



RESEARCH PAPER

Relationship of Parental Support, Interpersonal Conflicts and Acute Stress in Adolescence

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ABSTRACT

The purpose of current research is to investigate how parental support protects adolescents from negative effects of acute stress by examining how interpersonal conflict within the family may lead to stress responses. The purpose of this research is to complex interplay in the setting of adolescence between acute stress, interpersonal conflict, and parental support. A survey method was used by using correlation research design. Data was collected by using purposive sampling technique. The sample of the participants was 200 students' male and female both of age range 12 -18 selected from government and private schools/institute of Lahore. Three standardized scales were used to measure the perceived parental support, conflicts, and stress. This study reveals that parental support, interpersonal conflicts, and its components significant positive predictors of acute stress. Current research can be helpful in identifying the problems and difficulties levels of adolescents in parenting.

KEYWORDS Acute stress, Adolescents, Interpersonal conflict, Parental support

Introduction

The influence of parental support and parent-child disagreements on adolescents, who are still developing their sense of self and reality, cannot be overstated. Children's emotional landscapes inside the family are shaped by the relationships between parents. The purpose of this study is to look at the important effects of these factors on the prevalence of acute stress in the lives of our youngest family members. This study looks at the intricate connections between adolescent acute stress, interpersonal disputes, and parental. Any relationship will inevitably experience interpersonal conflicts, which frequently have far-reaching effects that extend far beyond the two parties involved. How these disputes are handled and the support systems that are built can have a big impact on how well-adjusted adolescence. Children raised in families where there is constant conflict may grow up to utilize unhealthy coping mechanisms or display behavioral problems as a result of the conflict in their home, claim (Grych & Fincham, 1990). For the past few decades, academics have been concerned about children's low academic achievement. Numerous factors, low socioeconomic background, cognitive abilities of the student, school related factors, home environment, or parental or family support, have been linked to student's academic failure, according to research studies. While schools are generally thought of as place where children can study in a suitable atmosphere, the significance of parents and the community cannot be understated. Siblings, parents and other adult family member make substantial contributions to a variety of elements of the child's personality, in particular and in raising his or her academic achievements.

Parental arguments, the imposition of discipline by parents, or changes in the family dynamic can all result in interpersonal conflicts. A stressful and unstable atmosphere can be brought about by unresolved or ongoing disagreements, which can be detrimental to the family's overall dynamics and the relationships between parents and children. Children who see frequent arguments may experience emotional distress, uncertainty, and insecurity, which can have negative impacts on their psychological well-being, according to Cummings et al. (2004).

Human connections will inevitably involve conflicts between individuals, especially in the complex dynamics of family situations. These conflicts which result from differing viewpoints, arguments, or miscommunications have a substantial impact on the emotional environment of families and have a profound impact on each individual member, particularly the children (Cummings & Davies, 2010).

Parental Support

With its vibrant changes in the body, mind, and emotions, adolescence is a critical developmental stage that lays the groundwork for long-term wellbeing. In this particular setting, the significance of parental support has been highlighted as a critical determinant of the development and well-being of adolescents (Carpenter et al., 2016).

Numerous scientific disciplines have focused a great deal of study attention on parenting. Researchers can use a variety of approaches when examining parenting, such as taking parenting practices, parenting aspects, or parenting styles into account. Parent support are those clearly visible actions that parents use in order to help their children become socialized (Darling & Steinberg, 1993).

Parental support aimed at encouraging academic success could include making an effort to attend parent-teacher conferences or routinely checking on their child's homework. Additional parenting techniques focus on problem-solving, discipline, or positive reinforcement (Gintautas et al., 2019).

Children may look to their parents to give them cues about whether whatever they are interacting with or the surroundings is safe to explore or might be dangerous. The roles that parents play in controlling how their children react to stress and challenges are significant. Children have a greater sense of control over their surroundings and their emotional states when a caregiver is just around and it can lessen the endocrine reactions that children have to sudden stress (Anna et al, 2020).

Other academics have found broad parenting dimensions that represent comparable parenting practices, as opposed to concentrating on particular parenting strategies. They have primarily done this by employing factor analytic techniques to analyze the interactions among these parenting practices. Scientists generally agree that there are at least two major aspects of parenting, which are parental control and parental support. According to Cummings et al. (1994), parental support is related to the affective aspects of the parent-child relationship, which are demonstrated by demonstrating warmth, responsiveness, emotional availability, engagement, and acceptance.

