

## Styles of Parenting as a Significant Factor of Stress Tolerance among Adolescent School Children

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### Abstract

The individual as the back bone of the society is to be shaped all along the childhood over adolescence to turn out to be a competent person. In this progression parents turn out to be the major inspiration in their child's life. Their perception on the mode of raising the child is persuasive in shaping the behavior of the adolescent child. Studies expose a co-relation between parenting styles and competency.

Styles of Parenting generate diverse social environs in the lives of adolescent children. Children goes through assorted stages in life conferring to which the parents must have to craft and construct their peculiar parenting styles from a amalgamation of aspects that advance overtime as the adolescent child activate to nurture their identifiable personalities. The child's temper and the cultural patterns of the parent have a say on the type of parenting style the adolescent child may be given. Initial researches in parenting as well as child development established that sublime parents foster their child properly and provide them independence with justifiable control. Such an adolescent child offer the impression to have greater intensities of proficiency and are socially restored skilled and adept.

Adolescence is a significant age in the development of the hale and hearty behavior and lifestyle for the individual. Discoveries from different studies put forth that the eminence of parent adolescent child relations has significant influence on the stoppage of risky adolescent conducts as well as assist them in coping up with the stressors. Present paper is solitary a step in the direction of the identification of those glitches of parenting in a varied society.

**Keywords:** Parenting, Stress Tolerance, Adolescent child.

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### Introduction

Style of Parenting is a psychological and sociological construct representative of the typical strategies that the parents use in their adolescent child nurturing. Styles of Parenting generate diverse social environment in the lives of adolescent within the household. Parenting is anutmostrewarding and

challenging practice and have a majors way on their adolescent child's life. Other aspects, such as genes, culture, peers, gender, and fiscal status, are measured to be of minor importance. Researches disclose the relation amongst styles of parenting and academic competency, delinquent behavior, ferocity, sexual activity, antisocial behavior, substance abuse, depression, self-perception, anxiety and

stress tolerance among the adolescent school children.

The quality with which parenting is done is vital than the quantity of time consumed with the child. Styles of Parenting are the illustration of exactly how parents retort and claim their child. As of parenting practices, they are explicit behaviors, while styles of parenting denote larger patterns of parenting practices. There are numerous theories and thoughts about the best way to bring up the adolescent children subject to differing stages of time and exertion that their parents are ready to devote.

Maccoby and Martin (1983) <sup>(2)</sup> extended upon Baumrind's three innovative parenting styles by employing parenting styles into two separate categories: demanding and undemanding. With these divisions, four novel parenting styles were defined.

Maccoby and Martin's Four Parenting Styles

Baumrind's Three Parenting Styles

Demanding	Undemanding
Responsive	
Authoritative/Propagative	
Indulgent	
Unresponsive	
Authoritarian/Totalitarian	
Neglectful	

Baumrind (1991) believed that parents should be neither punitive nor aloof. Rather, they should frame rules for their child and be warm with them. These parenting styles are destined to designate normal differences in parenting, not abnormal parenting, such as might be detected in abusive homes.

The child grow and develop over different phases in life, consequently parents generate

their own parenting style from a mixture of aspects that advance over time as the child initiate to develop their peculiar personality. Throughout the stage of infancy the parent would try to regulate to a novel lifestyle in rapport with adapting and connecting with the infant new comer. The relations between the parent and child is of compassionate attachment. Later on during the phase of adolescence, parents come across new encounters such as, adolescents looking for and craving for freedom.

Temperament of the child and the parents' cultural pattern have an impact on the type of parenting a child may obtain. The gradation up to which a child's schooling and education is fragment of parenting is a added stuff of debate. Primary research in parenting and child development established that parents who foster their child appropriately provide them with independence with steady control, look to have advanced levels of capability and are socially skilled and proficiency. Added developmental skills origin from positive styles of parenting including maintenance of a close relations with others, confident, being self-reliant, and independent.

Higher secondary school students fit in to the adolescent age cluster of 16 and 18 years in average. This is one among the utmost susceptible period in the individual's life. Along with the varying physical and mental prominence as grownups they take to face several other complications. As adolescence is a turning point in the individual's life, parents and educators force them to accomplish more and more without even considering the adolescent child's aptitudes, capabilities and interests. In the society like Kerala, where excess of emphasis is given to examinations and professional courses, it is usual that the adolescent children will feel more stressed and

nervous. This may augment many psychological harms hampering the appropriate development amongst the upcoming generation.

