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Stress and Coping in Adolescent "Pastors' Kids"

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ABSTRACT

This study used a volunteer sample of 50 adolescent Pastors' Kids from a Protestant denomination. The primary purpose was to evaluate the usefulness of the Stressors of Clergy Children Inventory. Tests for reliability and construct validity suggested this self-report instrument is an accurate and consistent measure of stress. A secondary goal was the testing of possible correlation between coping style (as measured by The Ways of Coping Questionnaire), and demographic variables of interest. Analysis of variance revealed a lack of relationship between coping style and demographic variables of relocation history and socioeconomic status. Correlation analysis of the stress and the coping measures resulted in one coping variable (planful-problem solving) showing moderate significance with the Church stressors scale of the stress inventory.

ACKNOWLEDGEMENTS

To Mom and Dad

for blessing my life with

the bittersweet experience of being a PK,

and for encouraging me to

pursue my dreams.

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To my brother

for growing up a PK along with me.

ଔ

To my advisor

for guiding me as I sought

direction in this project.

ଔ

To my friends in Calgary

for helping me procrastinate,

and then teasing me about my thesis—

here it is!

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The point is not to make value judgements as to whether living in a
minister's family is intrinsically good or bad, stressful or not stressful,
healthful or unhealthful. The goal is rather to understand the nature and
sources of the stresses and strengths of clergy families in order to put that
knowledge to constructive use.

Cameron Lee & Jack Balswick,
Life in a Glass House

CHAPTER I

Introduction

While stress has been understood as an inevitable facet of the human experience, it has been discovered that coping is what actually determines adaptation. Many outcomes of life stressors have been studied in the stress and coping literature. During World War II, the military examined the effect of stress in combat on performance ability. This interest expanded to studies of the effects of war on civilians, and then the impact of other factors. Soon there was interest in the social sources of environmental stress beyond physical demands. Developments leading to interest in stress and coping included individual differences, a life course developmental perspective, and concern with the role of environment in human experience, among others (Lazarus & Folkman, 1984).

In the recent stress literature an emerging theme concerns stress related to social transitions and change. Variation in coping efforts was an important research outcome, contributing to the shift from a stress related emphasis to a coping one. Also, an environmental or social ecological focus began to permeate stress and coping research. The focus moved towards environmental factors. Environment presents resources and limitations influencing stress and coping. With increased recognition of the contribution of person factors such as motivation and coping, comes a refined conceptualization for the issue of stress. As noted by Lazarus and Folkman (1984), studies have moved from performance outcomes to processes such as cognitive appraisal and coping in order to explain individual differences in stress reaction.

Assessment of vulnerability to stress is difficult at the psychological level. What makes something harmful or noxious, thus stress inducing, for one individual may not for others. Many past definitions of stress only highlight the need for specifying the precursors of stress. A contextual conceptualization of stress leads to a definition recognizing the importance of a relational approach to stress. According to Lazarus and Folkman (1984), it is the continually changing person-environment relationship that determines maladjustment. They propose the condition of the person under attack is as important to understand as the "external noxious agent" (p. 17). There is a need for a relational look at the concept of stress. These authors attribute the following meaning to the concept of stress: "Psychological stress is a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being" (p. 19). Cognitive appraisal is designated as the process by which stressful person-environment relationships can be identified as stressful, and coping as the process by which the perceived stressful demands of the person-environment relationship are managed (Lazarus & Folkman, 1984).

This outlook on the concepts of stress and coping provides a relational perspective considering not only the characteristics of the individual facing stress, but also the nature of the environmental situation itself. From this view, psychological stress becomes whatever life event an individual perceives as threatening. Both environment and personal factors contribute to the experience of coping with stress.

Change is a consistent part of growing up and is therefore a pervasive theme in theories of adolescence. Some youth experience change in a positive manner, while

others seem unprepared and are overwhelmed by the psychological and physiological transformations they face, and are unable to adequately adjust. Making the transition from childhood dependency towards adult autonomy presents adolescents with stress that is both normal and unexpected. Those who fail to develop coping ability experience stress related problems such as depression, eating disorders, and substance abuse. Without coping resources, such teens live out the stereotype of adolescence, including unpredictable emotions, and acting out against authority. Teens who handle the changes of adolescence successfully experience increased clarity about their identities, and their futures.

The "father" of adolescent psychology, Stanley Hall (1904), introduced the idea of *sturm und drang*, meaning storm and stress. This idea has influenced past research in adolescence. Traditionally, adolescence was considered a time of inner turmoil for developing youth, yet more recent work indicates that developmental changes occurring during this time do not necessarily result in problematic outcomes. It is now suggested that most adolescents successfully negotiate adolescence without significant instability and upheaval. Stressful experiences may not explain negative outcomes for mental health in adolescence (Compas, Orosan & Grant, 1993). Indeed, normative research on adolescent mental health reveals most adolescents traverse the period without significant difficulties.