Parents continue to play an important in the lives of their children because educators and parents alike acknowledge how important parents are overall growth of their children's personalities and carriers (Bushra & Rehana, 2010).

Positive child development outcomes, include preventing alcohol misuse and deviance, depression and delinquency and externalizing problem behavior, have all been linked to support (Bean et al. 2006).

Psychological and behavioral control are the two categories into which the control dimension has been split. Parenting practices that aim to manage, control, or regulate a child's behavior are referred to as parental behavioral control. Research has demonstrated that children's development is positively impacted by appropriate behavioral management (Galambos et al. 2003). Enforcing guidelines and directives, applying disciplinary methods, managing incentives and sanctions, and performing supervisory duties are some examples of these procedures. On the other hand, poor child development outcomes have been associated with either excessive (parental physical punishment, for example) or insufficient (parental supervision that is insufficient) behavioral control.

Interpersonal Conflicts

Interpersonal conflicts among adolescents can arise in a range of contexts, including peer interactions, family dynamics, and broader social dynamics. Understanding the nature, causes, and repercussions of these conflicts is crucial for addressing adolescent mental health and promoting healthy development. An important component of this study's curriculum is dealing with interpersonal problems, particularly those that occur in family settings. During adolescence, individuals navigate the intricacies of social interactions and experience complex psychological and behavioral transformations. This work aims to clarify the mechanisms of interpersonal conflicts in adolescence, primarily by focusing on the intricate relationships between intrapersonal influences and familial dynamics. The body, mind, and emotions all undergo tremendous changes throughout the crucial adolescent years. Among the many issues that people face as they navigate this difficult journey into adulthood, interpersonal disputes are a prominent and apparent one.

Different from similar notions, conflict is defined as behavioral resistance. The occurrence, severity, resolution and result of conflict are analyzed with consideration to different age groups. The emphasis is on how settings affect the behavior and outcomes of conflict. Conflict environment and teenage relationships are taken into account; however constant variation show up. Emotional well-being can be negatively impacted by interpersonal conflicts, whether they are with parents, siblings, or peers. (Laursen & Collins, 1994).

Interpersonal conflict dynamics among adolescents are complex and multifaceted, influenced by a range of societal, familial, and personal factors. Although disagreements are a natural aspect of human interactions, they are especially important in the early years of adolescence because they can influence a person's socio-emotional resilience (Baumrind, 1991; Khaleque, 2015).

Family relationships are a major factor in determining how an adolescent experience themselves. Relationships between parents and adolescents see significant shifts as people strive for independence and self-determination. Conflicts resulting from different viewpoints, expectations, and communication styles can be caused by the dynamically changing situation. Rivalry and competition between siblings affect each other's well-being, which further adds to the panorama of disputes within families (Laursen & Collins, 2009).

Acute stress in adolescence

Adolescents face a variety of stressors, from identity exploration and family issues to peer pressure and academic pressure. Exams and college preparation are

examples of academic pressures that can cause acute stress reactions, especially when combined with performance anxiety and high expectations (Seiffge-Krenke, 2018).

Some studies characterize stress as a situational feature (e.g. job interviews are considered stressful scenarios), other shed light on how stress should be understood as a reaction to a situation. A subjective experience linked to several emotions including stress and concern (Putwain, 2007).

Furthermore, pressures pertaining to self-discovery, social acceptance, and future goals might be introduced via identity exploration, a characteristic of adolescence (Erikson, 1968).

A certain amount of stress is normal for adolescents to experience, but prolonged or severe acute stress can be harmful to one's mental health. According to Compas et al. (2017), adolescents who are under acute stress may display signs like impatience, mood swings, sleep difficulties, and changes in their academic performance.

These manifestations are influenced by the stress-response system, which releases cortisol among other things. If stresses continue, this system may have long-term effects on mental health (McEwen & Gianaros, 2010).

Acute stress, parental support, and interpersonal conflicts have a complicated relationship. However, tense parent-child relationships or family conflicts might exacerbate acute stress (El-Sheikh & Whitson, 2006).