Adolescence cannot prosper in academic and personal life efficiently if they struggle with mental health issues, for instance depression or shaky feeling due to academic, individual, social and family stresses. Failure to identify adolescences mental health delinquency may upshot negative concerns such as greater than before risk for academic disappointment, social segregation, dangerous sexual behavior, substance abuse, suicidal attempt, joblessness, and reduced health. There is a mounting and unmet necessity for mental well-being services for children and adolescence. Mental health facilities are significant for students and adolescences accomplishment.

Adolescent school students in general show dissimilarity in their stress experiences. Some are over galloped with anxiety, conflict, frustration, and pressure in the stuffs of personal and academic spheres of life, while others are immune to these issues. Even though individual variances loom very enormous, variables that reason for this had been explored with relatively little success. It demands towards an enquiry into the dynamics of that remarkable problem; what effects alteration in the sensation of personal and scholastic stress of adolescent students alive in the different circumstances.

The current study marks a sincere effort to find out the influence of styles of parenting on the stress tolerance of adolescent school students. Such a study would be helpful in decreasing the complications faced by the adolescents. The family, youths and society profit only when complications of the adolescents are recognized and preventive measures are taken at the earliest. Attention to

adolescence's mental health would effectually progress their life standard. This would have a positive influence up on their academics and personal life achievements. This might mark the life of the adolescent into a more satisfying, sustaining, and significant. Hence this study was entitled as **Styles of Parenting as a significant factor of Stress Tolerance among Adolescent school children.**

Styles of Parenting have a deep effect on child behavior (Yahav, 2006). Parents are stimulated to have expectation in their instincts and to be supple, affectionate, and attentive to individual requirements. Parents need to be prepared to modify their parenting styles with the growth of their child. Nevertheless, when it approaches to discipline, parents must have unswerving rules with consistent significances (Daniels, 2009). With dependable parenting, the child is capable to learn about what is anticipated of him or her and how to perform in a socially suitable manner. Children are more likely to perform or have behavior snags when they recognize the rules of what the penalties are for not ensuing the rules (Sclafani, 2004) <sup>(9)</sup>

Hickman, Bartholomae, & Mckenry (2000), studied the effect of parenting styles on the adjustment and academic achievement of customary college freshmen. Multiple regression models established that authoritative parenting style was clearly connected to the student's academic regulation. Moreover self-esteem was meaningfully prognostic of social, personnel-emotional, goal commitment-institutional, academic and over all modification of traditional college freshmen

Aparna (2005), Steered a study on perceived style of parenting and mental health position of higher secondary students. Authoritarian parenting style was found to establish to

outcome in developing emotional uncertainty and social incompetence among students. Authoritative parenting style is allied with children's social competence and emotional constancy.

In a cross-cultural analysis on procrastination behavior, stress tolerance and study habits, Streethi, (2002) established that there was significant difference between the students of Kerala and U.A.E for the variable stress tolerance. The sample comprised of 210 respondents from Kerala, and 210 students from U.A.E. (class X and XII). An index of stress tolerance was used to measure the level of stress tolerance of students.

### **Significance of the investigation**

It is seen that the parents differ in their child rearing styles, in the directions in which they socialize their adolescent, and in the types of relations they have with the child, and behaviors and emotions they express towards their offspring. A worthy deal of this assortment is not only quite hale and hearty but also is necessary in maintaining the lushness of culture and experiences that improves human life. On the other hand, other occurrences of this variation -involvement for instance, indulgent, neglectful, or else authoritarian parenting styles, antagonistic interactions notice able through negative emotions, and the exhibition of problematic behaviors-can upshot significant complications for the adolescents.

The diversity which subsists in the family function, in parenting, attached with the diversity we had seen existing with regard to family structure, composed together has pervasive consequences for adolescents' development. The structure and function of the families influence almost all facades of the adolescent's social and psychological

functioning. This impact may be related with both negative and positive faces of adolescent behavior and their development. In the percent society there are challenging outcomes of adolescent behavior-relationships within their families. In numerous cases these consequences are linked with the adolescent themselves being a parent. Although familial impacts are not the lone basis of problems during adolescence, they differ with these and other sources in affecting the prevalence of problematic behavior; at the same period family of origin effects can protect adolescent from the incidence of problem behaviors.

