



A Correlational Study on Stress and Dimensions of Parenting

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ABSTRACT

Pioneer role would be played by parents in educating and developing good behaviour among their tenth grade children. During the process of upbringing their children, parenting dimensions differs from one parent to another. Parent's belief system, trust, mode of thinking, reasoning, problem solving, attitudes, experiences, and perception are found to be different. Ego, dominance, work pressure at work place and home in this era has given rise to stress in parents which inturn hampers the development of the children.

The focus of the present study is to know levels of stress among parents of tenth grade students' and identify parent's significance level towards negative dimensions of parenting over positive dimensions.

The study indicates that enhancing positive dimensions of parenting and adopting stress management strategy would considerably contribute in comprehending the dynamics of parenting and suggests methods to enhance positive dimensions of parenting.

KEYWORDS

Tenth grade students, Parent, Parents, Stress, Dimensions of parenting.

Introduction

Fundamental role played by every parent about their children is fostering their creativity and educating them. In spite of children imbibing values, principles, attitudes, behavior, personality, morality, social skills and communication patterns from their parents; modernity, multicultural values, tradition, belief system has brought about several changes in this competitive world. To meet these challenges parents adopt various practices in parenting to assist their children. The parenting methodology for upbringing of present generation adolescents requires merging of core values of the past with the present to suit growing demands of modern society. Today, upbringing of the children in every family is given priority. Parents being first teachers for children, the child grow in the family under their guidance; it observes, listens and imitates parents irrespective of good or bad conduct exhibited from their parents. The character of individual is shaped in childhood, which becomes his or her prime feature for lifetime in their relevant family. Hence, members of the family play key role in shaping children nature, growth and development in terms of physical, mental and sociologically. In the words of Desai (1994) family would be broadly defined as a unit of two or more persons united by marriage, blood, adoption, or consensual union, in general consulting a single household, interacting and communicating with each other (as cited in Sonawat, Reeta. 2001). Apart from parents other members like aunt, uncle, grandparents, or any other members related directly or in some way also help in shaping the behaviour of children. Family is a factor of element which provides significance to one's life, each family crave for its identity in exclusive ways. In a family, an individual would be controlled by biological and social drives in spite of physical (food, shelter, clothing, medicine) and environmental influence such as prominent, motivational and thought provoking talks by political, social and religious leaders; and mass media (audios and videos tapes, television, newspaper and magazine). Hence family would be considered important in shaping children's future.

By bringing out the best in our child; we can bring out the best in the universe. One of the important components of the family system is parenting (Chandola, Anitha and Bhanot, Suman 2008). Parenting has been defined as a single minded,

unconditional desire to provide a loving and caring home. It is the parents who exert the major influence on the development of the child from birth to maturity (Kang, T. and Jaswal, S. 2006). Modernity has brought several change around us today but given scope to raise stress level amongst self and others too as we fail to meet it. Therefore, the parenting tips that worked for parents many years ago require modifications to work for twenty-first century parents. Sharma, S. Pooja. (2012) said that parenting method for the upbringing of present generation children requires the core values of the past with the present.

Parenting demeanour is a composite network of numerous variables which put forth greater influence on parenting patterns. Parental stress, communication, negotiation strategy, coping skills, exhibited by the parent towards their adolescent children leads to adverse behaviour in children. Not only with their children, but also with self, spouse, and people around with whom they interact in society/at work place in particular. Demand exerted in personal and professional life might lead a parent in a stressful situation which inturn exerts pressure physically and mentally in parents. According to Okorodudu and Omoni (2005) psychological tensions and emotional disturbances at home may drive the adolescents away from home or school and have the potentials of exposing them to negative associations. Personal performance both at home and in the public may be affected (as cited in Grace Nwamaka, Okorodudu. 2010). Darling, Nancy. (1999) says that for decades, psychologists have been interested on how parents influence the development of children's social and instrumental competence since 1920s, one of the approaches to this area is the study of what is called as parenting style.

Stress amongst parents leads to different, unusual, unpleasant and unpredictable activities exhibited by them gives rise to raised voice with modulation in terms to happy or sorrow or angry talks of which most of the time would be negative in nature. Erratic behavioral action and emotional outburst are also observed. Stress is a reaction that is produced when reacted to a particular incident. It is individualistic and personal experience; it is usual way of response given to the demands of our ever-changing world Ballesteros, D. & Whitlock, J.L.