As a result, the family environment is vital in helping adolescents find potential sources of stress as well as reducing the harmful effects of acute stress. Adolescents with supportive family connections may reduce the negative impacts of stressors because they have access to coping skills and emotional resources (Steinberg, 2014).

Literature Review

The history of parenting and children development research is extensive yet rather convoluted. The field is typified by at least two tendencies. First, there has been a change in the literature from a configurational approach to a more dimensional one. Nowadays, the value of a dimensional approach is becoming more widely acknowledged. As a result, socialization scholars concur regarding the essential aspects of parenting that are crucial to the development of adolescents.

Current research highlights the continuous changes that occur in parent adolescent relationship during adolescence, as demonstrated by the study of Allen and Leob (2020).

These relationship experience significant reorganizations as teenagers manage their search for autonomy, which impacts the onset of conflicts. Furthermore, examining Branje's (2018) work offers a modern view point on sibling's relationships by highlighting their influence on people's own wellbeing and dynamics of family conflicts.

In a research, the purpose of this study was to compare how well parent support works on different age groups 1 age range from 9-10 and other 15 - 16. The results of the analyses showed a significant interaction between the age group and the condition, such that social support from parents as opposed to strangers considerably reduced the cortisol stress response in children but had no influence on the response in teenagers (Camelia et al, 2015).

According to Turner (2018) having a loving and supportive home environment can help children build emotional resilience. Children's who have safe and supportive environment by this it reduces acute stress.

Lee (2017) investigates the connection between gender bias, parental support, and acute stress. Parental support varies depending on social gender prejudices, which in turn affects how teenagers handle stress. The parental support varies depending on the type and intensity of gender bias. Culture emphasis more on male gender from asking emotional support which effect on their stress level.

A different study looks at the complex links between acute stress in adolescence from diverse cultural origins, gender bias, and parental support. Research indicates that when parental support fits child's needs it will help from unwelcomed stress. Boys were frequently overly cautious, which restricted their exposure to challenging circumstances and girls have to emotional and sensitive and emotionally be supported by men only. gender-neutral parenting techniques creates a warm and inviting house by this it improves parental support and reduce severe stress (Thompson, 2022).

The way that indigenous adolescents resolve conflicts may depend on how much value is placed on maintaining community cohesion, respecting elders and adhering to traditional conflict resolution process (Baldwin & Brown, 2015). According to Whitbeck et al. (2001), indigenous adolescent may experience particular difficulties with cultural identification, language loss and adjustment

Hypotheses

H1: It is hypothesized that there would be a significant positive relationship between parental support and acute stress in adolescence.

H2: It is hypothesized that there would be significant positive relationship between interpersonal conflicts and acute stress in adolescence.

Theoretical Framework

Several fundamental psychological concepts and paradigms are included in the theoretical framework for examining the complex relationship between parental support, interpersonal conflict and acute stress in adolescence.

The transactional model of stress and coping by Lazarus and Folkman (1984) clarifies the dynamic mechanisms by which teenagers perceive, evaluate, and react to stressors in the context of their families. Parental support serves as the main coping mechanism, offering teenagers practical, emotional, and informational support in handling pressures. Adolescents may find it difficult to obtain supporting resources due to interpersonal problems within their family, which means they must find other coping mechanisms to deal with stressors.

Through observation and modeling of parental responses to stress and conflict, adolescents acquire coping skills and behaviors (Bandura, 1977), which is further explained by Social Learning Theory. Adolescents' repertoire of adaptive coping mechanisms may be expanded by positive parental role modeling of successful coping techniques, whereas exposure to dysfunctional coping behaviors may worsen stress reactions.

Sameroff's Transactional Model of Development highlights the reciprocal relationships between parental support, interpersonal conflicts, and teenage stress over

time (Sameroff, 2009). It also draws attention to the reciprocal relationships that exist between people and their environments. These reciprocal effects highlight the importance of longitudinal routes in understanding adolescent well-being and show how dynamics family interactions are.

