

RELATIONSHIP BETWEEN SELECTED VARIABLES OF PARENTAL STRESS DURING EARLY CHILDHOOD EDUCATION

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Abstract

Parental stress is an experience of parents not only because of child-care, but also due to their community and environmental conditions, duties and everyday life. Research focused on investigation of stress among parents related to their children at early-childhood education and to explore the relationship between child's behavior, parents' expectations, family relationship, socio-economic status, social support, parental satisfaction and child's responsibilities. All the parents of the students studying ECE at private schools in the areas of Rawalpindi constituted as the population of this research study. The target population consisted of all the parents of students from 10 randomly selected private schools of Rawalpindi. During scheduled parent-teacher meetings, the parents' voluntary participation was demanded. Based upon their consent 145 parents of children from 10 private schools at Rawalpindi were available for the sample of study through purposive sampling. A self-developed questionnaire containing items related to seven aspects of parental stress was developed on five-point Likert scale. The data were analyzed with the help of descriptive mean, SD, and Pearson r. The current study shows that highest levels of stress among parents of these children. The economic disadvantage is also a leading cause for parental stress and minor social support tended to report extra parental stress. The results of the study highlighted the understanding of parents' stress in ECE.

Keywords: Child behavior; Parents Expectations; Family relationship; Socio-Economic Status; Social Support; Parenting Satisfaction; Child Responsibilities

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Introduction

Parental stress is a difficult feeling that is affected by several aspects, thus numerous areas are used to study it (Pipp-Siegel, Sedey, & Yoshinaga-Itano, 2002). Every individual might encounter the stress once in their life. Cause of the stress called stressor might come from all walks of the path (Subramani & Venkatachalam, 2019). Parental tension disrupts the behavior of parents (Warren & Aloia, 2019).

When a kid comes into an initial program of childhood schooling nearby age of 3, it may be the earliest period that the kid meets people outdoor of the domestic. Parents have attraction towards system of early childhood education designed for their children (Yousuf & Imran, 2018). At this stage, parents play a vital part to adjust the child in new atmosphere. Their involvement in schooling can make some effects upon child's learning practices, and provide solid basis for upcoming knowledge. At this stage, kids are still reliant on the parents and need resources of parent counting energy, money and time (Noel, Peterson, & Jesso, 2008). Often stress occurs when there is no match between the parenting requirements and the income the family provided to meet these requirements (Williford, Calkins, & Keane, 2007).

The family has the most significant effect on a kid's growth. Parental involvement throughout preschool has been connected in Early Childhood Education (ECE), as dynamic participation of parents in their kids' knowledge has been displayed to progress kids' educational, social and behavioral outcomes. Parental involvement during preschool has been linked in kids' early schooling (Arnold, Zeljo, Doctoroff, & Ortiz, 2008), as energetic participation of parents in their kids' education is demanded to increase kids' educational, social, and behavioral outcomes.

Based on child behavior, difficult kids reflect a difficult nature, difficulties with self-regulation, or those who may have experienced pattern of compliant, disobedient, and/or challenging conduct. The child's requirements become an endless source for the parents' ability to manage and create an emotion of disappointment in the parents' role (Abidin, 1995). This connection is bidirectional; means a kid with problem of behavior like violence can also reason

enlarge the stress of parent. (Williford et al., 2007). The increased pressure of parents can also increase a child's extended behavior problems, which in turn adversely affect the child at the institute (Williford et al., 2007).

Expectations of parents are the containing set of observations and imagined to have an opposite connection with parental stress (Deater-Deckard, 2004). Attributes of parental and kid can relate to make the third antecedent to the growth of child-care stress, a dysfunctional interaction of kids and parents. High expectations towards kids can contribute for academic success (Ajaib & Yousaf, 2018).

The absence or presence of economic challenges, social support and extra issues effects stress for parentages (Pate, Patel & Bansal, 2016). Economic disadvantage is the main reason for stress of parents (Noel et al., 2008). People who live in deficiency, there are less profits, which can show adaptive growth outcomes for children (Dawson-McClure et al., 2015). Parents extremely worried by the poverty tasks may reply to their kid in different ways, some time they use strict child-care methods (with, negative parent-child interactions, physical punishment and high control) (Theise et al., 2014; Bradley & Corwyn, 2007). Makewa, Role & Otewa (2013), found that several poor parentages have been not able to register their children in institutions. Poor parents haven't better opportunity for their child education.

Parental stress during the initial three years is a serious aspect in a behavioral development and emotions of child. Parental stress can cause health problems, lack both recognition and rewards in the role of raising children, (Fantuzzo, Tighe & Childs 2000).

Social support has expected the maximum consideration and practical provision. The concept of social support contains numerous modules, with expressive support, advice and information, and powerful aid (e.g., money). Community care is also categorized by the size of the support network, sum of supposed support, apparent access to the support system, and the type of support provided (Norbeck, Lindsey, & Carrieri, 1983).