(2009). Stress being derived from Latin word 'stringere' which means to 'draw tight'. During eighteenth and nineteenth century stress was called as force, pressure, strain or strong effort. Dr. Hans Selye (1936), the father of stress theory, say "the nonspecific response of the body to any demand made upon it is called stress" The "demand" would be a threat, a challenge or any kind of change, which requires the body to adapt. The response could be automatic or immediate, stress can be good if it helps us perform better which is positive in nature- eustress, or it can be bad if it causes upset or makes us sick which is negative in nature- distress.

Stress would arise due to conflict between our external environment and with us, leading to emotional and physical pressure. In our fast paced world, stress is experienced to everyone whether student or youth or working adult parent. There is both positive and negative stress, depending on each individual's unique perception of the tension between the two forces (Harish, Shukla and Rachita, Garg. 2013). Stress is the reaction people have towards extreme pressures or demand placed upon them. It arises when they agonize that they can't cope. Stress occurs when the pressure is greater than the resource ($S=P > R$). In the opine of Meadows-Oliver et al., (2007) It's the body's way of rising to a challenge and preparing to meet a tough situation with focus, strength, stamina, and heightened alertness. The events that provoke stress are called stressors, and they cover a whole range of situations like physical, injury or illness. Or they can be mental, like problems in marriage, job, health, or finances (Cited in Analava, Mitra. 2008). Stress is a wear and tear action of our mind and body, it experiences as we attempt to cope with our constantly varying environment. Hence, Ivancevich and Matteson (1980) define Stress as an adaptive response, mediated by individual characteristics or psychological processes, which are consequence of any internal action, situation, or event that places special psychological or physical demands upon a person (as cited in Rudy, Nydegger. 2011). Sources of stress exist in society we belong, it is imbibed in our system, it could be from family including its members, religious group, regional group, linguistic group, educational instruction, work place, registered organizations, private clubs etc. To keep our self cool calm and balanced managing stress is essential.

A specific trait demonstrated by parents during the course of upbringing their offspring would be called as parenting dimension. Parents may either implement style of raising their children from their ancestors which is carried from generations by generations believing that their parents were the best in rearing them or they would adopt based on self experiences/acquired knowledge/discussion with experts and draw conclusion in rearing their children. Parenting attributes could be positive or negative in nature, a distinct positive attribute originate and practiced amongst one parent could not be the same in other parent similarly, negative too. Parenting dimension attempts to separate positive and negative aspects of parenting from one another.

Skinner, Ellen. et al., (2005) defines parenting dimensions as features, qualities, descriptive scheme used to capture the nature of parenting, represent one set of building blocks on which the study of parenting is built. Meaning of parenting dimensions could be varied based on the requirement, context, and comparability between positive and negative tasks too. Chauhan, N. S. and Khokhar, C. P. (1985) says that parenting is a role-ship of the institution of family, related to the upbringing of the child. The positive interactions help children in their actualization of 'I am, what I will be' Parents are acting as key-models' to guide and educate them. Parents play a imperative task in fostering and educating their children. During this process of nurturing their children, parenting dimensions varies among individuals. "Bestowal of love, acceptance, independency, encouragement, democratic way of dealings, dominance, progressivism and parenting as whole, represents positive parenting. Parenting, based on faulty reality-value-assumptions' and ending in hate, rejection, dependency, discouragement, autocratism, submission, conservatism and parenting as whole, could be termed deviant or negative par-

enting. The child turns into a parasite and an insecure entity" as stated by Chauhan, N. S. and Khokhar, C. P. (1985).

Focus of the Study:

Present study would be focused to know levels of stress among parents of tenth grade students' and identify parent's significance level towards negative dimensions of parenting over positive dimensions. This may in turn help their children to have a sense of protection, recognition, direction, identity, awareness and develop positive behavioral features in all activities concerned and to be successful in all walks of life. Hence research focus would be 'To study the relationship between parenting dimensions and the stress levels of parents.

