


Original Article: Defining Concept of Parenting Stress in Psychology

Farideh Mohammadkhani Orouji

Department of Psychology, Abarkouh Branch, Islamic Azad University, Abarkouh, Iran



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ABSTRACT

Parenting stress can be briefly defined as a series of processes that lead to a series of unpleasant psychological and physical reactions in trying to adapt to the requirements of the parenting role. This process is often in the form of negative feelings and experiences about oneself. These negative emotions stem directly from the role of parenting. However, the definition of parenting stress involves a wider range of dynamic and complex processes, including communication with the child and his behaviors, parental role requirements, parenting resources, parental responses to responsibilities and demands, the quality of parental communication with the child and other family members, and communication with other individuals and institutions outside the home. The process of stress is related to coping skills, and successful adaptation to the requirements of the parenting role. And for many people, these parental demands are destructive, and despite the difficulty of doing so, especially at certain points in life, they can be rewarding.

Introduction

Even in families with serious and chronic problems, such as childhood illness, although not all parents, some of them have successfully coped with these challenges [1-3]. Abidin (1992) considers parenting stress as the result of the interaction effect of the main and obvious characteristics of parents such as depression, competence, health, attachment relationships with children, relationships with spouse, limitations due to the role of adoption or

motherhood. He knows the characteristics of the child such as adaptability, acceptance, extravagance, temperament, hyperactivity and reinforcement. He also believes that the characteristics of the parent and the child, along with external situational variables and stressful life factors including divorce, problems, occupation, etc., are the reason for the possible increase in dysfunction and parenting stress. Based on parenting stress theories, although the cause and effect of parenting stress have been expressed in various contexts, there are two prominent schools

*Corresponding Author: Farideh Mohammadkhani Orouji (F.mohammadkhani.or1983@gmail.com)

in evaluating and examining these causes and effects. Because they are called child-parent-relationship theories and everyday conflict theory, they are not two opposing theories, rather a periodic and complementary perspective on parenting stress, causes and they offer the consequences [4].

Parent-child stress theory-child-parent relationship

The most important theory of parenting stress, which has been tested by researchers, assumes three separate parts in creating this stress:

- The scope of parenting, those aspects of parenting stress that arise from parents,
- The scope or scope of the child, that aspect of parenting stress that arises from child behavior, and,
- The scope of parent-child relationships, that aspect parenting stress that arises from child-parent relationships. According to this theory, in families that have high parental stress and problems in child development and parental behavior, high stress in the field of child-parent relationships is more suspected.

Parental stress is strongly associated with issues and problems in the parents' own functional area such as depression, anxiety, and other issues. Childhood stress is strongly and significantly related to attitudes toward the child including behavioral problems and malice parent-child relationships are strongly associated with the degree of responsibility in child-parent relationships. These three areas of parenting stress, in turn, affect most of the qualitative and effective aspects of parenting behavior and make them worse. This can lead to a decrease in parental affection, an increase in violent disciplinary practices and hostility towards the child, poor stability of parental behavior, or complete isolation from the parental role. This decline in the quality of parenting is defined in most examples as child abuse.

Eventually, it leads to an increase in behavioral and emotional problems in the child, including violence, disobedience, anxiety and chronic sadness of the child. The child-parent-relationship theory speaks of the existence of a two-way pattern of parenting on the child and the child on the parents, assuming that as the child's behavioral and emotional problems increase over time, parenting stress is likely to increase as a result of problems in

the field. The health of the child and parents is promoted. Similarly, parents' own mental health and functional problems, like depression, anxiety, and substance abuse, can lead to parenting problems and increase the child's behavioral and emotional problems, which in turn can increase their parenting stress levels. Although this mechanism of parenting stress does not become apparent over time and involves both parents and the child, it is essentially the parents' reactions to parental responsibilities that are a key factor in advancing this process. Therefore, according to the reaction and attitude of parents, parenting stress can increase, the quality of parenting will deteriorate and eventually the child's behavioral and emotional issues will increase. And by reducing parenting stress, parenting will improve and as a result the child's emotional and social health will improve.

Research Background

Habibi *et al.* (2014) in their quasi-experimental study on 30 visually impaired people in Rasht studied the effectiveness of emotional intelligence training on coping strategies in people with visual impairment. The participation of these people in emotional intelligence training sessions reduced the use of non-adaptive coping strategies in dealing with stressful situations.

Goodarzi *et al.* (2014) investigated the effect of emotional intelligence training on reducing alexithymia syndrome in 20 adolescents who had symptoms of alexithymia syndrome and low emotional intelligence. The results showed that students who participated in 8 sessions of emotional intelligence training showed a decrease in alexithymia syndrome and an increase in emotional intelligence compared with the control group.