Adolescences are an intermediate phase of development and growth starting from the end of child - hood and up to the adult- hood, an age of 19, a time of both this positioning and detection primarily with an egocentric viewpoint of life. Adolescence is a precarious period in the development of vigorous behaviors and styles. Results from several studies propose that the class of the parent-adolescent rapport has substantial influence on the development or deterrence of adolescent's risky health behavior. Parents and their adolescents are stressed amongst the youth's desire of independence while requiring parent guidance. Occasionally all these encounters cause in behavior issues. If those adolescents are ignored, they would face diverse hazards such as delicate mental health, depressions, evading significant social actions, and substance misuse. They might also face problems in learning, have meagre decision making capacity, and in accurate insights about the environment, some other serious dilemmas are that of recurrent self-criticism and self-doubt, bad temper, sleep difficulties, problems related to stressful circumstances and in risky cases of suicidal tendency.

Agreeing with different researches, adolescent children with short stress tolerance will be having a parent of low stress tolerance. They are more probable to have anxiety disorder to boot. Stress similarly can activate anxiety disorder. Child and adolescent with anxiety disorders appear to take an amplified psychological and physical response to stress. Their response to hazards, even if a small one, is more rapidly and more powerfully.

### **Styles of Parenting and Stress Tolerance**

Aim of current research was to identify the effect styles of parenting on stress tolerance of higher secondary adolescent students. The methodology utilized to exam the hypothesis framed for the current study has been pronounced below.

### **Objectives**

The basic objectives of the study were the following:

1. To find out whether there exist any significant difference in stress tolerance between the Higher Secondary adolescent Students on the basis of father's occupation.
2. To find out whether there exist any significant difference in stress tolerance between the Higher Secondary adolescent Students on the basis of father's education
3. To find out whether there exist any significant difference in stress tolerance between the Higher Secondary adolescent Students on the basis of mother's occupation.
4. To find out whether there exist any significant difference in stress tolerance between the Higher Secondary adolescent

Students on the basis of mother's education.

5. To find out whether here will be significant difference between the Higher Secondary adolescent Students from rural and urban areas.
6. To find out whether there will be significant correlation between the parenting styles and stress tolerance level of higher secondary adolescent students.
7. The study aimed to find out the effect of parenting styles on the stress tolerance of higher secondary adolescent students.

### **Hypothesis**

The following hypothesis were framed for the current investigation:

1. There will be significant difference between the Higher Secondary adolescent Students on the basis of their father's occupation in the level of stress tolerance
2. There will be significant difference between the Higher Secondary adolescent Students on the basis of their father's education in the level of stress tolerance
3. There will be significant difference between the Higher Secondary adolescent Students on the basis of mother's occupation in the level of stress tolerance.
4. There will be significant difference between the Higher Secondary adolescent Students on the basis of mother's education in the level of stress tolerance.
5. There will be significant difference between the Higher Secondary adolescent Students from rural and urban areas.
6. There will be significant correlation between the parenting styles and stress

tolerance level of higher secondary adolescent students.

### Type of study

Survey study was utilized to make this study which used a research method relating the use of questionnaires and statistical survey to collect data from individuals about their thoughts and behavior. In statistics the outcome is known as statistically significant if that are not likely to occur by accident. In this study the researcher piloted a survey midst the Higher Secondary adolescent students to find the influence of styles of parenting taking place up on their stress tolerance. The data is exposed towards statistical analysis in order to discover the statistical significance.

### Reference Population

Reference population might be distinct in relations of examinee's age, rank, or clinical status at the period of testing, or other features. At this point, the reference population includes of Higher Secondary Adolescent Students from Pathanamthitta district Kerala.

### Sample

The representative sample is that one in which the valuation is made and its units equal to that would be found by measuring all the essentials of the population, excluding the imprecision due to the restricted extent of that sample.

### Source population

Source population encompasses persons those on the base of the defined domain beforehand, might be considered in the study. Sample of this research consisted of 270 adolescent

students carefully chosen by the method of stratified cluster sampling from the Higher Secondary Schools of the Pathanamthitta district. The sample size stood fixed consuming Kukeran Formula for the margin error of five percent, confidence level of ninety percent and response distribution of 50 %.

Table 1 offers the distribution of adolescent students in their personal characteristics.

**Table 1. Distribution of sample by personal characteristics**

Characteristics		n	%
Gender	Male	140	51.82
	Female	130	48.15
Age	16	48	17.04
	17	193	71.48
	18	24	8.89
	19	7	2.59
Parity	1	155	57.41
	2	100	37.41
	2+	15	5.56

Figure 1 illustrate percentage distribution of the adolescent students by the personal features. As per the figure percentage of females are slightly lower than that of males. Age-wise distribution specified that more than 70 per cent of the adolescent students come from the age of 17, adolescent students of 16 years encompassed of 17.04 % of the sample and adolescent students of 18 years are 8.89 percent while those of 19 years were 2.59 %.

