

PARENTING BEHAVIORS AS A MODERATOR OF
STRESS AND FAMILY LIFE SATISFACTION
IN MINISTERS' ADOLESCENT CHILDREN

By

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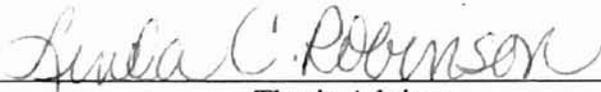
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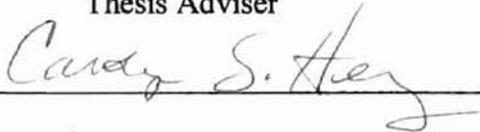
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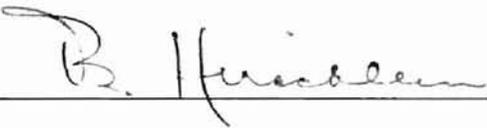
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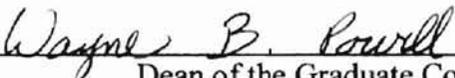
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Running Head: STRESS AND FAMILY LIFE SATISFACTION OF MINISTERS'
CHILDREN

Parenting Behaviors as a Moderator of Stress and Family Life Satisfaction of Ministers'

Adolescent Children

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Stress and Well-Being in Ministers' Adolescent Children

The study of clergy and their families is slowly becoming a topic of increasing concern (Hall, 1997). There are at least two reasons for the new interest. First, there is a heightened awareness of extremely high demands of the parsonage (Henry, Chertok, Keys, & Jegerski, 1991; Morris & Blanton, 1994; Ostrander, Henry, & Fournier, 1994). In addition to the highly visible position of clergy, the expectations placed on them multiply the demands of their position. Ministers are often required to be on call resulting in serious issues in a minister's personal and professional life. A second reason the study of clergy has gained increased attention is the realization of the impact of ministers' personal dysfunction on their ministries (Muse, 1992; Seat, Trent, & Kim, 1993; Thoburn & Balswick, 1994). Various studies report a wide range of issues related to clergy including stress, burnout, diminished marital adjustment, decreased family life satisfaction, and decreased parental satisfaction, among others (Hall, 1997). Although decreased family life satisfaction is reported as problematic for ministers' families, most studies rely on the parents' perception of their family life. Very few studies focus on the children of ministers as the unit of analysis. Due to the lack of empirical studies involving ministers' children, the purpose of this study was to look at the well-being of ministers' children. Specifically, the study examined how different dimensions of parenting behaviors moderate the relationship between stress and children's well-being in ministers' families.

Stress in Clergy and Clergy Families

The roles a minister fills, both in the family and in the church, has been the topic of a handful of studies in hopes of gaining a better understanding of stress associated with

ministering and being part of a minister's family. Many areas have been identified as stressors or as having significant effects on stress in the ministerial role.

Social expectations. Social expectations have been identified in several studies as a source of stress for clergy and their families (Blanton, 1992; Houts, 1982). "Social expectations, whether real or projected, can intimidate the clergy family and create stress" (Houts, 1982). Many ministers also report the need to prove they are hardworking to their congregation, especially following relocation (Gleason, 1977). Many ministers and ministers' families struggle with unreasonable expectations from their congregation and from denominational leaders (Blanton, 1992; Mace & Mace, 1982; Hunt, 1978; Presnell, 1977; Lee & Balswick, 1989). Hunt (1978) identified demands of the congregation as the greatest problem of the minister's family whereas Lee and Balswick (1989) found unrealistic congregation expectations as the second highest stressor for ministers.

Self expectations. Perceived high or unrealistic self-expectations was found to be a source of stress for clergy families (Blanton, 1992). Ministers were found to set unrealistic expectations for themselves (Blanton, 1992). Ministers who are overinvolved may feel the need to be all things to all people, which in turn produces stress (Gleason, 1977). Perfectionism was identified by clergy and clergy wives as a stressor to the clergy family (Gleason, 1977). Hatcher and Underwood (1990) found ministers with high self-criticism and low self esteem to have high trait anxiety which indicates probable difficulty coping with stress. Feelings of isolation were associated with stress as well as self-expectations (Gross, 1989).

Lack of privacy and intrusiveness. In studies in which the clergy family was the unit of analysis, findings reveal that these families experience constant observation by others, which is commonly referred to as “fishbowl existence” (Hall, 1997). Not only is the constant scrutiny a source of stress for many families, but it also intensifies the stress of other situations (Benda & DiBlasio, 1992; Lee & Balswick, 1989; Mace & Mace, 1982; Gleason, 1977). Clergy families report this lack of privacy to be a serious problem. Clergy families who served congregations with a high level of intrusiveness were found to have higher stress levels (Lee & Balswick, 1989). A contributing factor to intrusiveness is residing in the parsonage. Because the parsonage is church property, some church members believe they have the right to drop in anytime (Blanton, 1992). This can cause clergy families to feel their “home” is not their own.

Finances. Financial problems are one of the most commonly reported stressors for clergy families (Benda & DiBlasio, 1992). Ministry is reported to be one of the most poorly paid occupations in spite of the high level of education most clergy receive. Mace and Mace (1982) report clergy to be in the top ten percent in the nation in terms of education and to rank 325 out of 432 in the nation in terms of salary. Most clergy must face low salaries and poor benefits packages (Houts, 1982). Over half the clergy in Lee's (1986) study reported earning less than \$21,000 per year. Younger clergy were found to have the greatest financial difficulty and the least amount of tolerance for financial strain (London & Allen, 1985). Because clergy families are often expected to live in parsonages, which are provided by the church, they do not have the opportunity to own their own home. Thus, clergy may encounter additional financial difficulties because of their lack of equity (Lee, 1986). Ministers often report feeling guilty about their concern

with material matters. Ministers explain they feel they cannot go to superiors to express their need for increased salary and benefits because they are in a 'serving' position and don't want to appear materialistic (Chikes, 1968). In addition to everyday financial burdens, frequent relocation brings changes to the families financial state and moving expenses (Frame & Shehan, 1994).

Time. Time is a problem common to almost all ministers' families. Ministers often do not have enough time to do what is expected of them. Clergy also must deal with balancing time between work and family. Orthner (1986) found ministers to be away from home about twelve evenings per month. Ministers are also usually "on-call" seven days a week. Lee (1986) found fifty percent of the clergy in their study worked more than 58 hours per week. Clergy also reported not having time for study (Gleason, 1977). Lack of time with family and spouse was a common stress for ministers' spouses.

Mobility. As mentioned previously, mobility is a common occurrence for many ministers and their families (Blanton, 1992). Ministers report the need for greater attention to be given to children and spouses by the denomination when relocating (Stevenson, 1982). Some stressors associated with relocation include: "altered financial state, loss of close relationships or other social support, problems with new residence, reestablishing recreation and education patterns for children, and pressure to succeed at new job" (Ammons, Nelson, & Wodarski, 1982).