Family system provides a comprehensive framework for understanding the interconnectedness of family interactions and their influence on the development of adolescents (Minuchin, 1985). The theory contends that interpersonal conflicts resolution and parental support are essential elements of family life that influence the impact of child's stress. Researcher can gain a comprehensive understanding of intricate connections among acute stress throughout adolescence, interpersonal problem and parental support by incorporating multiple theoretical viewpoints. The creation of initiative meant to promote positive family relations may be influenced by this understanding.

These all theories relate to the study that how parental support effect on adolescence and due to interpersonal conflict effect on adolescence and due to these all how much acute stress effect on teenage.

Material and Methods

Research Design

Correlational research design was used in this research in order to find out the relationship between parental support, interpersonal conflicts and acute stress in adolescence. A correlational study is a technique to research whereby two or more variables are examined in connection to one another without any manipulation or intervention. By evaluating variables in their natural environments, it seeks to determine the degree and direction of any associations between them (Gravetter & Forzano, 2018).

Sample

The sample of the present study comprised of 200 adolescence of private and government schools with age between 12 to 18 years. Data collected from private and government school institutions. Purposive Sampling technique was used in order to collect the data. The inclusion and exclusion

Operational Definition of the Key Terms

Parental support

Parental behaviors toward the child, such as praising, encouraging, and giving physical affection, which indicate to the child that he or she is accepted and loved. (Barnes & Jones, 2000).

Interpersonal conflicts

When two or more interdependent parties perceive and feel a fight over incompatible goals, limited resources, and outside interference in their pursuit of their goals, interpersonal conflict arises (Hocker & Wilmot, 2018).

Acute stress

According to Lazarus and Folkman (1984), stress is an emotional reaction that arises when an event is considered significant to a person's well-being, has the potential

to cause injury or loss, and necessitates using behavioral, physiological, and/or psychological strategies to manage the event and its consequences.

Inclusion Criteria

Following inclusion criteria is followed for the selection of included nurse;

1. Children are taken from private and public school/institution.
2. The age range of children will be from 12 to 18 years.
3. The minimum education of the children should be high school.

Exclusion Criteria

Children age range below or above 12 - 18 were excluded.

Measures

The current study comprises of three measures that is used to assess the adolescences' perceptions about parental support, interpersonal conflicts and acute stress.

Perceived Parental Autonomy Support Scale (P-PASS)

The Perceived Parental Autonomy Support Scale (P-PASS; Mageau et al., 2015) was created to evaluate autonomy support vs controlling parenting. The 24-item P-PASS was created in French, but back-translation was used to generate an English version. 7-point Likert scale ranging from do not agree at all to Very strongly agree. Three behaviors that encourage autonomy and three behaviors that restrict it were measured using the items. Two-factor structure, each with three subscales: Controlling Parenting (Threats to Punish, Guilt-Inducing Criticism, Performance Pressures) and Autonomy Support (Choice, Rationale, Acknowledgment of Feelings).

Conflict Behavior Questionnaire Adolescent (for Mother and Father):

The CBQ was published by Robin and Foster (1989). It comprehend the range of conflict behaviors that people could display in relationships. They sought to create a comprehensive tool that could measure many conflict behaviors, including avoidance, anger, and compromise. 2-point Likert scale True and False.

Perceived Stress Scale

The Perceived Stress Scale (PSS) is a classic stress assessment instrument. The tool, while originally developed by Cohen et al, (1983) remains a popular choice for helping us understand how different situations affect our feelings and our perceived stress. The questions in this scale ask about your feelings and thoughts during the last month. In each case, you will be asked to indicate how often you felt or thought a certain way.

Although some of the questions are similar, there are differences between them and you should treat each one as a separate question. 5-point Likert scale ranging from 0= Never to 4= Very often.

Procedure

I went to the Public and Private Schools with my allowance letter. Every institute had their own protocols. After their allowance I enter into their classrooms where I meet the students, first I told them what kind of our research it is, then with the startup of inform consent and then I conduct my work. Then the participants were asked to fill in the personal information form. Moreover, they were also taught that they have to give the personal feedback about their experience of survey. At the end, all the forms were collected back. This same procedure was done both in private and government school. Then results were concluded.

Ethical Considerations

The topic of the research was approved by the concerned authorities (supervisor and head of the department.). Formal permission was taken from the original author of the scales used in the current research. Consent was also taken from the participants before taking part in the study. They were assured that their participation was voluntary, and the Information taken from them will be kept confidential and anonymous.