**Table 2. Distribution of samples by their familial characteristics**

Characteristics	n	%
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Religion of the respondent	Hindu	206	76.3
	Christian	60	22.22
	Muslim	4	1.48
	Coolie/Farmer	104	38.52
	Skilled Labors	87	32.22
Occupation of Father	Business	38	14.07
	Plumber Welder	27	10
	Others	14	5.19
Education of Father	Primary	24	8.89
	High school	185	68.52
	Pre degree	32	11.85
	Degree/Diploma	29	10.74
Occupation of Mother	Housewife	244	90.37
	Govt. Employees	14	5.19
	Coolie/Farmer	12	4.44
Education of Mother	Primary	18	6.67
	High school	176	65.19
	Pre degree	59	21.85
	Degree/Diploma	17	6.3
Total Members in family	2-3	36	13.33
	4	131	48.52
	5	71	26.3
	5+	32	11.85
Locale	Rural	135	50
	Urban	135	50

Table 2 show the spreading of adolescent students by the familial features. It can be understood that around three-fourth of adolescent students belongs to Hindu religion 76.3% while per cent Christians and 1.48% Muslims.

Coolie/farmer (38.52 per cent) were the most noticeable job of fathers of the respondents, skilled Laborers consisted of 32.22% and business men by 14.07 per cent. Simultaneously 90.37 per cent mothers remained as housewives. Main stream of the fathers (68.52 per cent) and mothers (65.19 per cent) had high school education. Most of the students (48.52 per cent) had four members in their family. The sample contained equivalent number of adolescent students belonging to the rural and urban area.

## Tools

In the current study the tools used for collecting data:

1. An Inventory on Perceived Parenting Style. The inventory consisted of 24 statements. The adolescent had to answer whether she /he strongly agree, Agree, was Undecided, Disagree or strongly disagreed. The validity coefficient of the scale was 0.82 and the odd-even reliability coefficient was 0.88.
2. Stress Tolerance Scale: The scale consisted of 24 questions. The adolescent students have to reply whether she /he strongly agree, Agree, were Undecided, Disagree or strongly disagree. Split half reliability method were found to assess the reliability. The reliability score was 0.82 and the validity coefficient remained at 0.72 showing that Stress Tolerance Scale is sufficiently valid.

3. Personal Data Sheet was used to gather particulars like name, sex, age, parental employment, and their locality etc.

### Scoring

The items in both investigation, (1) An Inventory on Perceived Parenting Style (2) Stress Tolerance Scale, had five alternate replies. They are scored for positive matters, the scores stood 5, 4, 3, 2, and 1 while for the negative responses, and the scores were given as 1, 2, 3, 4 and 5, for the corresponding responses.

### Administration of the tools and consolidation of data

Next to the finalization of the tools and identifying the sample for study, data collection was arranged. A sample of 270 were selected for this study. The tools were administered individually by the investigator. Before beginning of the data collection personal willingness from each respondents for their involvement in the study was guaranteed and essential rapport were established. The researcher individually reached the respondents and rapport was established. The need for running the tools were clarified to the respondents and strict privacy was guaranteed. All doubts concerning the tools were explained. The respondents were initiated to respond to all the items and informed them that there were no time limit in taking the investigation.

All the data in various response sheets, comprising their personal data were coded statistically. This allowed easy tabulation of the score and analysis of the collected data. Each of the respondents were given an identification numeral and against that digit, the data connecting to personal data like age, gender and so on and the scores of diverse

variables were entered. The data are then combined for the statistical analysis.

### Variables

Major variables cast-off in this research were the parenting style and Stress Tolerance. The component variables of parenting styles are the Authoritarian parenting style, Authoritative parenting style, Neglectful parenting style, and the Indulgent parenting style the dependent variable was stress tolerance and the independent variable was parenting styles.

### Analysis

In this research the composed data were analyzed using diverse statistical techniques. Brief note on the chief statistical techniques hired to test the different features required to be studied are assumed below.

### Statistical techniques used for analysis

Though valid, adequate reliable, data may be, it ensures not to serve any valuable determination without it is judiciously edited, methodically classified and tabularized, scientifically analyzed, perceptively deduced and rationally resolved. The composed data were analyzed utilizing diverse statistical techniques (Garrett, 1969).