Loneliness. Loneliness is a factor for many clergy and clergy families. Clergy couples reported greater loneliness than non clergy couples (Warner & Carter, 1984). Hight's (1982) study found ministers report lack of personal friends and feelings of loneliness and isolation. Loneliness was also found to be a significant problem for

clergywomen (Lee, 1986). Female clergy may feel loneliness because of their perception of opposition to the ordination of women by others in the congregation and by denominational executives (Lee, 1986).

Boundary ambiguity. Ministers report ambiguous work boundaries (Frame & Shehan, 1994; Lee, 1988). This often occurs when boundaries are not clear between role expectations from the congregation or when the role of minister overlaps with family roles. Ministers' families may also experience boundary ambiguity if the minister is either physically or emotionally detached from the family of origin. The question of "who's in and who's out?" is an issue in the family and can lead to stress and role confusion. Minister's families can use the clarity of family communication and the clarity of boundaries to combat stress in the family (Lee, 1995). By defining clear boundaries to family and to the congregation, the minister reduces the ambiguity of the situation, gains control, and reduces stress.

Role ambiguity and role overload. Gavin (1991) found that clergy would often admit they experience role overload, but they tend to deny experiencing stress. Role ambiguity is not only a problem for ministers, but for their spouses as well. In the case of ministers, role ambiguity is a distinct problem area that leads to stress (Gross, 1989; Gleason, 1977). Ministers who experience role ambiguity may have difficulty knowing what is expected of them in their job. Because the minister's job can be dependent upon how denominational leaders view the minister, the lack of clear expectations can be a source of stress for ministers. Gross (1989) found as time spent relaxing decreases, role ambiguity increases.

Family Life Satisfaction and Children's Needs

Most studies concentrate on the minister or the minister's spouse. However, a few have explored the clergy family as a whole, and some have even ventured to examine ministers' children. In light of what research of ministers and their spouses has shown, it is safe to assume that the problems faced by ministers will spill over into their family life. As a result, family life satisfaction in the minister's family can be affected. Brown (1982) and Norrell (1989) found clergy families have difficulty in publicly acknowledging problems in the marriage and family roles for fear of being negatively judged. Clergy families who are more integrated with their church family displayed lower levels of family stress (Lee & Balswick, 1989). Integration conveys a sense of belonging and true support from a church family to a clergy family. Lee and Balswick (1989) propose that when the balance between the church family and the clergy family is in place, each has their own sense of identity, and there is greater family life satisfaction. However, when assessing family life satisfaction, it is important to include the views of all family members.

Adolescent loneliness is an important concern for clergy families. There is a need for preachers' kids (PK) to have contact with one another and share experiences (Stevenson, 1982). Ostrander and Henry (1989) found female clergy children to have a higher stress level than male clergy children. Clergy children with lower family incomes and those who had more frequent moves also experienced higher stress levels (Ostrander & Henry, 1989). Clergy children are often expected to be "model children, properly dressed, well behaved, and more knowledgeable of scripture than their peers" (Lee, 1995). Clergy children report being punished by church members in public for behavior

not expected from their own children (Lee, 1995). One child tells of an instance when a parishioner rang the doorbell to tell him to get his feet off the furniture; the view of the child in the house was not one that could be easily seen when simply passing by (Lee, 1995). Clergy families with good and frequent communication are more likely to have children who are better equipped to deal with the stresses of the ministry without rejecting their faith (Lee, 1995). The most stressful aspects of being in a clergy family are unrealistic expectations, inadequate financial income, and lack of family privacy (Lee & Balswick, 1989). The parents' degree of differentiation from children is another important issue. Parents who are over involved with their children may view their children's mistakes as a reflection of them instead of focusing on how they affect the child (Lee & Balswick, 1989).

Intrusiveness was found to be a significant predictor of marital satisfaction and parental satisfaction for both clergy and their spouses (Morris & Blanton, 1994). Minister's wives tell of being watched in the supermarket to see what kind of food they were buying with the pastor's salary (Lee, 1995). Ministers' children also report similar experiences of intrusiveness. The lack of congruence between the clergy family's understanding of their ministry and the congregation's understanding can be a significant source of stress for clergy families (Lee, 1995).

Parental Behaviors and Children's Well-Being

The question of how parents and children affect each other has been one of great debate and research over the years. There is no doubt that the parent-child dyad has an impact on the individual lives of both parent and child. This study focuses on five dimensions of parental behaviors and how they affect the well being of children in

ministers' families. Parental behaviors include induction, punitiveness, love withdrawal, and parental support. Previous research has found these dimensions of parenting behaviors to be salient in assessing adolescent well being (Barber, 1992; Peterson & Leigh, 1990).

Parental induction. Parental induction, through the use of reason, allows parents to explain to adolescents how the consequences of their actions affect themselves and others (Hoffman, 1980; Maccoby & Martin, 1983; Rollins & Thomas, 1979; Staub, 1979). Studies show that parental induction helps to encourage prosocial behavior (Hoffman, 1970; Hoffman, 1980), moral development, and higher self-esteem (Coopersmith 1967; Openshaw & Thomas, 1986; Openshaw, Thomas, & Rollins, 1983). Baumrind (1978, 1980) also found that parental induction is important in the parent-child relationship because it helps to communicate expectations to adolescents and aids in the balance between autonomy and conformity in adolescents.

Punitiveness. Punitiveness is defined as verbal or physical attempts to apply control by using reason or explanation (Hoffman, 1980; Peterson, Rollins, & Thomas, 1985). Adolescents of parents who utilize this type of parental behavior display hostility and the tendency to resist parental influence (Cartwright, 1959; Rollins & Thomas, 1979). Punitiveness was also found to impair the long-term characteristics of social competency (Hoffman, 1980; Martin, 1975; Peterson, Rollins, & Thomas, 1985). Punitiveness was found to discourage internalization of norms and self-responsibility (Kellman, 1961; Lepper, 1981; Lewis, 1983; Peterson, Rollins, & Thomas, 1985).

Love withdrawal. Threatening to disconnect or withdraw the bond between teen and parent as a form of discipline used by the parent is known as love withdrawal

(Hoffman, 1980; Steinmetz, 1979). Love withdrawal includes isolating the adolescent from parents or family or refusing to speak to the adolescent, therefore severing the connection between parent and child. Love withdrawal plays on a child's fears of losing his or her parent and is used to manipulate the adolescent's need for dependency (Peterson & Leigh, 1990).

Support. Actions such as hugging, touching, praising, approving, encouraging, helping, cooperating, expressing endearment, and spending positive time together are ways which parents can show support to their adolescent (Barber & Thomas, 1986; Ellis, Thomas, & Rollins, 1976). Support helps to encourage the connection between parent and child, aids in preparing adolescents to engage in successful interpersonal associations outside of the family, and helps adolescents to develop autonomy beyond the family (Becker, 1964; Rollins & Thomas, 1979). Support conveys a sense of worth and affection to adolescents while incorporating parents' attitudes, values, and role expectations (Rollins & Thomas, 1979).