Accumulation of daily stresses and hassles, termed "generic stress," has been related to psychological symptoms in adolescence, but the association is modest, showing that this form of stress alone does not hold complete explanatory power (Compas, et al., 1993). Other types of stress have also been identified. Severely stressful events such as

losing a loved one, or parental divorce, are called acute stress and lead to extreme

psychological distress. Adolescents also face non-normative stress, such as the chronic

stress of being poor or living with domestic violence, which can put them at an increased

risk for depression. Stress cannot be placed in mutually exclusive categories however.

Adolescents may experience all forms of stress and one type may lead to another.

Recent work in the area of adolescent stress has taken on a more contextual

approach, looking at sources of stress in familial and societal environments (Pittman &

Bowen, 1994; Jurgens, Houlihan & Schuwartz, 1996). Yet there remains a need to focus

on the unique stressors of adolescents within specific family circumstances. For

instance, stress literature is beginning to suggest that adolescents in ministerial families

experience distinctive stressors that affect their development into adulthood (Lee &

Balswick, 1989; Moy & Malony, 1987). The present study explored the experience of

adolescent Pastors' Kids (PK's) facing the stresses inherent to a ministerial lifestyle. The

extent to which PK's define aspects of the ministerial lifestyle as stressful during

adolescence were assessed using a recently developed stress inventory (Ostrander et al.,

1990). As well, the coping strategies of PK's dealing with stress were identified using an

established coping inventory (Lazarus & Folkman, 1984). Finally, possible relationships

between the stressor scales, the ways of coping factors and a specified demographic

variable were examined.

In the second chapter, a summary of the literature in the area of stress and coping

will provide a theoretical backdrop for this study. It will consist of a description of a

leading researcher in the field of stress and coping, and continue on to review a selection

of empirical work addressing questions related to stress and coping. Thus the scope of

the chapter will narrow towards a number of studies delving into various aspects of the process of coping with stress. Chapter three describes the research methods including the selection of participants, the research instruments employed, and the procedures for data collection. Chapter four presents the outcome of the data analysis. Finally, Chapter five makes connections from the significant findings to existing research, identifies research limitations, and gives potential directions for future research.

CHAPTER II

Literature Review

This chapter examines the constructs of stress and coping, presents recent research in the area, and explores a relevant theoretical model chosen to support the constructs of stress and coping in this study. The nature and operational definitions of stress and coping will be discussed, as well as assessment issues. In the second part of the chapter, stress is considered from the perspectives of Pastors' Kids as a unique group, and adolescents as a specific age group. Finally, the chapter concludes by identifying meaningful themes for this research effort.

Stress

Defining the concept of stress has been a difficult task within psychological literature. Not only is there uncertainty in the terminology regarding the stress process, but also the application of the concept varies. Definitions have proved overly broad and difficult to operationalize. Due to this confusion around a working definition of stress, various measures of stress have been developed. In the late 1960's, Holmes and Rahe approached stress as related to distinct events in environment, such as the death of a loved one or a financial crisis, leading to discernible change. Another major approach is the transactional model of Lazarus and Folkman (1984) viewing stress as the result of appraising environmental events as stressful. The notion of change has been understood from differing views in the study of stress. Some conceptualizations of stress focus on major life changes, while others are concerned with ongoing environmental changes such as daily hassles. The medical model describes stress as a reaction to psychological and physiological agents.

An example of a medical centered perspective is the work of Hans Selye (1956/1976). He theorized that any noxious agent would produce a similar physiological defense, or stress reaction. His General Adaptation Syndrome (GAS) is considered the physiological counterpart to the psychological concept of coping with stress (Lazarus, 1993). Despite the considerable distinction of psychological stress from physiological stress, this form of stress did not receive much attention in past research. One possibility is that outward manifestations of stress are more readily available for investigation. In time a shift towards the study of internal processes during stress has occurred. As noted by Lazarus (1993), "Indeed, the differences between physiological and psychological stress are profound and center on an issue that psychologists have long had great difficulty dealing with, namely, personal meaning" (p. 4).