Research Question:

Does levels of parental stress influence various dimensions of parenting adopted by them?

Hypothesis:

There is no relationship between stress level of parents and dimensions of parenting

Sample:

For this study sample was collected using purposive sampling technique from one hundred and fifty parents (both mother and father), of which one hundred and five adolescent parents were considered whose children are studying in tenth grade based on criteria devised. The Following criteria were considered for selection of sample:

- Biological children of parents studying in grade ten are considered.
- Participants drawn would be residents of Bangalore city only.
- Participants should have at least one child studying in grade ten & would be considered.
- Selection was made, if both the parents are willing to participate voluntarily.
- Parents who answered all the questions from the questioners would be considered.

Variables:

To assess stress and correlating it with dimensions of parenting, variables considered for this study would be:

Dependent Variable

- Dimensions of parenting

Independent Variable

- Levels of stress among parents

Operational Definitions:

1. Tenth grade students- Students, who will be appearing for board examination of grade ten (State Board, CBSE and ICSE)
 2. Parent- Father or mother of the tenth grade child, biologically blood related
 3. Parents- Refers to biologically related father and mother of tenth grade child
 4. Stress- The reaction exhibited by a person under excessive pressures or demand placed upon them
 5. Dimensions of parenting- Dimensions of parenting are a measure of parental behaviour in terms of mothering and fathering for the two 'ends' (positive and negative) on seven dichotomous dimensions and eighth would be parenting as a whole. The dimensions of parenting are considered separately for father and mother Chauhan, N. S. and Khokhar, C. P. (1985) :
- Positive dimensions- Love, Encouragement, Acceptance, Independency, Democratism, Dominance, Progressivism and parenting as whole
 - Negative dimensions- Hate, Discouragement, Rejection, Dependency, Autocratism, Submission, Conservatism and parenting as whole

Tools:

Based on the available literature, questionnaire was chosen. Keeping definite required trait in mind, Multi-dimensional parenting scale adopted and developed by Chauhan, N. S. and Khokhar, C. P. (1985) was chosen for this study, as it was found to be more appropriate, convincing and addressed major attributes. Similarly, after observing available questionnaires thoroughly Haris Stress Inventory by Chandran, S. Hari. (2000) was considered to know levels of stress among parents. These questionnaires were selected for the study keeping Indian context population.

The two different questionnaires are-

Standardized multi-dimensional parenting scale by Chauhan, N. S. and Khokhar, C. P. (MDP-SCALE, 1985)- MDP-SCALE (refer appendix 1) measures parental behaviour in terms of 'mothering' and 'fathering' for the two 'ends' of the seven dichotomous dimensions and the eighth would be parenting as a whole (ie. positive and negative). It is a five point rating verbal scale consist of 56 items on seven areas and as a whole. Measures for mothering and fathering on the two dimensions was obtained by following the keys and scoring norms as given in manual on the areas given in Table 1

Table 1: Dimensions of parenting

Sl. No.	Positive dimensions	Negative dimensions
1.	Love	Hate
2.	Encouragement	Discouragement
3.	Acceptance	Rejection
4.	Independency	Dependency
5.	Democratism	Autocratism
6.	Dominance	Submission
7.	Progressivism	Conservatism
8.	Parenting as whole	Parenting as whole

Haris Stress Inventory by Chandran, S. Hari. (HIS-2000) – HIS (refer appendix 2) is a questionnaire that measures the amount of stress experienced by an individual in daily life. In the current research the stress is being connected to levels of stress among parents that they perceive due to the academic pressure of their child is going through, being in grade ten and have to face the board examination in the near future. The stress level of parents is assessed using Haris Stress Inventory designed by Chandran, S. Hari. (2000). this inventory measure stress on a five point liker scale consisting of sixty-six (66) statements. The respondents' need to read these slowly, carefully and state how far it is true in their view. Response to all items states the level of stress experienced by the client with the help of scoring key suggested in the inventory. Levels of stress could be stated as High (250 and above) or Medium (150 to 249) or Low (000 to 149) stress.