Ecological Systems Perspective

By applying an ecological systems perspective, ministers' families can be studied in the context of their environment. Ecological systems perspective borrows the idea of non-summativity from General Systems Theory. Non-summativity, which states the whole is greater than the sum of its' parts, requires looking at the family as a whole instead of at individual members. An ecological perspective maintains the family is embedded in a larger social context and an individual cannot be taken from his or her social environment. Using an ecological systemic framework, Lee (1988) explains how the clergy family is embedded in a larger social and emotional network that includes the

microsystem and the exosystem. The microsystem is the level that includes the family members directly. The exosystem is the level in which a family member participates, but it is not directly associated with the family. Typically, the father's workplace is an exosystem that indirectly affects the family, but other family members do not participate in this level. In the case of the minister, the family may be involved in the exosystem (church) of the minister in their family. The church family may even be classified as a microsystem of the family because of the role the church family plays for the minister's family. For minister's families, the church family can serve on two levels, microsystem and exosystem. This occurrence, known as "microsystem/exosystem boundary ambiguity," can be confusing to family members as they struggle to understand their role in both levels. In order for the minister's family to function, there must be a distinctness of system boundaries (Lee, 1988). Boundary ambiguity between systems creates confusion concerning expectations of family members. In essence, family members do not have a clear sense of what is expected of them in their nuclear family or their church family because it is not clear where one family ends and the other begins. The lack of clear expectations can lead to a break down in the functioning of the system. Within the family system each member has a unique role, which serves a vital part in the functioning of the system. When a family member's role is not clearly defined or when the system is not clearly defined, the members are unsure of their role in the functioning of the system. As family members lose confidence in their role in the family the functioning of the family is affected.

Hypothesis

The occurrence of microsystem/exosystem boundary ambiguity creates stress in the family of the minister. Lee (1995) found that ministers' families can help reduce stress by implementing clear communication patterns and clear boundaries. The current study takes Lee's finding one step further by looking at other dimensions of parenting behavior and how those affect stress and well-being in ministers' children. In the current study, it is hypothesized that the relationship between stress in ministers children (predictor variable) and family life satisfaction of ministers' children (criterion variable) to be moderated by each of the five dimensions of parenting behaviors (positive induction, negative induction, support, love withdrawal, punitiveness). *Therefore, it is hypothesized that there will be a negative relationship between stress and adolescent family life satisfaction, a positive relationship between positive parenting behaviors (support and positive induction) and adolescent family life satisfaction, and a negative relationship between negative parenting behaviors (negative induction, punitiveness, and love withdrawal) and adolescent family life satisfaction. It is also hypothesized there will be a significant interaction between adolescents' perceptions of stress and dimensions of parenting behaviors in predicting the well-being of children in Church of Christ clergy families.*

Methodology

The current study is exploratory in nature, due to the minimal amount of empirical research on ministers' children. The purpose of this study was to gain a better understanding of how children in ministers' families view their families. It was anticipated that the results of this cross-sectional study, with ministers' children as the

unit of analysis, could also be used to further program development in the area of pastoral care. The survey design of the study was chosen because perceptions of multiple respondents were assessed.

Sampling procedure. A list of all Churches of Christ in metropolitan areas of the southern United States, including California, New Mexico, Nevada, Arizona, Texas, Oklahoma, Louisiana, Tennessee, Georgia, Florida and South Carolina, was compiled using a list of metropolitan area population estimates from the U.S. Bureau of the Census (1997) and the Churches of Christ in the United States directory (Lynn, 1997). A total of 500 Churches of Christ were chosen by random sample to represent churches in metropolitan areas of the southern United States. Only churches from metropolitan areas, as defined by the U.S. Bureau of the Census (1997), were chosen to control for differences in rural versus urban congregations (Lee & Balswick, 1989). The churches were chosen at random by a computer-generated list.

A packet containing a self-administered questionnaire and consent forms was mailed to each minister's family along with a postage paid return envelope and instructions for parents not to discuss the study with their child until after the questionnaire had been returned. The study required the minister to be employed full-time as a pulpit minister and for the minister to be married with at least one child, aged thirteen to eighteen, living at home. Only one child per family was allowed to participate in the study. For families who have more than one eligible child, the youngest qualifying child was asked to complete the questionnaire. Approximately one half of the ministers contacted were expected to qualify for the study.

Anonymity was provided to all participants in the study by the assigning of an identification number to each participant prior to mailing out the questionnaire. Identification numbers were removed from the questionnaires upon receipt and before the data was analyzed. Questionnaires were mailed out in the spring of 1999. Previous studies concerning ministers' families have resulted in low response rates. Due to the possibility of a low response rate in the current study, participants were also given the option to complete the questionnaire via the Internet. A web page was set up so participants could log on using the identification number printed on their questionnaire along with a passcode assigned to them in their packet. Once the identification number was confirmed, the questionnaire became available to complete and send back to the author. Only participants in the study were able to access and complete the questionnaire. Identification numbers of participants who logged on and completed the survey were maintained in a separate database than participant responses. All participants received a check for \$10. The results were expected to be generalizable to the families of all Church of Christ ministers employed full time in metropolitan areas of the United States.

As with previous studies including clergy families, response rates were low. Of the 500 questionnaires sent out, 30 (6%) were returned because of either an incorrect address or no forwarding address. Five (1%) questionnaires were completed and returned and 13 (2.6%) ministers or congregations responded by indicating they were unable to participate because they did not meet the qualification for the study. Although most of the correspondence received was from ministers or congregations not eligible to participate, notes and letters expressing encouragement, personal stories, and the desire to participate in future studies were also sent. The lack of ministers with children living at home can

possibly be attributed to the focus on urban areas. It is possible that younger ministers begin their ministry in smaller communities while more experienced ministers can be found employed by larger congregations often found in metropolitan areas. Shifting the focus to rural areas may have provided more opportunities for participation. Another factor in low response rates could be attributed to the timing of the study. Late spring tends to be a busy time for many students and families. Mailing the packet earlier in the year or after school was out may have resulted in higher response rates. Due to the low response rate, it was determined that conducting a convenience sample could help increase the number of participants in the study.

Four ministers, two from Houston, Texas, and two from Oklahoma City, Oklahoma, were contacted and asked to aid in contacting eligible ministers. Three of the four ministers agreed to distribute packets at area wide ministers' meetings in their local area. Ten packets were mailed to each of the three participating ministers (30 total) for distribution. The Bible department at Oklahoma Christian University in Oklahoma City, Oklahoma was also contacted for assistance. The department provided a list of 14 ministers who met the qualifications for the study. Each of these ministers was contacted by phone and asked if their children could participate. Ten of the 14 ministers agreed to allow their children to participate by providing their children's names and their home address. Ten packets were sent directly to the ministers' children and three were returned. The remaining seven children, whose packets were not received, were then contacted by phone. Four children completed the questionnaire over the telephone. None of the packets presented at the area wide meetings were returned. A total of 540 packets were

distributed and 12 (2.2%) were completed and returned, five (.01%) from the original mailing and 7 (1.3%) from follow up efforts.