Ruiz Aranda *et al.* (2012) examined the effect of emotional intelligence training on the mental health of 479 Spaniards. After a six-month training course of 24 sessions (every week an hour-long session between 2009 and 2010) concluded that the experimental group who attended the intervention sessions had very few symptoms of psychological disorder and were in good mental health. Emotions help people acquire the skills to receive, facilitate, understand, and manage emotions, thereby helping to improve their mental health [5].

Sharifi Daramadi and Ghasemi Davari (2013) addressed the effect of emotional intelligence training on the level of stress and resilience of mothers of mentally retarded children in Gorgan. The experimental group was given eight sessions of emotional intelligence training and finally it was shown that there was a significant difference between the control and experimental groups. In other words, emotional intelligence training increased resilience and reduced stress in mothers of mentally retarded children in Gorgan [6].

Theory of everyday stresses

Most parenting stress research has focused on studies of families who have experienced stressful events or conditions, such as a child's illness or poor economic status. For example, although parenting stress studies have been used on a large population, it is noteworthy that the vast majority of parenting stress studies have been performed on mothers who have had clinical visits such as depression. There is a debate today about the main difference between parenting stress as a parenting disorder or stress.

The factors that make some parents so tense that they become depressed or anxious are the same factors that affect parents. It no longer works and they do not suffer from any emotional or behavioral disorders. In fact, these factors are common factors that are found in the same diversity of adults living in the wider community alike that some parents are so affected that they suffer from a variety of mental disorders. It is resistant to those factors and does not affect them. Understanding how parenting stress spreads over time, how it affects parents and child development, and how it affects parents' body and mind requires care. Opinion is a common everyday stress that most parents face every day and every week. This is the difference between everyday stress theory and parent-child-relationship theory.

This theory states that parents need to learn how to cope with the stressful generators of their child's daily upbringing. Adaptation is part of the job. One-dimensional thinking about parenting stress, which is a sign of mental illness or injury in the family, actually ignores decades of psychological research. In fact, according to this theory, parenting stress is a process that happens every day. Fortunately, for most parents, daily stress is usually low. However, if the coping and coping mechanism is ineffective, the same low daily stresses have the greatest,

strongest and most lasting effect on parents and children. Researchers working in the field of parenting and child development have realized the importance of these daily parenting stresses.

Therefore, day by day, we are witnessing various studies in the field of daily parenting stress and its impact on the family system. The theory of everyday stress is not inconsistent with the parent-child-relationship theory, but complements and expands this theory by addressing the typical parenting stress, the occurrence of this stress for most parents, and stating that this parenting stress is continuous and has the greatest impact. It affects the parents and the child's development during daily stresses.

The daily stresses of parents, if assumed individually, are not the main and important stresses compared with stresses such as divorce or job loss. On the contrary, these small stresses occur in most families on a daily basis and their impact on over time; these stresses can be the usual stresses that arise in dealing with a child's misbehavior. They can be the stress of meeting the child's care and daily tasks; it can be the stress of planning, directing and coordinating homework and work.

The theory of low and chronic stress is rooted in getting things done early and represents a simple pattern of stress outcomes and adult mental health. Therefore, for most adults, this accumulation of small stresses is a daily occurrence that can predict their mental health issues and problems.

At the same time, it should be borne in mind that parenting stress is one of the most annoying daily experiences. In order for everyday tensions to actually become part of the parenting stress process, not just annoying, their impact must seriously address the scale and potential of a threat to parental identity and role.

This distinction between annoying and stressful tensions may be different things for parents. For example, a child's disobedience to wearing his clothes may be a sign for a mother of the child's stubbornness and insistence on his opinion and a connection with the mother's perception. For another mother, this failure to comply with the request is considered disrespectful and a deliberate attempt to undermine the mother's authority. In the first case, this attitude is seen as a temporary annoyance. It passes quickly, but in the latter case,

this and other everyday stresses are more likely to lead to parenting stress [7-11].

Conclusion

The concept of control over stressful resources for parents - especially their child behavior - can be related to parents' assessment of specific examples of child behavior, whether it is harmful or not. Parents vary widely in the extent to which they view the child's problem behaviors, e.g., aggression, violence. It does not affect them. In addition, there are individual differences in parents' attitudes about their power to control their children's behaviors. In general, research shows that in parents who believe that their child's misbehavior is due to their intentional anger or to things, they do so. They are more likely to use violent methods in raising their children. Such parents are less likely to believe that they have control over their child's behavior, and a problem-solving coping mechanism may not be a useful way to reduce their stress because they have little control over the source of the stress, unlike parents who focus on detail, and they pay too much attention to such things. Further, they have good control over what is around them, and they are more likely to use adaptation mechanisms that focus on problem solving. According to the burden model of emotional intelligence, which considers it effective management of personal, social and environmental changes, it can be concluded that parents who have higher emotional intelligence than their life changes, including the role of parenting and stress, can manage problem-solving and decision-making

through flexible and reality-oriented coping methods.

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