Procedure:

Adolescent parents were met in several schools, tutorials and neighbourhood where their wards were enrolled in Bangalore city. Parents of these children were invited to be a part of this study and only parents who volunteered were considered. Psychometric test such as multi-dimensional parenting scale by Chauhan, N. S. and Khokhar, C. P. (1985) and Haris Stress Inventory by Chandan, S. Hari (2000) was administered with appropriate instruction and explanation. Rapport building with parents before administering helped to maintain uniformity in the administration procedure.

Result and Interpretation

The present study investigated Positive and Negative dimensions of parental behaviour in terms of 'mothering' and 'fathering' for the two 'ends' of the seven dichotomous dimensions and parenting as whole using Multi-dimensional parenting scale by Chauhan, N. S. and Khokhar, C. P. (1985). The Levels of stress exhibited by parents in terms of Low or Medium or High stress was assessed by Haris Stress Inventory by Chandan, S. Hari (2000). The obtained data was analyzed

to meet the purpose of the study. Pearson's correlation method was adopted to examine the relation. The results and the output have been generated by using SPSS 16 version.

Table No. 2, Correlation- Stress and Parenting (Positive Dimension): Overall

	Stress		
	Pearson Correlation	Sig. (2-tailed)	N
Love	-.070	.310	210
Encouragement	-.188**	.006	210
Acceptance	-.115	.097	210
Progressivism	-.157*	.023	210
Democratism	-.175*	.011	210
Independency	-.237**	.001	210
Dominance	.190**	.006	210
Overall Positive Dimension	-.190**	.006	210

* Correlation is significant at the 0.05 level (2-tailed) and ** Correlation is significant at the 0.01 level (2-tailed).

Table No. 2 of Correlation- Stress and Parenting (Positive Dimension): indicate the correlation coefficient between stress score and various categories of positive dimensions of parenting among overall observations of 210. The correlation coefficient between stress score and all positive dimensions of parenting is negative. The correlation coefficient between stress score and encouragement, independency, dominance, over all positive dimensions is statistically significant at 1%. The correlation coefficient between stress score and progressivism, democratism is statistically significant at 5%. However, correlation coefficient between stress score and love, acceptance is statistically insignificant at 5%.

Table No. 3, Correlation- Stress and Parenting (Positive Dimension): Female

	Stress		
	Pearson Correlation	Sig. (2-tailed)	N
Love	.026	.791	105
Encouragement	-.041	.676	105
Acceptance	-.094	.342	105
Progressivism	-.069	.482	105
Democratism	-.114	.247	105
Independency	-.264**	.006	105
Dominance	.255**	.009	105
Overall Positive Dimension	-.080	.419	105

* Correlation is significant at the 0.05 level (2-tailed) and ** Correlation is significant at the 0.01 level (2-tailed).

Table No. 3 of Correlation- Stress and Parenting (Positive Dimension) indicate the correlation coefficient between stress score and various categories of positive dimensions of female observations of 105. The correlation coefficient between stress score and all positive dimensions of parenting is negative. The correlation coefficient between stress score and independency, dominance is statistically significant at 1%. However, correlation coefficient between stress score and love, encouragement, acceptance, progressivism, democratism, overall positive dimension is statistically insignificant at 5%.

Table No. 4, Correlation- Stress and Parenting (Positive Dimension): Male

	Stress		
	Pearson Correlation	Sig. (2-tailed)	N
Love	-.152	.120	105
Encouragement	-.275**	.004	105
Acceptance	-.134	.171	105
Progressivism	-.238*	.014	105
Democratism	-.226*	.021	105
Independency	-.217*	.026	105
Dominance	.132	.180	105
Overall Positive Dimension	-.275**	.005	105

* Correlation is significant at the 0.05 level (2-tailed) and ** Correlation is significant at the 0.01 level (2-tailed).

Table No. 4 of Correlation: Stress and Parenting (Positive Dimension) indicate the correlation coefficient between stress score and various categories of positive dimensions of male observations of 105. The correlation coefficient between stress score and all positive dimensions of parenting is negative. The correlation coefficient between stress score and encouragement, overall positive dimension is statistically significant at 1%. The correlation coefficient between stress score and progressivism, democratism, independency is statistically significant at 5%. However, correlation coefficient between stress score and love, acceptance, dominance is statistically insignificant at 5%.