Measurement. The Stressors of Clergy Children and Couples (SOCC-C) was used to measure stress in ministers' children (Ostrander, Ceglian, & Fournier, 1993). The SOCC-C is a short version of the Stressors of Clergy Children Inventory, containing nineteen items opposed to the original 58. Sample questions include: (a) "The time our family spends praying/reading" and (b) "Lack of privacy in our home." Participants were asked to rate how upset they were on a scale ranging from 0 = *does not apply* to 5 = *very concerned*. The SOCC-C has been tested for reliability (Cronbach's alpha = .80, this sample .84) and validity and proven useful in evaluating stress in ministerial families and their individual family members (Ostrander et al., 1993).

Well-being of children was assessed by the Adolescent Family Life Satisfaction Index (Henry, Ostrander, & Lovelace, 1992). The index is a 13 item questionnaire in which adolescents reported satisfaction with aspects of family interaction and has been found to be reliable in measuring family life satisfaction of adolescents (Cronbach's alpha = .90, this study .91). Sample questions include (a) "I am satisfied with how much my parents approve of me and things I do" and (b) "I am satisfied with the ways my parents want me to think and act." Response choices range from 1 = *strongly disagree* to 5 = *strongly agree*.

Parental behaviors were assessed using subscales of the Parental Behaviors Measure (Peterson, 1982). Participants were asked to rate both parents on a total of eighteen items to measure five dimensions of parenting behavior (positive induction, negative induction, support, love withdrawal, punitiveness). Sample questions include (a)

“This parent punishes me by not letting me do things that I really enjoy” to assess punitiveness and (b) “This parent tells me how much s/he loves me” to measure support. Responses range from “strongly disagree” to “strongly agree.”

Results

Participants (n=12) ranged in age from 13 to 18 (mean 16), including seven males and five females. Stress levels ranged from .32 to 3.16 (mean 1.65) indicating low to moderate stress. In examining the relationship between stress and family life satisfaction one participant reported a high stress score and a high family life satisfaction score. Positive parenting behaviors (support and positive induction) were also reported by this participant, which could possibly account for the higher family life satisfaction score. The higher positive parenting score in conjunction with the high stress score indicates that it is likely other variants besides parenting behaviors are related to the level of stress experienced by adolescents.

The mean, standard deviation, theoretical range, and actual range for each predictor and criterion variable are presented in Table 1. All participants reported higher positive parental behavior scores (positive induction 3.20-4.80; support 3.13-5.00) and higher family life satisfaction scores (2.38-5.00). Negative induction scores were broad, ranging from 1.50 to 5.00 (reversed), while love withdrawal scores ranged from 2.25 to 5.00 (reversed) and punitiveness scores ranged from 2.14 to 4.57 (reversed). While various sources of stress were reported, the most commonly reported include: being told how to act by other church people, being criticized by others, death of a family member, and moving. There appears to be participants dealing with issues commonly associated with ministers' families such as lack of privacy, intrusion, financial difficulties, and

frequent moving. Other participants seem to either not face these issues or are able to effectively cope with them.

Although no significant relationships between adolescent family life satisfaction and stress or parenting were found in the combined parental bivariate correlations, a negative relationship between stress and negative induction was found to be significant in combined parent scores (see Table 2). This finding suggests high stress levels as reported by ministers' children are related to perceptions of higher levels of parental negative induction. A significant relationship between stress and punitiveness was also apparent, implying a relationship between the two variables according to ministers' children. A significant relationship between negative induction and punitiveness was also found. Because both variables were reverse coded, perceptions of higher parental punitiveness were related to perceptions of higher negative induction.

Due to the paucity of significant relationships between variables for total parent scores on the Parental Behavior Measure, it was determined to examine the relationships for mothers and fathers separately. Stress was found to be significantly and negatively related to mothers' negative induction, as well as mothers' punitiveness (see Table 3). These findings suggest perceptions of higher levels of both punitiveness and negative induction displayed by the mother is related to higher levels of stress reported by ministers' children. There also was a significant relationship between mothers' punitiveness and negative induction. For fathers, negative significant relationships between stress and perceptions of both negative induction and love withdrawal were found (see Table 3). This suggests adolescents who see their fathers as using high levels of negative induction or love withdrawal report higher stress.

Table 1 about here

Table 2 about here

Table 3 about here

Table 4 about here

Due to the relationships found between stress and some parenting behaviors (negative induction, punitiveness, and love withdrawal), the interactions between stress and parenting behaviors in relation to adolescent family life satisfaction were examined. Hierarchical multiple regressions were conducted for mothers and fathers separately (see Tables 5 and 6).

None of the interactions were significant for fathers. For mothers, only the interaction between stress and punitiveness was found to be significantly related to adolescent family life satisfaction in their children ($F = 4.49, p \leq .05$). Plotting the regression lines (Holmbeck, 1989) revealed, in children reporting low stress, lower levels

of punitiveness were related to higher family life satisfaction. In children reporting high stress levels, lower levels of punitiveness were related to lower family life satisfaction (see Table 7).

Table 5 about here

Table 6 about here

Table 7 about here

Discussion

As with previous studies of clergy families, low response rates plague the collection of empirical data and prevent further analyses. It is unclear why such low response rates occur in clergy studies. Perhaps low response rates is an indication of the lack of time and lack of privacy expressed by the few who are willing to participate in these studies. In hopes of preventing lack of privacy and lack of time, researchers are asking for that very thing, for ministers or their family members to take precious time to answer personal and private questions. Perhaps a more effective approach would be to target educators of clergy. By advocating the education of clergy to include dealing with

issues such as time, stress, boundary ambiguity, and role ambiguity, the next generation of clergy will be better equipped to handle issues in a healthy manner.

Preliminary findings seem to support earlier research in this area. Ministers' children are reporting dealing with the stressors identified by earlier studies such as relocation and financial issues, although stress levels in this sample were not extremely high (Stevenson, 1982, Benda & DiBlasio, 1992). Tables with the frequencies of subjects can be found in Appendix F. While the results of the study do not present a clear picture of the effect of positive parenting behaviors (support and positive induction) on family life satisfaction, it does appear negative parenting behaviors (negative support, love withdrawal, and punitiveness) may contribute to a decrease in family life satisfaction. These findings support the findings of previous literature concerning the effect of parenting behaviors on children (Peterson & Leigh, 1990). A larger sample could have possibly provided more detailed information about ministers' families and the relationships among parental behaviors, stress, and adolescent family life satisfaction.

Remembering the minister's family is likely to have some role confusion and boundary ambiguity, it is possible that, in times of stress, punitiveness is viewed by adolescents as a form of structure in the family system. This may explain the relationship between low adolescent family life satisfaction scores and nonpunitiveness in mothers for adolescents reporting higher levels of stress. Another possible explanation could be that mothers are trying to compensate for the high stress levels in their children by refraining from punitive behavior.