In parenting, societal care has a significant part Cheryl & Shaffer, (2012). Moms who take very small social support act extra negative to their kids than moms who have extra satisfactory community care (Teti & Gelfand, 1991). Moms who have accessible and satisfactory community care have less pressure than moms who do not have accessible and satisfactory community care (Mulsow, Caldera, Pursley, Reifman, & Huston, 2002). Inconsistently problematic kids, of moms with satisfactory societal care schemes, show extra safe associations than kids whose moms have fewer satisfactory societal care schemes (Crockerberg, 1981). Parental stress is definite as stress that experience of parents not only because of childcare, but also due to their environmental circumstances and social, everyday life and responsibilities.

Satisfaction of Parents is a parental spirit of joy, preference and contentment in child-care. Parent's balanced behavior is needed for child's social adjustment and academic success (Qamar, Parveen, & Yousuf, 2017). Johnston and Mash (1989) showed that satisfaction of parental is an "affective dimension" of child-care, and encompasses the subjective feelings by parents while performing their role of parenting. Stress of parents as a long-lasting expressive phenomenon that experience parents as part of this main part and straight communication with kids. Stress of parents is understood to be an emotional sensitivity of 'being trapped' by responsibilities of parents. Parental stress of high levels can be formed by the duties of concerned for a playgroup kid (Noel, et al., 2008). Parents' participation positively affects pupils' success, self-confidence, attendance, behavior and life goals (Ruholt, Gore, & Dukes, 2015).

Method

❖ POPULATION

All the parents of the students studying ECE level at private schools in the areas of Rawalpindi were constituted as the population of this research study. The target population consisted of all the parents of students from 10 randomly selected private schools of Rawalpindi.

❖ **SAMPLE**

Sampling is the sub group of the population, that group which is included and selected from the accessible population. A process of purposive sampling was used to select a group of parents. On the day of Parents-teachers' meetings, parents were invited for sharing their responses against items of the questionnaire. Parents were given a brief introduction about the targets of research. Parents were invited to participate in said research, based upon their consent 145 parents of children from 10 private schools at Rawalpindi were available for the sample of study.

❖ **INSTRUMENT**

Questionnaire as an instrument was considered suitable for collection of data. A self-developed questionnaire consisting of seven aspects related to parental stress was used. Five-point Likert scale was used for rating each item.

❖ **PILOT STUDY**

Pilot testing was performed to check whether the items of questionnaire were relevant and understandable for the target respondents. To confirm the validity and reliability different education experts was involved in this pilot testing process. The tool was presented to three education experts for their view. In the light of the comments received from the experts, the questionnaire was improved. Further, research instrument was pilot tested initially on twenty parents other than sample. The calculated value of Cronbach's alpha value was found 0.884 and variables were found reliable.

❖ **DATA COLLECTION**

Data was collected personally. On Parents-teacher's meetings, questionnaire was delivered to selected parents to get their responses.

❖ **ANALYSIS OF THE DATA**

The responses of the respondents were entered in SPSS and the analysis was made. Analysis was run in terms of descriptive mean, SD, and Pearson r for this purpose.

Table 1

Mean of Parents' conceptions of their stress in early childhood education

Variables	Std. Deviation	Mean
Child behavior	2.16308	3.42482
Parents Expectations	2.02302	3.88414
Socio Economics status	3.13914	3.38344
Family relationship	2.36973	3.13932
Social Support	2.84561	3.50758
Parenting Satisfaction	3.05249	3.39136
Child responsibilities	2.11438	3.37518

The table 1 revealed that children were still reliant on the parents and required resources of parents counting energy, time and cash. Stress of parents as a chronic expressive phenomenon that a parents' experience as part of this main role and straight communication with kids. The mean values of the data portraits that highest levels of behavior problems in child and, in turn, parents of these children typically show the highest levels of stress (mean=3.42 along with SD=2.16) and parents' expectations representing the mean value (mean=3.88 along with SD=2.02) expectations of parents for their kids are connected to stress of parents. The mean of socio-economic status was found 3.38 along with SD=3.13 and the economic disadvantage is also a leading cause for parenting stress. Socioeconomic status provides another example of the complexity of predicting parenting stress. Highly stressed parents stress exposed non-aligned inter connection within family (mean=3.13, SD=3.13). Societal support, in form of informational and emotional support has also effect, on level of stress. Lower levels of social support tended to report more parental stress. The parenting satisfaction means revealed as (mean=3.39, SD =3.05).