Table No. 5, Correlation- Stress and Parenting (Negative Dimension): Overall

	Stress		
	Pearson Correlation	Sig. (2-tailed)	N
Hate	.354**	.000	210
Rejection	.495**	.000	210
Autocratism	.098	.157	210
Discouragement	.412**	.000	210
Submission	.202**	.003	210
Conservatism	.115	.097	210
Dependency	.340**	.000	210
Overall Negative Dimension	.508**	.000	210

* Correlation is significant at the 0.05 level (2-tailed) and ** Correlation is significant at the 0.01 level (2-tailed).

Table No. 5 of Correlation: Stress and Parenting (Negative Dimension) indicate the correlation coefficient between stress score and various categories of negative dimensions of overall observations of 210. The correlation coefficient between stress score and all negative dimensions of parenting is positive. The correlation coefficient between stress score and hate, rejection, discouragement, submission, dependency, overall negative dimension is statistically significant at 1%. However, correlation coefficient between stress score and autocratism, conservatism is statistically insignificant at 5%.

Table No. 6, Correlation- Stress and Parenting (Negative Dimension): Female

	Stress		
	Pearson Correlation	Sig. (2-tailed)	N
Hate	.245*	.012	105
Rejection	.531**	.000	105
Autocratism	.213*	.029	105
Discouragement	.521**	.000	105
Submission	.352**	.000	105
Conservatism	.254**	.009	105
Dependency	.441**	.000	105
Overall Negative Dimension	.580**	.000	105

* Correlation is significant at the 0.05 level and ** Correlation is significant at the 0.01 level.

Table No. 6 of Correlation: Stress and Parenting (Negative Dimension) indicate the correlation coefficient between stress score and various categories of negative dimensions of female observations of 105. The correlation coefficient between stress score and all negative dimensions of stress of parenting is positive. The correlation coefficient between stress score and rejection, discouragement, submission, conservatism, dependency, overall negative dimension is statistically significant at 1%. The correlation coefficient between stress score and hate, autocratism is statistically significant at 5%.

Table No. 7, Correlation: Stress and Parenting (Negative Dimension): Male

	Stress		
	Pearson Correlation	Sig. (2-tailed)	N
Hate	.448**	.000	105
Rejection	.466**	.000	105
Autocratism	.005	.963	105
Discouragement	.317**	.001	105
Submission	.079	.426	105
Conservatism	.000	.998	105
Dependency	.301**	.002	105
Overall Negative Dimension	.449**	.000	105

* Correlation is significant at the 0.05 level and ** Correlation is significant at the 0.01 level

Table No. 7 of Correlation: Stress and Parenting (Negative Dimension) indicate the correlation coefficient between stress score and various categories of negative dimensions of male observations of 105. The correlation coefficient between stress score and all negative dimensions of parenting is positive. The correlation coefficient between stress score and hate, rejection, discouragement, dependency, overall negative dimension is statistically significant at 1%. The correlation coefficient between stress score and autocratism, submission, conservatism is statistically insignificant at 5%.

The finding of the current study indicates that stress levels among parents engaged by parents with their children, spouse and within self vary significantly with positive dimensions of parenting. Therefore stress levels of parents with their children, spouse and within self; and positive dimensions of parenting are strongly connected between each other. Learned parents who have the capacity to balance work life and family; and trained in stress management skills would have a likeness to be more helpful in training and educating tenth grade children in every activities of their future accomplishments.

Conclusion and recommendation

It could be concluded that enhancing positive dimensions of parenting is associated with the ability of the parents in managing their stress levels. Being cool, calm and composed is essential to have sound mind in our body which in turn would create healthy atmosphere amongst members of family. Distressing oneself by techniques such as yoga, meditation and other associated techniques would lead to have balanced mind and body. Balancing work life and family makes its associated members also to lead positive life style. This study would considerably contribute in comprehending the dynamics of parenting and suggests methods to enhance positive dimensions of parenting. As a result, it might be inferred that there is a relationship between stress level of parents and dimensions of parenting.