Limitations of this study included a low response rate resulting in a small sample size. A larger sample would be necessary to gain a more complete understanding of

ministers' families. Future study should include longitudinal studies of ministers and their families who have been taught skills to deal with possible issues before entering the ministry. Another interesting study might include providing support groups for clergy and their families by other clergy members who are qualified. Ministers and their families may be more willing to share personal information and problems with other clergy members than with researchers. Another limitation of this study was the lack of resources for reaching ministers and their children. Congregation names and phone numbers were available, but the names of the ministers were not. A fruitful approach for future studies would be to obtain an alumni list from a ministers' program at the university level. Contacting ministers by telephone proved to be an excellent way of getting responses. All of the ministers contacted by telephone encouraged making contact with their children for participation, although not all children returned their surveys. Focusing on urban areas could have also hindered this study. It is possible that younger ministers are located in rural areas, while ministers with more experience reside in urban areas. Due to younger ministers living in rural areas, the population of ministers' adolescent children may therefore be greater in rural areas.

Understanding the relationships between parenting behaviors and adolescent family life satisfaction and stress could prove to be of great service to ministers and their families, as well as to the congregations they serve. This attempt to look inside the minister's home has provided a glimpse of how a minister's family functions and can learn to function in spite of the unique stresses they face. As more empirical data is gathered, perhaps a clearer picture of children in clergy families can be examined to help determine the needs for future education.

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Table 1

Means, Standard Deviations, Theoretical Range, and Actual Range

Variables	Theoretical Range	Actual Range	Mean	SD
Stress	0-6	.32-3.16	1.65	.80
AFLS	1-5	2.38-5.00	3.27	1.10
Pos. Induction Mom	1-5	3.20-4.80	4.13	.48
Pos. Induction Dad	1-5	3.20-4.80	4.08	.53
Pos. Induction	1-5	3.20-4.80	4.10	.50
Neg. Induction Mom ^a	1-5	1.50-5.00	3.27	1.09
Neg. Induction Dad ^a	1-5	1.50-5.00	3.46	1.00
Neg. Induction Both ^a	1-5	1.50-5.00	3.36	1.04
Support Mom	1-5	3.25-5.00	4.50	.59
Support Dad	1-5	2.75-5.00	4.52	.73
Support Both	1-5	3.13-5.00	4.51	.65
Punitiveness Mom ^a	1-5	2.14-4.57	3.46	.89
Punitiveness Dad ^a	1-5	2.14-4.57	3.75	1.17
Punitiveness Both ^a	1-5	2.14-4.57	3.60	.96
Love Wdraw Mom ^a	1-5	1.00-5.00	4.13	1.15
Love Wdraw Dad ^a	1-5	1.00-5.00	4.29	1.03
Love Wdraw Both ^a	1-5	2.25-5.00	4.20	1.03

n=12 ^a indicates reverse coding (e.g., A high stress score on punitiveness indicates perceptions of low punitive behaviors.)

Table 2

Correlations Among Variables (Total Parent Scores) (n=12)

Variables	1	2	3	4	5	6	7
1. Stress	1.00						
2. AFLS	-.51	1.00					
3. Positive Induction	.12	-.19	1.00				
4. Negative Induction ^a -.67*		.34	-.42	1.00			
5. Support	-.33	.30	.31	.43	1.00		
6. Punitiveness ^a	-.45	-.14	-.21	.58*	.11	1.00	
7. Love Withdrawal ^a	-.42	.09	.30	.31	.17	-.43	1.00

* $p < .05$ ^a indicates reverse coding (e.g., A negative correlation between stress and punitiveness indicates that higher levels of stress are related to perceptions of higher levels of punitive behaviors.)

Table 3

Correlations Among Variables for Adolescent Family Life Satisfaction (Mothers) (n=12)

Variables	1	2	3	4	5	6	7
1. Stress	1.00						
2. AFLS	-.52	1.00					
3. Positive Induction	.01	-.15	1.00				
4. Negative Induction ^a	-.72*	.33	-.42	1.00			
5. Support	-.40	.28	.24	.51	1.00		
6. Punitiveness ^a	-.64*	.03	-.11	.65*	.50	1.00	
7. Love Withdrawal ^a	-.16	-.19	.33	.18	.05	.46	1.00

* $p < .05$ ^a indicates reverse coding (e.g., A negative correlation between stress and punitiveness indicates that higher levels of stress are related to perceptions of higher levels of punitive behaviors.)

Table 4

Correlations Among Variables for Adolescent Family Life Satisfaction (Fathers) (n=12)

Variables	1	2	3	4	5	6	7
1. Stress	1.00						
2. AFLS	-.52	1.00					
3. Positive Induction	.01	-.22	1.00				
4. Negative Induction ^a -.60*	.35		-.39	1.00			
5. Support	-.26	.29	.35	.39	1.00		
6. Punitiveness ^a	-.25	.05	-.25	.44	.45	1.00	
7. Love Withdrawal ^a -.66*	.03		.23	.39	.23	-.13	1.00

* $p < .05$ ^a indicates reverse coding (e.g., A negative correlation between stress and punitiveness indicates that higher levels of stress are related to perceptions of higher levels of punitive behaviors.)

Table 5

Hierarchical Multiple Regressions for Adolescent Family Life Satisfaction (Mothers) (n=11)

	Positive Induction		Negative Induction ^a		Support		Punitiveness ^a		Love Withdrawal ^a	
	DR ²	β	DR ²	β	DR ²	β	DR ²	β	DR ²	β
STEP 1	.27		.27		.27		.27		.27	
Stress		-.52		-.52		-.52		-.52		-.52
STEP 2	.01		.01		.00		.04		.12	
Stress		-.51		-.61		-.49		-.68		-.57
Parenting Behavior		-.13		-.14		-.06		-.26		-.36
STEP 3	.01		.25		.15		.35		.17	
Stress		-1.30		.86		4.99		2.44		.64
Parenting Behavior		-.36		.89		1.54		1.36		.46
Stress*Parenting Behavior		.83		1.15		-5.09		-2.51*		-1.42
	R ²	.29		.53		.42		.66		.56
	F	.94		2.59		1.71		4.49*		2.96

n=11 *p<.05 ^a indicates reverse coding

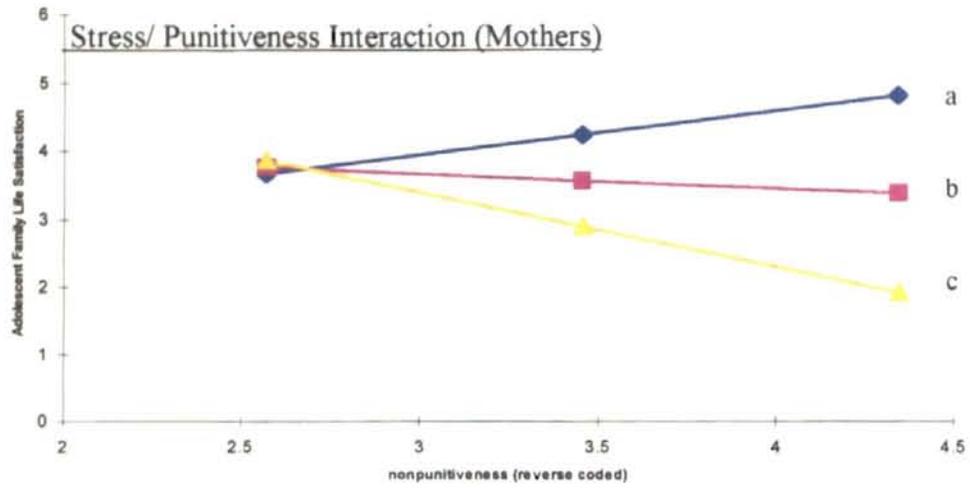
Table 6

Hierarchical Multiple Regressions for Adolescent Family Life Satisfaction (Fathers) (n=11)

