

**PERCEIVED PARENTAL SUPPORT AS A PREDICTOR OF
ACADEMIC STRESS AND PSYCHOLOGICAL WELL-BEING AMONG
YOUNG ADULTS**



BY

SIBGHA ZIA

SUPERVISOR

DR. MEHMOOD SADIQ

**BAHRIA UNIVERSITY
ISLAMABAD, PAKISTAN**

2017

Table of Contents

List of Tables	i
Abbreviations	ii
List of Annexures	iii
Abstract	iv
Chapter-I	
Introduction	1-28
Literature Review	27-38
Rationale	39-40
CHAPTER-II	
Method	29-33
Objectives	29
Hypotheses	29
Participants	29
Inclusion criteria	30
Exclusion criteria	30
Research design	30
Instruments	31
Procedure	32
Statistical analysis	32
Operational definition of variables	33
CHAPTER-III	
Results	34-55

CHAPTER-IV

Discussion	56-61
Conclusion	60
Limitations and Suggestions	61

CHAPTER-V

References	62-74
------------	-------

LIST OF TABLES

Table 1	Sample Characteristics of Participants (N=262)	33
Table 2	Education of Participants Demographics (N=262)	36
Table 3	Mean, Standard Deviation and Cronbach alpha reliability (N=262)	38
	Pearson Product moment correlation among subscales and Whole	
Table 4	Scale of Parental Support Academic Stress and Psychological Well-being (N=262)	40
Table 5	Multiple linear regression to predict academic stress, parental support and psychological Well-being	42
Table 5.1	Multiple linear regression analysis to predict among physiological stress subscale of academic stress	44
Table 5.2	Multiple linear regression analysis to predict among cognitive stress subscale of academic stress	46
Table 5.3	Multiple linear regression analysis to predict among affective stress subscale of academic stress	48
Table 5.4	Multiple linear regression analysis to predict among behavioral stress subscale of academic stress	50
Table 6	t- test analysis between gender on variables	52
Table 7	Mediation analysis psychological Well-being among Parental Support and Academic Stress	54

ABBREVIATIONS

POPS	Perception of Parent Scale
LASRS	Lakaev Academic Stress Response Scale
PW	Psychological Well-Being
AS	Academic Stress
MAS	Mother Autonomy Support
FAS	Father Autonomy Support
SDT	Self-Determination Theory
PP	Parental Pressure

LIST OF ANNEXURES

Annexure A	Informed Consent Form
Annexure B	Demographic Information Sheet
Annexure C	Perception of Parent Scale
Annexure D	Lakaev Academic Stress Response Scale
Annexure E	Flourishing Scale
Annexure F	User permission for scale
Annexure G	Permission letter for Data Collection

CHAPTER I**INTRODUCTION**

Parenting is the primary functional status in the life cycle. It is a process of understanding and developing skills appropriate for giving birth to, using and promoting protective factors and reducing risk factors for rearing offspring (Bornstein, 2001).

There are many determinants that affect parenting in which the first factor is age, maturity, healthy relationship between parents; their personality and the motivation of having child that affect the way of parenting.

The characteristics of parents affect the child such as educational background and psychological well-being. The interactions between child and parent are influenced by the context in which the relationship is occurring, which includes the immediate setting such as household relationships, friends and intimate marital relationship and relatives.

Parents play a vital role for the personality development of children as well mental health. Throughout the lifetime individual need love, care, acceptance, help, and support from parents or significant persons. According to Sigmund Freud (1905), gave most weightage to the developmental stages and contribute the significant importance to parenting styles and role of caretakers. The initial relationship between child and parents is very essential in the whole life. (Bowlby, 1969).

The changes in parent-child relations are necessary and related to the children's needs during development (Karavasilis, Markiewicz, 2003, Soenens & Vansteenkiste, 2005). As the majority of university students at the time of emerging adulthood (Arnett, 2004) and strives to