With this aim, Richard Lazarus (1966) studied stress and formed an early distinction of three types of stress—harm, threat, and challenge. Harm is deemed as existing psychological damage such as irrevocable loss, threat as the anticipation of imminent harm, and challenge is seen as demands to be overcome through coping resources (Lazarus, 1993). With these specific delineations within the concept of stress, Lazarus formed a multi-dimensional perspective including emotional states, insisting psychological stress be studied within the larger context of the emotions. He proposes that the fields of stress theory and emotion theory may be usefully combined, and that recognition of various emotions rather than several dimensions of stress is beneficial to understanding the stress process. This emphasis on emotion represents a departure from terms once considered superior such as "adaptational response" and "activation".

These distinctions in the study of stress have expanded the concept with a qualitative dimension. Commenting on his theoretical position on stress, Lazarus (1991) describes it as " . . . a somewhat heretical outlook, one with which (he has) long been identified, namely, a transactional, process, contextual, and meaning-centered approach to stress" (p. 1). This meaning oriented approach has led Lazarus (1993) to identify four essential components of the stress process. Initially there is a causal agent whether internal or external referred to as "stress" or a "stressor". Lazarus focuses on the person-environment relationship and individual's cognitions about it, instead of emphasizing behaviors alone. Also in the stress process is an evaluation that identifies what is psychologically harmful from what is harmless. Coping processes, whether cognitive or physical deal with stressful challenges. Lastly, a complex mind/body stress reaction occurs. Stress is a state that results from various individual and environmental factors, demanding a diversified conceptualization.

The approach Lazarus takes to stress contrasts early notions of stress including viewing stress as an activation response. Rather than focusing on degree of stress, Lazarus attempts to recognize differences in response to stress, making his view one of two notable qualitative influences in the study of stress. The other major qualitative influence is the health-centered approach of Hans Selye (1974) who identified two types of stress—*eustress*, a positive, healthy kind of stress, and *distress*, a negative, unhealthy kind of stress. Unfortunately Selye did not specify any definite differences, cognitive or physical between these types of stress, leaving the matter open to speculation. Such is the ambiguity surrounding the conceptualization of the stress process, revealing the need for a multi-dimensional approach. Interest in coping and the influence it has on the

relationship between stress and adaptational outcomes such as behavior and psychological well-being was born.

Using the conceptual framework established by Folkman and Lazarus who studied coping in adults, researchers applied a modified version of Folkman and Lazarus' Ways of Coping Checklist (WCCL) to 306 adolescent subjects (Halstead, Johnson & Cunningham, 1993). The authors observe the distinctions of problem-focused coping (changing the person-environment relationship), and emotion-focused coping (changing emotional response) are strategies not entirely supported by factor analytic research which points to a more complex interaction between individual and situational factors, and coping reactions. This is supported by the finding of work contexts evoking more problem-focused coping, and health contexts more emotion-focused coping in adults (Lazarus & Folkman, 1980), and the finding that academic stress, over social stress, resulted in more problem-focused coping in children and adolescents (Causey & Dubow, 1992, Compas et al., 1988). Gender and age related effects have also been discovered. In applying this coping measure with adolescents, these authors attempted to clarify the interactions between the factors of situational context, personal appraisal of control, individual characteristics, and coping response.

Coding of the WCCL was done according to the context of the stressful situation described (family, school, social relationships, recreational activity, work, health, financial, and other) and according to person involved (self, parents, siblings, relatives, peers, and other). Factor analysis was conducted and adolescent outcomes compared to the results from a large study of adults in which five out of eight original factors loaded significantly (Vitaliano, Russo, Carr, Maiuro & Becker, 1985). The confirmed factors

were then tested by the selected demographic variables of sex, race, SES, and grade, as well as the context, person involved and appraisal. There were main effects for gender and race, as well as gender and coping style, with African-Americans having higher coping means than Caucasian children, and females using more social support and wishful thinking coping strategies than males who used more avoidance-type coping strategies. Frequency differences were identified in contexts described and the people involved. For appraisal, the adolescents perceived the stressful situations as those having to be accepted more than those that could be changed. Frequencies for appraisal did not differ by sex, SES, or grade however. Again significant race effects were found with African-American children viewing the situation as something changeable more often than something demanding acceptance. Yet, when race was controlled for in testing the relation of context and appraisal to coping, no significant effect was found. The result of data analysis was four out of the five coping-strategy factors reported by Vitaliano et al. (1985) were confirmed with an adolescent sample—Problem Focused, Seeks Social Support, Wishful Thinking, and Avoidance. The factor of Blamed Self was dropped as it was seldom selected by the adolescent sample, just as it was rarely used by adult samples. Moderate relationships between the four confirmed factors existed, an outcome consistent with adult research (Folkman & Lazarus, 1980). Adults and adolescents seem to use a variety of coping strategies in dealing with stress. Gender differences in coping also reflect previous findings. Commenting on the racial differences in coping, the authors admit discrepancy with other findings but point out the appraisal aspect of the WCCL refers to a specific event instead being variable across incidents. The startling outcome proved to be the nonexistence of a relationship between appraisal and coping

strategy when race was controlled for. Although this outcome was not seen in the adult studies, it has not yet been sufficiently addressed in studies of younger subjects. The Halstead et al. (1993) study applying the Ways of Coping Checklist to measure coping in adolescents is a singular effort towards examining the experience of coping with stress during adolescence. It utilizes a conceptually sound approach previously confined to adult populations for assessing the actual coping efforts made by a younger population, contributing to the understanding of the ways in which individuals adjust to demanding situations.