Results and Discussion

After the data collection, all the data was entered into SPSS. First screening of data was done as per the inclusion and exclusion criteria of the study. Missing values analysis was also done and total values of study variables are also computed for the inferential analysis. The initial analysis includes reliability analysis and descriptive analysis of demographic variables. Then Pearson product moment correlation was performed to check the relationship between the study variables.

Descriptive statistics and psychometric study of variables table was created to know the values of Cronbach alpha and to find the measures of central tendency (mean, median) and measures of dispersion (range, standard deviation, minimum and maximum).

Table 1
Indicating Demographics Characteristics of Participants. (N=200)

Variables	n (%)
Institute	
School	168(84%)
College	32(16%)
Types of Institute	
Private	95(47.5%)
Public	105(52.5%)
Gender	
Male	100(50%)
Female	100(50%)
Age	200(100%)
Family System	
Nuclear	109(54.5%)
Joint	91(45.5%)

Note: n= 168, %= Percentage

According to the above mentioned table, the institute variable has two subtypes: schools, which have 168 total students and 84% percentage, and colleges, which have 32 total students and a 16% percentage. Similarly, subtypes Private (total number 95, percentage 47.5%) and Public (total number 105, percentage 52.5%) are contained in the

variable Types of Institute. Additionally, the Gender variable includes two values: Male (100 total with a 50% percentage) and Female (100 total with a 50% percentage). The total number 200 has 100% of another variable called Age. Family System is the final variable. It has two subtypes: Joint, which has a total number of 91 and percentage of 45.5%, and Nuclear, which has a total number of 109 and percentage of 54.5%.

Table 2
Descriptive statistics and Psychometrics study of variables

Scale	M	SD	Range	Cronbach's α
Perceived Parental Autonomy Support Scale of Mother	99.99	17.07	24 - 168	0.69
Perceived Parental Autonomy Support Scale of Father	97.28	17.65	24 - 168	0.69
Perceived Parental Autonomy Support Scale (Autonomy Support Father)	51.82	13.07	12 - 84	0.77
Perceived Parental Autonomy Support Scale (Psychological Control Father)	45.49	12.77	12 - 84	0.72
Perceived Parental Autonomy Support Scale (Autonomy Support Mother)	55.99	11.83	12 - 84	0.72
Perceived Parental Autonomy Support Scale (Psychological Control Mother)	43.99	10.90	12 - 84	0.62
Conflict Behavior Questionnaire of Mother	27.71	2.53	10 - 20	0.61
Conflict Behavior Questionnaire of Father	26.83	2.75	10 - 20	0.65
Perceived Stress Scale	22.08	7.49	10 - 40	0.75

Table 2 shows psychometric properties for the scale used in present study. The Cronbach's value of Perceived Parental Autonomy Support Scale of Mother is 0.69 (< .70). The Cronbach's value for Perceived Parental Autonomy Support Scale of Father is 0.69 (< .70). The Cronbach's value for Perceived Parental Autonomy Support Scale (Autonomy Support Father) is 0.77 (> .70). The Cronbach's value for Perceived Parental Autonomy Support Scale (Psychological Control Father) is 0.72 (> .70). The Cronbach's value for Perceived Parental Autonomy Support Scale (Autonomy Support Mother) is 0.72 (> .70). The Cronbach's value for Perceived Parental Autonomy Support Scale (Psychological Control Mother) is 0.62 (< .70). The Cronbach's value for Conflict Behavior Questionnaire of Mother is 0.61 (< .70). The Cronbach's value for Conflict Behavior Questionnaire of Father is 0.65 (< .70). The Cronbach's value for Perceived Stress Scale is 0.75 (> .70). Overall mentioned results indicates Good internal consistency.