#### a. The t- test

The t-test or test of significance for alteration between means for large independent samples (Garrett, 1969) were used to equate the means between any two groups of variables. The following group was been compared in this investigation; adolescent students from urban and rural areas

If the t-value surpasses a cut-off point (depending on the degrees of freedom), the variance in means is measured significant, once the t- value is under the cut-off point, and the dissimilarity was established to be not significant. For the current study, degree of freedom (N1+ N2 -2) differs contrarily for diverse groups and henceforth the cut off points were also different.

**b. Anova**

ANOVA (Analysis of variance) is an assortment of statistical models utilized to analyze the alterations among the group means and their related procedures.

**C. Multiple regression analysis**

Multiple regression is an addition of simple linear regression. It was used when we want to forecast the value of a variable grounded on the value of two or more different variables. The variable to be predicted is termed as the dependent variable (or occasionally, the outcome, target or criterion variable). The variables used to foresee the value of the dependent variable are termed as the independent variables (or at times, the predictor, explanatory otherwise the regression variables).in this study the dependent variable was stress tolerance and the independent variable was fixed as the parenting styles.

**Outcome Variable / Stress tolerance**

In this study the depended variable and also the outcome variable is the Stress tolerance, the study Stress is just a response to a stimulus that which interrupts the physical or mental symmetry of an individual. Stress tolerance is an individual ability to ensure the jobproperly with nominal anxiety level in a stressful circumstances. These days’ adolescent students are learning in schools underneath

great aggregate of stress which might be mostly due to styles of parenting. An effort made to recognize the level of stress tolerance which the adolescent student have.

So as to determine the stress level of the adolescent student, structured and pre-tested questionnaire with twenty four statements connected to the features of stress were managed to the adolescent student sample for responding in the five-point scale. To measure the level of strength of the elements/fundamentals of stress, one sample t–test through test value 3.00 was utilized.

From the table three it is be able to see that for thirteen elements, average score remained superior than 3.00 and significance level of one-sample t-test stood below 0.05. Which specifies the thirteen elements of stress occurred significantly amongst the adolescent students. Likewise for the eight elements, the scores remained below 3.00 and significance levels stayed lower than 0.05 which specified that the eights elements of stress stood not so exhaustive among the adolescent students. The left over three elements was found to be having average sway among them.

**Table 3.Distribution of the sample by their responses to elements of stress tolerance by mean opinion score and its test of significance**

E le m e n t s *	Str ong ly dis agr ee		Dis agr ee		Ne utr al		Agre e		Str ong ly agr ee		M e a n	S t D	t	S i g .
	n	%	n	%	n	%	n	%	n	%				
E 1	7	2	8	3	8	2.9	7	2	2	1	2	1	-	0
	1	6	8	2	6	4	7	9	0	6	4	4	-	0
	.	.	.	.	.	.	.	.	.	.	.	.	.	.

		3	5			4	7	4	0	.	0
		0	9			1	4			2	0
E	0	0	3	4	1.4	9	3	1	5	4	0
2	.	0	3	8	6	5	6	9	.	.	3
	0	0	3			5	6	1	5	6	0
						6	3		9	8	0
						6	3		8	2	0
E	3	1	3	1	6.6	1	4	7	2	3	1
3	.	4	3	7	5	1	2	0	5	.	7
	8	3	3		9	5	3	8	1	2	0
						9	3	8	1	7	0
						9	3	8	1	7	0
E	2	8	7	2	5.5	9	3	6	2	3	1
4	.	1	8	5	6	1	3	6	4	.	4
	5	5	1			7	4	4	8	4	0
						0	4	4	8	4	0
						0	4	4	8	4	0
E	5	2	1	4	10.	3	1	2	7	2	1
5	.	7	5	2	00	5	2	1	.	.	-
	4	2	2	7		9	8	9	8	8	0
						6	5	9	8	5	0
						6	5	9	8	5	0
						6	5	9	8	5	0
E	2	8	6	2	7.7	8	3	7	2	3	1
6	.	8	5	1	8	8	2	6	8	.	5
	9	9	9			9	5	5	1	9	0
						9	5	5	1	9	0
						9	5	5	1	9	0
E	3	1	8	3	6.6	9	3	4	1	3	1
7	.	7	7	0	7	0	3	2	5	.	.
	0	4	4			3	5	6	0	3	7
						3	5	6	0	3	7
						3	5	6	0	3	7
E	4	1	1	3	8.5	6	2	3	1	2	1
8	.	3	2	3	2	0	2	7	3	.	.
	0	0	6			2	7	3	0	7	8
						2	7	3	0	7	8
						2	7	3	0	7	8
E	9	3	1	4	0.7	2	7	2	8	2	1