Table 2

Relationship between factors of parental stress in early childhood education

Indicators	Child Behavior	Parents' Expectation	Socio-Economic Status	Family Relationship	Social Support	Parenting Satisfaction	Child Responsibilities
Child Behavior	1						
Parents' Expectations	-.182*	1					

	.029					
Socio-Economic Status	.240**	-.352**	1			
	.004	.000				
Family Relationship	-.155	.222**	-.197*	1		
	.062	.007	.018			
Social Support	.209*	-.254**	.550**	-.013	1	
	.012	.002	.000	.880		
Parenting Satisfaction	.262**	-.130	.392**	-.233**	.210*	1
	.001	.120	.005	.005	.011	
Child Responsibilities	.155	-.176*	.290**	.073	.344**	.011
	.062	.034	.000	.334	.000	.895

** Correlation is significant at the 0.01 level (2-tailed). (N=145)

* Correlation is significant at the 0.05 level (2-tailed).

The table 2 revealed and enhances the understanding of parental stress in ECE. Parental participation in their kids' education is helpful to increase kids' behavioral, educational, and social outcomes. The family has most significant effect on development of a child. An appraisal of the table 2 shows that relationship between Child's behavior, Parents' expectations, family relationship, Socio-Economic status, Social Support, parenting satisfaction and child's responsibilities. The table is obvious that connection among Child's behavior was negatively and significantly connected to expectations of parents and negative related with family relationship. Socio-Economic Status was positively and significantly connected to Child's behavior. Socio-Economic Status was negatively and significantly linked to expectations of parents. Family relationship was positively and significantly associated to expectations of parents. Social Support was positively and significantly connected to Socio-Economic status and child behavior. Parenting satisfaction was significantly and positively connected socio-economic status, child behavior and social support. Although in child educational career the importance of parental contribution is throughout widely cited.

Discussion

This study enhances the understanding of parents' stress in ECE. Parental stress during preschool has been linked in children's early education. The child who is provided a conducive home environment can make better social adjustment. The characteristics like, social ability, curiosity, adventuresome, aggressive, independent, tough-minded, withdrawn etc., develop almost the age of three years.

The current study shows that highest levels of problems in child behavior and parents of these children typically show the highest levels of stress. Similar findings were seen in a study by Mulsow et al., (2002) that the aspects of child incapacity, developing interruption, nature, conduct affect the stress of parental.

The current study shows that highly stressed parents exposed non-aligned association within family. Lower levels of social support tended to report more parental stress. This idea supported Crnic & Greenberg, (2005) that societal support is a vital defending aspect against increased levels of child-care pressure. This idea also supported Norbeck et al., (1983) societal care has expected the most care and practical support. The theory of societal support involves some components, counting expressive support, advice and information, and instrumental help. This idea also supported the finding of research conducted by Mulsow et al., (2002) and Boyce Behl, (1991) which showed that practical support available to moms from society resulted in better control of stress among them.

The current result shows that the Parenting Satisfaction was significantly and positively related to behavior of child and Socio-Economic Status and social support. Child-care satisfaction is precise as the sense of happiness result from role of parenting. This also makes the parents glad and eager to handle their child with care and love. This idea also supported Johnston and Mash (1989) parental satisfaction is positively connected to kid growth.

The current result shows that the socio-economic status is also a leading cause for parenting stress. Socioeconomic status provides another example of the complexity of predicting parenting stress. Similar findings were seen in a study by Noel, et al., (2008) Economic disadvantage is the main reason for stress of parents.

CONCLUSION

The study results enhance the understanding of parents' stress in ECE. The mean values of the data portrait that highest levels of behavioral problems in child and, in turn, parents of these children typically show the high level of stress and expectations of parents for their children are related to parenting stress. The economic disadvantage is also a leading cause for parenting stress. Socioeconomic status provides another example of the complexity of predicting parenting stress. Parents who were high in stress of parenting exposed that their connection of family was not fine. Societal care, which delivers both informational and emotional support to parents, has a solid protecting influence on stress. Lower levels of social support tended to report more parental stress. The family have the significant effect on a development of child. The results show that relationship between child behavior was negatively and significantly connected to the expectations of parents and negatively related with family relationship. Socio-Economic status was significantly and positively related to and child behavior. Socio-Economic status was negatively and significantly related to parents' expectations. Family relationship was positively and significantly related to expectations of parents. Social Support was positively and significantly associated to behavior of child and Socio-Economic Status. Parenting satisfaction was positively and significantly associated to behavior of child and Socio-Economic status and social support. Although in child's educational career the importance of parental contribution is throughout widely cited.

RECOMMENDATIONS

- To ensure parental satisfaction regarding improved child behavior, institutions should arrange workshops where parents can discuss child behavior and how they can respectively make parenting strategies for dealing with the child.
- Families should make parents feel safe and loved, and also be very supportive.
- Awareness among parents should be propagated about developing the strong connections between family members. Such connection should be

utilized for effective child development as well as to manage parental stress.

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