Table 3
Determining the Relationship among, Parental Support, Interpersonal Difficulties and Acute Stress in Adolescence. (N= 200)

Variables	M	SD	1	2	3	4	5	6	7
1. P-PASSASM	55.96	11.85	-	0.13	0.599**	0.23**	0.31**	0.16*	0.01
2.P-PASSPCM	44.02	10.95	-	-	0.05	0.76**	0.19**	-0.35**	0.15*
3. P-PASSASF	51.76	13.295	-	-	-	0.01	0.21**	0.198**	0.21**
4. P-PASSPCF	45.53	12.75	-	-	-	-	-0.03	-0.27**	0.21**
5. CBQM	27.71	2.53	-	-	-	-	-	0.55**	-0.04

6. CBQF	26.83	2.75	-	-	-	-	-	-	0.22**
7. PSS	22.08	7.494	-	-	-	-	-	-	-

Note: *P < .05; **P < .01 P-PASSASM (Perceived Parental Support Scale Autonomy Support for Mother) P-PASSASF (Perceived Parental Support Scale Autonomy Support for Father) P-PASSPCM (Perceived Parental Support Scale Perceived Stress for Mother) P-PASSPCF (Perceived Parental Support Scale Perceived Stress for Father) CBQM (Conflict Behavior Questionnaire for Mother) CBQF (Conflict Behavior Questionnaire for Father) PSS (Perceived Stress Scale).

Above mentioned table shows, that there is positive correlation between P-PASSASM, P-PASSASF, P-PASSPCF, CBQM and CBQF Furthermore, there is a positive correlation of P-PASSPCM with P-PASSPCF and PSS and negatively correlated with CBQM AND CBQF Moreover, P-PASSASF is positively correlated with CBQM and CBQF, and negatively correlated with PSS. Additionally, P-PASSPCF is correlated with PSS and negatively correlated with CBQF. Likewise, CBQM is correlated with CBQF and CBQF is negatively correlated with PSS.

Discussion

Adolescence is a critical developmental stage during which people negotiate the challenges of identity creation and social connections. It is characterized by a wide range of physical, emotional, and cognitive changes. The journey's central theme is the critical role that parental support plays in creating emotional control, self-worth, and general well-being.

Children who feel they have a lot of parental support are better at managing stress and grow to feel secure and confident in their ability to get through challenges.

Research examined the connection between adolescent's acute stress, interpersonal conflicts and parental support. According to the current study's findings there is a sufficient correlation ($p < 0.05$) between acute stress and parental support.

According to the study by Turner (2018) family support is essential for minimizing the negative effects of acute stress on teenagers. Her research says children who experience high level of parental support are more likely to have learned stress reduction strategies.

In a research, the purpose of this study was to compare how well parent support works on different age groups 1 age range from 9-10 and other 15 - 16. The results of the analyses showed a significant interaction between the age group and the condition, such that social support from parents as opposed to strangers considerably reduced the cortisol stress response in children but had no influence on the response in teenagers (Anna et al, 2015).

Goebert et al. (2000), discovered that when a large sample of Native Hawaiian children experienced considerable levels of family and social distress, they were less likely to internalize symptoms. However, there was no positive mediating effect of family support on the behavioral problems associated with school for these children individual (Goebert et al. 2004).

According to the current study's finding, interpersonal conflict and acute stress are significantly correlated ($p < 0.05$). Smith and Johnson (2017) carried out a lengthy study to investigate the effect of frequent interpersonal disagreements on stress level in

college students. Higher cortisol level, self-reported depression and increased stress reactivity were shown to be linked to disagreements with peers, family or colleagues.

In another research, which looked at the relationship between stress effects and conflict frequency was shown to have a minor and non-significant impact size, according to Smith and Garcia's (2020).

Some findings validate the findings of other studies including this one, which indicate that interpersonal conflicts and parental support have an impact on adolescents' acute stress levels.

Conclusion

In conclusion, research on adolescent acute stress, interpersonal conflict, and parental support highlights the important part that family dynamics play in adolescent wellbeing. It shows that while parental support guards against acute stress, interpersonal conflict in the home setting enhances stress responses. These findings emphasize the importance of constructive conflict resolution and healthy family relations in developing adolescent. Programs that strengthen parent-adolescent ties and give children helpful coping mechanisms may reduce the negative impacts of stressors and promote healthy development during this important period of life.

Recommendations

For future researchers especially in Pakistan there should be an intervention plan to deal the students. So the students can easily manage their exams, test and class timings in school without any stress and they can attend their classes with full attention and also learn a lot without any fatigue.

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