9	5	5	2	7	4	1	.	4	.	.	-	.
		.	8	.			7	4	8	8	0	1
		1		4			8		9	8	2	1
		9		1			1		8	8	1	2
												0
												0
E	1	5	7	2	8.8	1	4	4	1	3	1	0
1	6	.	3	2	9	0	0	8	7	.	.	4
	3	3		4		9	.		.	3	2	.
						9	3		7	7	2	9
						9	3		7	7	2	9
						9	3		7	7	2	9
E	1	4	6	2	14.	1	4	3	1	3	1	0
1	3	.	7	4	81	1	2	4	2	.	.	4
	8	1		8		6	.		.	3	1	.
						6	9		5	4	3	9
						6	9		5	4	3	9
						6	9		5	4	3	9
E	1	4	1	3	4.0	3	1	1	3	2	1	0
1	0	0	0	7	7	9	4	0	.	.	-	.
	8	.	2	.		9	.		7	0	1	1
						9	4		0	4	6	3
						9	4		0	4	6	3
						9	4		0	4	6	3
						9	4		0	4	6	3
E	7	2	5	2	5.9	1	4	7	2	3	1	0
1	.	7	1	1	3	1	.	2	6	.	.	1
	3	9		1		8	7		6	1	5	.
						8	0		7	1	5	.
						8	0		7	1	5	.
						8	0		7	1	5	.
E	6	2	4	1	5.5	9	3	5	2	3	1	0
1	0	2	5	6	6	2	4	8	1	.	.	1
	5	.		.		.	.		.	1	5	.
						.	.		.	1	5	.
						.	.		.	1	5	.
						.	.		.	1	5	.
E	3	1	1	3	5.1	8	2	3	1	2	1	0
1	7	3	0	9	9	0	9	3	2	.	.	-
							.		.	8	3	1
							.		.	8	3	1
							.		.	8	3	1
							.		.	8	3	1
							.		.	8	3	1
E	9	3	1	4	0.7	2	7	2	8	2	1	0

E 1 7	5 6 .	2 0 7 4	1 4 .	4 2 4 4	2 6 3	9.6 3	3 6 .	1 3 3	3 2 .	1 1 5	2 .	1 .	0 -	0 .
E 1 8	5 .	1 8 5	8 2 .	3 6 5 9	3 6 33	13. 0	1 0 1	3 7 .	4 0 4	1 4 8	3 .	1 .	4 .	0 .
E 1 9	2 5 2 6	9 .	7 1 .	2 6 3 0	1 7 0	6.3 0	9 5 .	3 5 1	6 2 9	2 5 1	3 2 9	2 .	3 3 6	4 .
E 2 0	4 2 .	1 5 5 6	1 0 4 5 2	3 8 .	4 0 81	14. 5	6 5 .	2 4 0 7	1 9 .	7 .	2 .	1 .	0 -	0 .
E 2 1	2 5 2 6	9 .	2 6 3	9 .	6 2	2.2 2	1 0 3	3 8 .	1 1 0	4 0 7 4	3 .	1 .	1 .	0 .
E 2 2	3 6 .	1 3 0 4 8	1 0 .	3 7 4 5	3 7 36	13. 2	6 2 .	2 3 2	3 2 1	1 .	2 .	1 .	0 -	0 .
E 2 3	5 .	1 8 5	6 2 2	2 5 1	5 1.8 5	7 4	7 4	2 7 .	1 8 0	6 6 6	4 .	0 .	0 3	0 .

E 2 4	1 .	0 3 7	1 4 1 9	5 .	5 5	1.8 5	1 0 6	3 9 .	1 4 .	5 4 3	4 .	0 .	0 2	0 .
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**Statements related of elements of stress**

**Types of stress tolerance**

1. The high expectations of my parents make me depressed.
2. I adjust with my family circumstances
3. When I get angry. I toss things all around at home
4. I won't quarrel with my siblings over senseless problems
5. I can't focus uninterruptedly for long hours in the studies
6. I don't get unsatisfied when teachers interrogate me
7. Even when my class mates make fun of me I remain very calm
8. I get upset when I feel that I can't adequately memories the lesson
9. I am concerned because I am not able to get decent scores
10. I sense that I may not be able to do well in the examinations
11. I can get ready in advance for my examinations
12. I often get distressed over problematic questions and waste my time