Based on the researcher’s finding it could be recommended that:

- An intervention programme for parents on stress management skills, work-life balance and counseling sessions on techniques of parenting could be employed to enhance positive dimensions of parenting and managing their stress level.
- Specific modules could be developed and training to parents with definite time duration will improve parent-child relationship, so that their tenth grade child’s academic performance and personality trait will also improve by counselling parents at regular intervals of time on upbringing their children.

Appendix 1**Instruction:**

1. The present scale contains some statements about children.
2. Please go through each statement attentively. For answer tick (√) in a column that you find appropriate.
3. Answers may be described as Completely Agree (); Largely Agree (); Slightly Agree (); Slightly Disagree (); Largely Disagree (); Completely Disagree ().
4. You are to tick one of the given answers only; Do not leave any statement unanswered.

Sl.No.	Items	Completely Agree	Largely Agree	Slightly Agree	Slightly Disagree	Largely Disagree	Completely Disagree
1	My mind remains occupied with the thought to manage good food and dress for my offspring.						
2	I fulfill the need of children as it arises in them.						
3	I provide limited pleasure and convenience to children.						
4	Achievements of children remain non-effective in motivating me.						
5	I reward children on each of their achievement.						
6	I always express concerned about problems of children.						
7	I am incapable in fulfilling needs of children due to my involvement in worldly affairs.						
8	I pay less attention to children's ways of living.						
9	Whenever I find the child doing something I speak something in his/her praise.						
10	I keep in mind the interest, encouragement and recreation of children.						
11	My order for children remains over and above all of children's feelings.						
12	I always want to see the work allotted to children fulfilled. I become angry when it does not happen.						
13	My reply to the curiosity of children remains sympathetic.						
14	The children in the house have full liberty to express each of their ideas.						
15	I put before the children their failures more.						
16	My joy remains unexpressed even on successes of my children.						
17	There remains complete freedom for my children, in choosing school and subjects.						
18	Surely, I consult my children in tasks related to them.						
19	Criticism made by children remains tolerable to me.						
20	Social relations of children are beyond my control.						
21	My children enjoy full freedom in deciding everything related to games & recreation.						
22	I remain specially attentive to my children towards arrangement of food, education, dress etc.						
23	Modernity of the day is worthless. I tell my children to follow the old customs & rites.						
24	I keep control over my children going to see cinema or theatre.						
25	I tell my children that I have seen the world. They are still small so they need to do as they are told.						
26	The management of school and dress of my children depends upon my will.						
27	I take even assistance of my children to promote family income.						
28	Due to reasons, I am incapable of procuring very much the articles of children.						
29	I always call my children by nick names e.g. Papu, Guddu etc.						
30	Generally, on my way back home, I embrace and kiss my children.						
31	So many curiosities of children are those that it is impossible for me to answer.						
32	Getting disturbed from home affairs, I pass nasty abuses on children.						
33	A sort of habit has been formed to motivate children when busy with work.						
34	Understanding feelings and desires of my own childhood, I fulfill children's desire.						
35	The misdeeds of children force me to pass on them abusive words.						
36	I seldom go the picture house with children.						
37	I take children with me whenever I go for a walk.						
38	I find splendid joy in the maximum need satisfactions of children.						
39	Provision of punishment is right for correction of mistakes. I apply it even on children.						
40	I want to see the task assigned to children in time. Negligence is intolerable for me.						
41	I remain attentive to the pocket-money of children.						
42	Complete freedom is available to my children to go to clubs & make friendship with peers (i.e. of the same age).						
43	I don't like children frequently asking something or the other, I take them to task.						

44	Even on procuring facilities, failures of children force their thrashing.					
45	While talking to children, I mind their feelings and desires.					
46	A correct criticism of me by children is acceptable to me.					
47	Adoption of a critical method of evaluation, in front of children is beyond my capacity.					
48	I remain negligent about complaints against children.					
49	I assign responsibilities to children according to their age only.					
50	I make full efforts in procuring music education and paper-periodicals.					
51	I keep children in limited freedom.					
52	Keep satisfied with available resources only. Don't desire for or more. This I say to them.					
53	Children have to take my permission for going to other's house & making friends, etc.					
54	Untimely food and recreation for children force me to become angry.					
55	Desires of children which I cannot fulfil, if repeated from time to time, make me angry					
56	I could not keep control over children due to my inability.					