	Positive Induction		Negative Induction ^a		Support		Punitiveness ^a		Love Withdrawal ^a	
	DR ²	β	DR ²	β	DR ²	β	DR ²	β	DR ²	β
STEP 1	.27		.27		.27		.27		.27	
Stress		-.52		-.52		-.52		-.52		-.52
STEP 2	.01		.00		.02		.00		.23	
Stress		-.51		-.49		-.48		-.53		-.93
Parenting Behavior		-.13		.04		.16		-.06		-.64
STEP 3	.01		.19		.05		.23		.05	
Stress		-1.31		1.36		2.56		1.93		-.11
Parenting Behavior		-.36		1.31		1.28		1.79		-.06
Stress*Parenting Behavior		.83		-1.54		-2.96		-2.73		-.65
	R ²	.29		.46		.34		.50		.52
	F	.94		1.96		1.22		2.29		2.57

n=11 *p<.05 ^a indicates reverse coding

Table 7



a = STRESS LOW b = STRESS MEDIAN c = STRESS HIGH

September 7, 1999

Dear Minister,

Thank you for taking the time to look over this packet. I am a member of the church and a graduate student in Family Relations and Child Development at Oklahoma State University. I am currently conducting research dealing with church of Christ minister's families, in particular how parenting behaviors can moderate well being and family life satisfaction in minister's adolescent children. The purpose of this study is to take the first step in understanding the minister's family. Although few comprehensive studies of ministers and their families have been conducted, the current results are shocking. Low marital satisfaction, low family life satisfaction, loneliness, extreme stress, narcissism, mental illness, and sexual abuse are among the issues ministers and their families report. In addition, ministers are one of the most educated groups in the U.S. and also one of the lowest paid. Many minister's families deal with lack of privacy and respect from their congregation. My hope is to help increase awareness of the unique role a minister and his family fills and to provide minister's families with the resources needed to fill these roles. While the literature tends to group denominations together when conducting studies, there is evidence of differences between denominations. I have chosen to look specifically at the church of Christ in order to understand the issues church of Christ ministers and their families may be facing, so that steps to improve these issues can be taken, if necessary. I would like to add that the funding for this project was provided several members of the church of Christ.

In order for your family to participate in this study, you must be a full-time minister, you must currently be married, and you must have at least one child aged 13-18 living in your home. Included in the packet are 4 questionnaires to be filled out by your child. If you have more than one child between 13 and 18, please ask the youngest willing child to participate. Also included are two consent forms, one for you and one for your child. The consent form contains more detailed information about the study, including confidentiality issues and numbers for you to call in you have questions or concerns. Please feel free to look over the questionnaires before you sign the consent form, but please wait to discuss answers until after your son or daughter has completed the packet. You and your child must both sign and return your respective consent forms in order to participate in the study. You or your child is free to withdraw from this study at anytime by contacting me at (405) 624-6637.

Thank you very much for your time, it is greatly appreciated.

In Him,

Carrie Cutshall

INFORMED CONSENT FORM FOR PARTICIPANTS

I _____, agree to participate in the following research study
(print name)

conducted by Carrie Cutshall. I understand that my participation in this project will involve answering questions about stresses in my life, about satisfaction with my family life, and about the way my parents act. I will be asked to fill out the questionnaires included in this packet, which will take approximately 30 minutes to complete. I understand the answers will be used as a part of a study on how parental behaviors can affect stress and well-being in ministers' children. I also understand that I may choose to complete my questionnaires on-line instead of filling out the forms by hand. I understand if I choose to complete my questionnaires on-line, I still must return this signed consent form and my parents signed consent form.

This study is designed to help understand how the way parents act affects ministers' children. The results of this study will be used to aid in the development of resources for ministers' families and to provide a better understanding of the unique situation many ministers' families deal with.

I understand that I am not to ask for help to talk about the answers to these questions until the packet has been returned. I understand that if I am one of the first 30 people to return my packet, I will receive a check for \$10.

ASSURANCE OF CONFIDENTIALITY

My own name will not be identified with any data collected in the study and responses will be considered for confidential research use only. I understand this consent form will be kept within a locked file cabinet in a secured office and will also be kept separate from my answers. My answers will be viewed only by members of the current or future research teams who are authorized by the project director and who have signed an agreement to assure the confidentiality of information about the participants. I understand that my participation is voluntary, that I am free to not answer any question that makes me feel uncomfortable, that there is no penalty for refusal to participate, and that I am free to drop out of this project at any time without penalty after notifying the project director.

If I have any questions, I may contact **Carrie Cutshall** at **(405) 624-6637** or **Linda Robinson, Ph.D.** at **(405) 744-8356**. I may also contact **Sharon Bacher**, IRB Executive Secretary, Oklahoma State University, 305 Whitehurst, Stillwater, OK 74075; **(405) 744-5700** as a resource person.

I have read and fully understand this form. I sign it freely and voluntarily. I understand a copy of this form has been included for me to keep for future reference.

Signed: _____
(signature of participant)

Signed: _____
(signature of researcher)

Demographics Information

Complete the following items:

How old are you? _____ years old

What is your grade in school? Circle your answer

6 7 8 9 10 11 12

What is your sex? Circle your answer

1 Male 2 Female

What is your race? Circle your answer

1 Black 3 White 5 Mexican American (Hispanic)
2 Asian 4 American Indian 6 Other _____

Which of the following best describes your biological parents? Circle your answer

1 Married 3 Separated 5 Single
2 Divorced 4 Widowed 6 Other, please explain _____

Which of the following best describes the parents or guardians with whom you live? Circle your answer

1 Both biological mother and biological father 4 Biological father only
2 Biological father and stepmother 5 Biological mother only
3 Biological mother and stepfather 6 Adoptive mother and adoptive father
7 Some other person or relative. Please describe

For this section answer questions about the parent(s), stepparent(s), or guardian(s) with whom you are currently living.

What is the current employment status of your mother/stepmother (female guardian)? Circle your answer.