- 13. I am able to have a good sleep previously before the examination
- 14. I am worried about my physical look
- 15. I feel uncertain when I am unaccompanied
- 16. I remain cool even if somebody finds fault with me
- 17. I keep myself calm even if something goes incorrect
- 18. I don't get anxious while taking a significant decision
- 19. I don't hesitate to talk with unfamiliar person
- 20. I find it challenging to face a disturbing condition
- 21. I am reluctant to help someone in threat
- 22. I am disturbed by the quick social change taking place around me
- 23. I find trouble in regarding others
- 24. I love working in a team

Un weight mean of scores of those 24 elements in stress were calculated to characterize the level of stress amongst the adolescent students. Total mean score of stress was found to be 3.22 through a standard deviation of 0.39. Table 4 largess mean stress tolerance score by way of personal characteristics through test of significance.

**Table 4. Mean stress tolerance score by way of personal characteristics through test of significance**

Characteristics		Mean	SD	F	Sig.
Gender	Male	3.31	0.39	17.028	0.000

	Female	3.12	0.35		
Age	16	3.20	0.43	1.265	0.287
	17	3.23	0.38		
	18	3.22	0.35		
	19	2.95	0.20		
Subject	Science	3.41	0.41	48.556	0.000
	Humanities	3.10	0.31		

From Table 4, it was seen that the stress tolerance levels differ with reverence to gender and subject options of adolescent students as far as the significance levels of One-Way ANOVA (F-test) remained lower as for females (mean score = 3.12) hence boys (mean score = 3.31) have greater stress tolerance than the girls. Similarly students with science subject (mean score = 3.41) have added stress tolerance than students with humanities subject (mean score = 3.10).

**Table 5. Mean stress tolerance score through familial characteristics by test of significance**

Characteristics		Mean	SD	F	Sig.
Religion	Hindu	3.29	0.39	14.256	0.000
	Christian	3.01	0.29		
	Muslim	2.96	0.00		
Occupation of the Father	Coolie/Farmer	3.15	0.38	2.875	0.023
	Skilled	3.1	0.		

	Labors	9	43		
	Business	3.3	0.		
		4	35		
	Plumber Welder	3.3 4	0. 28		
	Others	3.3	0.		
		4	26		
Education of the Father	Primary	3.0	0.	3.43	0.0
		8	29		
	High school	3.2	0.		
		0	40		
	Pre degree	3.2	0.		
		6	33		
	Degree/Diploma	3.4	0.		
		0	38		
Occupation of the Mother	Housewife	3.2	0.	0.56	0.5
		2	38		
	Govt. Employees	3.2	0.		
		4	30		
	Coolie/Farmer	3.1	0.		
		0	51		
Education of the Mother	Primary	3.1	0.	8.07	0.0
		1	35		
	High school	3.1	0.		
		5	34		
	Pre degree	3.4	0.		
		0	44		
	Degree/Diploma	3.3	0.		
		7	39		
Locale	Rural	3.1	0.	4.35	0.0
		7	37		
	Urban	3.2	0.		
		7	40		

Table 5 denotes the mean stress score through familial characteristics by test of significance.

The table shows that the stress tolerance level among the adolescent students differs with respect to entire carefully chosen familial characteristics excluding education of their mother. Stress tolerance was recognized as to be uppermost among the adolescent Hindu students (mean score = 3.29) followed by the Christian adolescent students (mean score = 3.01) and Muslim adolescent students (mean score = 2.96).

Stress tolerance was established to be lower amongst adolescent students whose father existed as coolies/farmers (mean score = 3.15) and skilled Laborer (mean score = 3.19). Stress tolerance was found to be high for the adolescent students with fathers having higher income from their occupations. Stress tolerance among the adolescent student was found to escalate increasingly with the increase in the education level of their father. Adolescent students studying in urban area exhibit higher stress tolerance (mean score = 3.27) than those adolescent students learning in rural area (mean score = 3.17).

### Discussions & Conclusion/ the Study in Retrospect

Modern life is filled with obstructions, deadlines, and hassles. Many people stress is so common and that it have become the way of life. Stress is not permanently ruthless. Stress inside our comfort zone could help us accomplish under pressure, inspire us to do our best, even keep us harmless when endangerment looms. But, once stress converts as overwhelming, it can impair our health, mood, associations, and eminence of our life. Our capacity to tolerate stress hinge on numerous factors, comprising the eminence of our relationship and backing network and social capital, our life proficiencies, our emotional intelligence, and even inheritances.