Appendix 2

Read the following statements slowly and carefully, state how far it is true in your case. You may please choose any one of the following five options to each item. Answer all the statements.

Answers may be described as

A	B	C	D	E
Very true, I agree fully	True, I Agree	I Cannot say	Not true, I Disagree	Not true, I totally disagree

1	I do things in a hurry.	A	B	C	D	E
2	I like to travel slowly.	A	B	C	D	E
3	I eat food faster.	A	B	C	D	E
4	I never interrupt when others talk.	A	B	C	D	E
5	I want to finish works with neatness and perfection.	A	B	C	D	E
6	I speak slowly.	A	B	C	D	E
7	Seeing lazy people I get angry.	A	B	C	D	E
8	I never bet with others.	A	B	C	D	E
9	I feel tensed on thinking about my responsibilities.	A	B	C	D	E
10	I am not happy to wait in a queue.	A	B	C	D	E
11	I always consider the feelings of others while talking.	A	B	C	D	E
12	I take intoxicants.	A	B	C	D	E
13	I pray regularly.	A	B	C	D	E
14	I am interested in religious books.	A	B	C	D	E
15	My sexual life is not satisfactory.	A	B	C	D	E
16	I watch movies and plays.	A	B	C	D	E
17	I practice meditation.	A	B	C	D	E
18	I don't reveal secrets to others.	A	B	C	D	E
19	I can't stay away from home.	A	B	C	D	E
20	I fell tensed on unexpected arrival of a guest.	A	B	C	D	E
21	I feel disturbed on an unexpected expenditure.	A	B	C	D	E
22	I have debts.	A	B	C	D	E
23	I quarrel frequently with spouse.	A	B	C	D	E
24	I feel that some of my family members are against me.	A	B	C	D	E
25	I am not properly understood.	A	B	C	D	E
26	I feel devaluated in society.	A	B	C	D	E
27	I can't plan my financial budget properly.	A	B	C	D	E
28	I am not being loved.	A	B	C	D	E
29	I have a lot of family problems.	A	B	C	D	E
30	I reach home late.	A	B	C	D	E
31	I discus my problems with family members.	A	B	C	D	E
32	I have experiences of loosing job unexpectedly.	A	B	C	D	E
33	I am often scolded by superiors for coming late.	A	B	C	D	E
34	I fear my work place.	A	B	C	D	E
35	I quarrel with colleagues.	A	B	C	D	E
36	I had been a scapegoat in fight between superiors.	A	B	C	D	E
37	I don't like engaging in love affairs.	A	B	C	D	E
38	I receive confusing and contradicting instructions from above.	A	B	C	D	E
39	My job is boring one.	A	B	C	D	E
40	I am not paid adequately.	A	B	C	D	E
41	My work evokes prick of conscience.	A	B	C	D	E
42	I had to bear injustice silently.	A	B	C	D	E
43	I am satisfied at work.	A	B	C	D	E

44	I am well trained for my work.	A	B	C	D	E
45	I get angry soon.	A	B	C	D	E
46	I don't loose opportunities to help others.	A	B	C	D	E
47	I believe and spread rumors.	A	B	C	D	E
48	I am a patient listener.	A	B	C	D	E
49	I am willing to accept my faults.	A	B	C	D	E
50	At times I feel like destroying everything.	A	B	C	D	E
51	I suffer from headache.	A	B	C	D	E
52	I have frequent attacks of chest pain.	A	B	C	D	E
53	I have poor appetite.	A	B	C	D	E
54	I sweat without reason.	A	B	C	D	E
55	I don't get adequate sleep.	A	B	C	D	E
56	I have nightmares.	A	B	C	D	E
57	I loose control soon.	A	B	C	D	E
58	I hate criticism.	A	B	C	D	E
59	I feel anxious.	A	B	C	D	E
60	I feel calm.	A	B	C	D	E
61	I usually regret for what has happened.	A	B	C	D	E
62	I feel sorry.	A	B	C	D	E
63	I feel frustrated.	A	B	C	D	E
64	I am happy.	A	B	C	D	E
65	I am confident.	A	B	C	D	E
66	I feel worthless.	A	B	C	D	E

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