1 Full-time (more than 35 hours per week) 4 Not employed
2 Part-time (less than 35 hours per week) 5 Not applicable (no mother figure)
3 Not-employed, looking for work 6 Do not know

If your mother/ stepmother (female guardian) is employed, what is her job title? Please be specific

What does your mother/stepmother (female guardian) do? Please give a full description such as "teaches chemistry in high school" or "works on an assembly line where car parts are made."

Circle the highest level in school that your mother/stepmother (female guardian) has completed.

- | | |
|---------------------------------------|--|
| 1 Completed grade school | 5 Some college, did not graduate |
| 2 Some high school | 6 Graduated from college |
| 3 Graduated from high school | 7 Post college education (graduate school) |
| 4 Vocational school after high school | 8 Other training after high school |
| | 9 Do not know |

Circle the highest level in school that your father/stepfather (male guardian) has completed.

- | | |
|---------------------------------------|--|
| 1 Completed grade school | 5 Some college, did not graduate |
| 2 Some high school | 6 Graduated from college |
| 3 Graduated from high school | 7 Post college education (graduate school) |
| 4 Vocational school after high school | 8 Other training after high school |
| | 9 Do not know |

On the average, how many hours per day is your father/stepfather (male guardian) at home, not counting sleep hours?

- | | |
|-------------------------------|-------------------------------|
| 1 Less than 30 minutes a day | 4 Between 2 and 5 hours a day |
| 2 About one hour a day | 5 More than 5 hours |
| 3 Between 1 and 2 hours a day | 6 Not applicable |

On the average, how many hours per day is your mother/stepmother (female guardian) at home, not counting sleep hours?

- | | |
|-------------------------------|-------------------------------|
| 1 Less than 30 minutes a day | 4 Between 2 and 5 hours a day |
| 2 About one hour a day | 5 More than 5 hours |
| 3 Between 1 and 2 hours a day | 6 Not applicable |

How much time does your father/stepfather (male guardian) actually spend with you personally (include any time that you are together working on projects, chores, etc.)

- | | |
|--------------------------------|---------------------|
| 1 15 minutes a day or less | 4 1-2 hours a day |
| 2 15-30 minutes a day | 5 More than 2 hours |
| 3 30 minutes to one hour a day | 6 Not applicable |

How much time does your mother/stepmother (female guardian) actually spend with you personally (include any time that you are together working on projects, chores, etc.)

- | | |
|--------------------------------|---------------------|
| 1 15 minutes a day or less | 4 1-2 hours a day |
| 2 15-30 minutes a day | 5 More than 2 hours |
| 3 30 minutes to one hour a day | 6 Not applicable |

This section deals with your siblings both in and outside of your home – brother(s)/ sister(s), stepbrother(s)/stepsister(s), adopted brother(s)/adopted sister(s), half brother(s)/half sister(s).

List the relationship and age of each sibling and whether or not he/she currently lives in your home.

	Relationship	Age	In Home? (Y or N)
# of siblings _____	_____	_____	_____
# of step siblings _____	_____	_____	_____
natural birth order _____	_____	_____	_____
birth order including step siblings _____	_____	_____	_____

If you are one of the first 30 people to return your completed packet, you will receive a check for \$10. In order to receive your check, you will need to fill out the following information. This portion of your form will be removed as soon as it arrives in the mail and sent to the finance department at Oklahoma State University where your check will be issued. All the blanks must be filled in for you to receive your money.

Name: _____ Social Security Number _____

Address: _____

City, State _____ Zip _____

Signature: _____

Stressors of Clergy Children and Couples (SOCC-C)

Directions: Some of the things in the list below have happened to you and some have not. All can be upsetting, and you know the feeling. Please think about each thing, and decide if this really happened to you at some time or not.

If any of the things on the list below did happen to you, please circle how upset you are about this or were when it happened. There should only be one answer circled at the most for each question or statement. If something did not happen to you leave that question blank.

Example: Have my bicycle stolen. I think for a moment and remember this happened to me. It upset me quite a bit, so I circle "quite upset." Remember, there should only be one number circled for each question.

	No	Not Upset	Little Upset	Some what Upset	Quite Upset	Very Upset
1. The death of a close relative	0	1	2	3	4	5
2. The time our family spends praying/reading the Bible together	0	1	2	3	4	5
3. The parents in our family fight	0	1	2	3	4	5
4. The minister in our family is gone a lot on weekends and on evenings when the children and other parent are home	0	1	2	3	4	5
5. Lack of privacy for our family	0	1	2	3	4	5
6. How our neighborhood/town thinks ministers' families should behave	0	1	2	3	4	5
7. Whether or not the minister in our family practices what he preaches	0	1	2	3	4	5
8. Another family member's emotional or mental health	0	1	2	3	4	5
9. Moving	0	1	2	3	4	5
10. Being criticized	0	1	2	3	4	5
11. Both parents work because we need the money	0	1	2	3	4	5
12. Both parents work	0	1	2	3	4	5
13. Whether or not I can ask for help if I feel sick	0	1	2	3	4	5
14. The way I am allowed or not allowed to be angry or show any other negative emotions (sadness, mad, hate, or such)	0	1	2	3	4	5

15. Being told how to act by church people	0	1	2	3	4	5
16. Feeling all alone or different from other people my age	0	1	2	3	4	5
17. The parent(s) in our family are divorced or talk about getting divorce	0	1	2	3	4	5
18. Not having a really good, close friend	0	1	2	3	4	5
19. Whether or not the church or the family is more important to the minister in our family	0	1	2	3	4	5

Adolescent Family Life Satisfaction Index

Directions: Think about the family members living in your home (include stepfamily members or guardians). Decide how you feel about each statement and circle your answer as follows:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

When I think about my parent(s)/stepparent(s)/guardian(s) (include only those present in your home).

I am satisfied with:

how much my parent(s) approve of me and the things I do.....	1	2	3	4	5
the amount of freedom my parent(s) give me to make my own choices..	1	2	3	4	5
the ways my parent(s) want me to think and act.....	1	2	3	4	5
the amount of influence my parent(s) have over my actions.....	1	2	3	4	5
the ways my parent(s) try to control my actions.....	1	2	3	4	5
my parents' relationship with each other.....	1	2	3	4	5
my overall relationship with my parent(s).....	1	2	3	4	5

When I think about my brother(s) and/or sister(s) (include stepbrother(s)/sister(s) if present in your home),

I am satisfied with:

how much my brothers and/or sisters approve of me and the things I do	1	2	3	4	5	no sibling
the amount of freedom my brothers and/or sisters give me to make my own choices.....	1	2	3	4	5	no siblings
the ways my brothers and/or sisters want me to think and act.....	1	2	3	4	5	no siblings
amount of influence my brothers and/or sisters have over my actions.....	1	2	3	4	5	no siblings
the ways my brothers and/or sisters try to control my actions.....	1	2	3	4	5	no siblings
my overall relationship(s) with my brothers and/or sisters.....	1	2	3	4	5	no siblings

Parental Behavior Checklist

Directions: Think about your relationship with your mother/stepmother (or female guardian) and father/stepfather (or male guardian). RESPOND REGARDING THE FAMILY WITH WHOM YOU LIVE. Using the scale below, circle the answer that best describes your thoughts and feelings about each parent/stepparent (or guardian).