Added significant variable that influence our ability for stress tolerance is the kind of parenting we were exposed to. Styles of parenting yield an unique set of matters for the adolescent child to compact with as soon as he or she leaves the shelter of their home. The variety of concerns springs far and wide. Society is bursting with people who experience the special effects of one or the other parenting styles. It is in this settings that the present investigation was piloted. The study attempts to discover the consequence of parenting styles on the stress tolerance of higher secondary adolescent students. Higher secondary adolescent students were designated as the sample because, as this is a period as the turning point in a teen-agers life, she/he would have to face numerous anxieties and uncertainties throughout this age.

The rudimentary objectives of the study were

1. To find out whether there exist any significant difference in stress tolerance between the Higher Secondary adolescent Students on the basis of father's occupation.
2. To find out whether there exist any significant difference in stress tolerance between the Higher Secondary adolescent Students on the basis of father's education
3. To find out whether there exist any significant difference in stress tolerance between the Higher Secondary adolescent Students on the basis of mother's occupation.
4. To find out whether there exist any significant difference in stress tolerance between the Higher Secondary adolescent Students on the basis of mother's education.
5. To find out whether there will be significant difference between the Higher Secondary adolescent Students from rural and urban areas.
6. To find out whether there will be significant correlation between the parenting styles and stress tolerance level of higher secondary adolescent students.
7. The study aimed to find out the effect of parenting styles on the stress tolerance of higher secondary adolescent students.

The samples for the study consisted of 270 Higher Secondary adolescent students, both girls and boys, of adolescent age cluster. The sample was nominated from different higher secondary schools in district of Pathanamthitta Kerala state India. The study was focused on the styles of parenting and level of stress tolerance among the higher secondary adolescent students. The data was subjected to statistical managements such as- test and anova and multiple regression analysis.

### Major findings

1. There occurs significant variance between the levels of stress tolerance among higher secondary adolescent students on the base of their father's occupation. Stress tolerance is found to be higher for the students with father having higher occupation.
2. There occurs significant variance between the levels of stress tolerance among the higher secondary adolescent students on the base of their father's education. Stress tolerance of the adolescent student was found to increase steadily with the upsurge in the education level of their father.
3. There was significant difference between the levels of stress tolerance among the

higher secondary adolescent students on the basis of mother's occupation. Higher secondary adolescent students having their mother with higher income occupation were established to have added stress tolerance.

4. There existed no significant variance in the level of stress tolerance between the higher secondary adolescent students on the basis of mother's education.
5. There was significant variance in the level of stress tolerance between the higher secondary adolescent students from rural and urban areas. Students studying in urban area have higher stress tolerance than adolescent students from the rural area.
6. There existed significant correlation amongst the different parenting styles and stress tolerance of higher secondary adolescent students. From the outcome of the data analysis it was interpreted that adolescent students exposed to *Authoritative parenting style* as well as *Neglectful parenting style* had relatively higher stress tolerance than those who were subjected to the *Authoritarian and Permissive parenting styles*.

### Policy Implications

The understanding and responsiveness accomplished through this study, in the footings of diverse variables and outcomes are supportive in appreciating the glitches faced by adolescent students. Parents, educators, trainers, and the administration ought to act in such a way equally to decrease the problems confronted by adolescent children so as to enrich their psychological health. Lesser level of stress tolerance is known to be very disruptive to an adolescent life as they sense

strong emotions of fear and concern which may not always be brought on just by the archetypal stresses of life.

Program sought to be organized at schools by which the prominence of effective styles of parenting shall be clarified and the parents can be enhanced. Parents must re-examine their own approaches and techniques of coping along with fear and anxieties in their subsistence. They ought to let their adolescent children recognize that they too experience instants of fear and are efficaciously getting through the issues because they trust in themselves and also that fear and anxiety are transitory states. Words of support and sharing of stories about successful coping display the adolescent that we have faith in their developing capability to face the qualms of life. Parents must also take care of not pressurizing their adolescent children to succeed beyond their competences. Administrative policy makers and educationalists would attempt to re-structure the educational system to enable the adolescent children to maximize their capacities in a stress free modality. They also should reflect up on the social institution of education as the part and parcel of their society - explore the potentials of 'parentedification' inside the school system.

The parents of the adolescents ought to be made conscious of suppleness and need of fine-tuning in one's styles of parenting all through the growth and development of the adolescent child. Turn out to be appropriate model and augment the adolescents self-esteem. Be reassuring to the life partner - the spouse - even amongst of trifling incongruities and cop up with the stress of the challenging up-to-date parenting.

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