241204, DOI:10.25215/1204.023