SD	D	N	A	SA
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

This parent explains to me that when I share things with other family members, that I am liked by other family members.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent seems to approve of me and the things I do.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent tells me that if I loved him/her, I would do what s/he wants me to do.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent says nice things about me.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent tells me about all the things s/he has done for me.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent will not talk to me when I displease him/her.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent tells me that I will be sorry that I wasn't better behaved.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parents explains to me how good I should feel when I do what is right.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent tells me that someday I will be punished for my behavior	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent is always finding fault with me.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent physically disciplines me.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent punishes me by sending me out of the room.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
Over the past several years, this parent has explained to me how good I should feel when I share something with other family members.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent complains about my behavior.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA

This parent tells me how good others feel when I do what is right.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent punishes me by not letting me do things with other teenagers.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent explained to me how good I should feel when I did something that s/he liked.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent tells me how much s/he loves me.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent does not give me any peace until I do what s/he says.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent punishes me by not letting me do things that I really enjoy.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent avoids looking at me when I have disappointed him/her.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA
This parent has made me feel that s/he would be there if I needed him/her.	Mother	SD	D	N	A	SA
	Father	SD	D	N	A	SA

Frequencies of Positive Induction for Fathers (n=12)

Score	Frequency	Percent
3.2	1	8.3
3.4	2	16.7
3.8	1	8.3
4.0	1	8.3
4.2	2	16.7
4.4	2	16.7
4.6	2	16.7
4.8	1	8.3
Total	12	100.0

Frequencies of Negative Induction for Fathers (n=12)

Score	Frequency	Percent
1.5	1	8.3
2.0	1	8.3
3.0	2	16.7
3.5	3	25.0
3.75	2	16.7
4.5	2	16.7
5.0	1	8.3
Total	12	100.0

Frequencies of Support for Fathers (n=12)

Score	Frequency	Percent
2.75	1	8.3
3.25	1	8.3
4.5	1	8.3
4.75	5	41.7
5.0	4	33.3
Total	12	100.0

Frequencies of Punitiveness for Fathers (n=12)

Score	Frequency	Percent
2.14	1	8.3
2.29	1	8.3
2.54	1	8.3
2.71	1	8.3
2.86	1	8.3
3.29	1	8.3
3.86	1	8.3
4.0	1	8.3
4.29	2	16.7
4.43	1	8.3
4.57	1	8.3
Total	12	100.0

Frequencies of Love Withdrawal for Fathers (n=12)

Score	Frequency	Percent
1	1	8.3
3	1	8.3
3.5	2	16.7
4.5	1	8.3
5.0	7	58.3
Total	12	100.0

Frequencies of Positive Induction for Mothers (n=12)

Score	Frequency	Percent
3.2	1	8.3
3.4	1	8.3
3.8	1	8.3
4.0	2	16.7
4.2	2	16.7
4.4	2	16.7
4.6	2	16.7
4.8	1	8.3
Total	12	100.0

Frequencies of Negative Induction for Mothers (n=12)

Score	Frequency	Percent
1.5	1	8.3
2.0	2	16.7
2.75	2	16.7
3.5	3	25.0
3.75	1	8.3
4.5	2	16.7
5.0	1	8.3
Total	12	100.0

Frequencies of Support for Mothers (n=12)

Score	Frequency	Percent
3.25	1	8.3
3.5	1	8.3
4.25	2	16.7
4.5	1	8.3
4.75	3	25.0
5.0	4	33.3
Total	12	100.0

Frequencies of Punitiveness for Mothers (n=12)

Score	Frequency	Percent
2.14	1	8.3
2.43	1	8.3
2.57	2	16.7
2.86	1	8.3
2.86	1	8.3
3.57	1	8.3
3.86	1	8.3
4.0	1	8.3
4.29	2	16.7
4.43	1	8.3
4.57	1	8.3
Total	12	100.0

Frequencies of Love Withdrawal for Mothers (n=12)

Score	Frequency	Percent
1	1	8.3
2.5	1	8.3
3	1	8.3
3.5	2	16.7
5.0	7	58.3
Total	12	100.0

Frequencies of Adolescent Family Life Satisfaction (n=12)

Score	Frequency	Percent
2.38	1	8.3
2.46	1	8.3
3.31	1	8.3
3.54	1	8.3
3.69	1	8.3
4.08	1	8.3
4.62	1	8.3
4.69	1	8.3
4.77	2	16.7
4.92	1	8.3
5.0	1	8.3
Total	12	100.0

Frequencies of Age for Children (n=12)

Age	Frequency	Percent
13	1	8.3
14	1	8.3
15	3	25.0
16	1	8.3
17	2	16.7
18	4	33.3
Total	12	100.0

Frequencies of Grade for Children (n=12)

Grade	Frequency	Percent
7	1	8.3
8	1	8.3
9	1	8.3
10	2	16.7
11	1	8.3
12	6	50.0
Total	12	100.0

Frequencies of Gender of Children (n=12)

Gender	Frequency	Percent
Male	7	58.3
Female	5	41.7
Total	12	100.0

Frequencies of Race for Children (n=12)

Race	Frequency	Percent
Asian	1	8.3
White	10	83.3
Other	1	8.3
Total	12	100.0

Frequencies of Mother's Employment Status (n=12)

Status	Frequency	Percent
Full Time	9	75.0
Part Time	2	16.7
Not Working	1	8.3
Total	12	100.0

Frequencies of Time Spent with Father per Day(n=12)

Time	Frequency	Percent
>15 min	2	16.7
15-30 min	2	16.7
30-60 min	2	16.7
1-2 hours	1	8.3
<2 hours	5	41.7
Total	12	100.0

Frequencies of Time Spent with Mother per Day (n=12)

Time	Frequency	Percent
>15 min	2	16.7
15-30 min	1	8.3
30-60 min	1	8.3
1-2 hours	2	16.7
<2 hours	6	50.0
Total	12	100.0

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

Date: May 17, 1999 IRB #: HE-99-095

Proposal Title: "PARENTING BEHAVIORS AS A MODERATOR OF STRESS AND WILL-
BEING IN MINISTER'S ADOLESCENT CHILDREN"

Principal Investigator(s): Linda Robinson
Carrie Cutshall

Reviewed and Processed as: Expedited (Special Populations)

Approval Status Recommended by Reviewer(s): Approved & Modification

Signature:



Carol Olson, Director of University Research Compliance

May 17, 1999

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

VITA

Carrie Lynn Cutshall

Candidate for the Degree of

Master of Science

Thesis: PARENTAL BEHAVIORS AS A MODERATOR OF STRESS AND FAMILY LIFE SATISFACTION IN MINISTERS' ADOLESCENT CHILDREN

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