Coping

Theorists extended the understanding of adaptation over the life span by investigating stable properties of the person and environment such as status variables, personality dispositions, biological and psychological vulnerabilities, motivational structures, and history and cohort effects (Folkman, 1991). Evaluation of coping has uncovered a significant influence on adaptation. Folkman contends that focusing exclusively on stable personal and environmental factors disregards the complexity of the coping process in action.

This restrictive approach can be seen in the work of the psychoanalytic ego psychology model, a developmental type model. When it comes to the application of this model, Monat and Lazarus (1991) regard the classifying of people into stable coping styles or traits, rather than viewing coping as an active ego process, as a significant limitation. They suggest that the way this traditional understanding of coping operationalizes coping measures has resulted in problems that limit the usefulness of such approaches. For an example, Lazarus and Folkman (1991) refer to the poor

predictive power of assessed structural coping traits in the process of coping with a threatening situation as it occurs. Real-life is complex and demands dynamic coping that goes beyond the restrictive quality of trait measures. Structural coping traits are ego-structures that function in coping throughout life. Examples of such traits or styles in people are terms such as *repressors* or *deniers*. Assessing coping traits does not allow insight into potential coping efforts however. Trait measures fail to provide information on cognitive or behavioral efforts in the context of the stressful situation.

In addition to the psychoanalytical look at coping, another traditional developmental theoretical approach is the animal model of coping. From this perspective coping is defined as attempts to control aversive environmental conditions in order to maintain internal equilibrium. Lazarus considers this model of coping " . . . simplistic and lacking the cognitive-emotional richness and complexity that is an integral part of human functioning" (Monat & Lazarus, 1991, p. 190). A major part of this model is the concept of drive or arousal, which overlooks such important strategies as cognitive coping. Behavior, although important, should not be the singular focus of the study of coping. In contrast, the psychoanalytic model concentrates on perception of the person-environment relationship and distinguishes more varied coping attempts. For a more in-depth discussion see Monat and Lazarus, 1991.

Lazarus' Theory of Coping

A second life-span perspective on coping exists in the contextual type model. This approach is based on relational models of stress, viewing coping from the context of the person-relationship environment. The ten-year coping research program conducted by Folkman and Lazarus (1984) on the Berkeley Stress and Coping Project informed this

model. Within this model coping is defined as, "The changing thoughts and acts the individual uses to manage the external and/or internal demands of a specific person-environment transaction that is appraised as stressful" (Folkman & Lazarus, 1984, p. 5). Unlike the ego psychology model of coping, the contextual model does not infer unconscious processes, treat coping as a stable process, or equate coping with efficacy. Instead, coping is considered a multi-dimensional process.

Before arriving at a contextual approach to coping, Lazarus (1993) examines the nature of coping and previous attempts to define it. One major concern for the study of coping is the lack of distinction made between cognitive style involving automatic responses and actual coping behaviors. New situations do not likely elicit automatic responses, but experiencing the same situation repeatedly can make responses automatic as learning occurs. Learning to drive is an obvious example of such a phenomenon. As the behaviors associated with driving are practiced they become increasingly automatic. The point at which behaviors become automatic and not coping efforts is difficult to pinpoint however. Coping does become a required response as Lazarus observes— "That most people deal with many of the demands of daily living in ways that do not tax or exceed their resources is evidence that many coping responses become automatized as learning takes place. However, at one point most such demands do tax or exceed available resources and therefore require coping " (Monat & Lazarus, 1991, p. 198).

All adaptive processes are not necessarily coping however. Thus Lazarus further defines coping as " . . . a subset of adaptational activities that involves effort and does not include everything that we do in relating to the environment" (p. 199). Cognitive styles may be adaptive but that does not necessarily imply coping. Cognitive styles are results

of developmental efforts to overcome environmental challenges. Lazarus' position on cognitive style is reminiscent of Piaget's developmental view of intelligence resulting from the processes of assimilation and accommodation through interaction with the environment. Efforts towards adaptation result in specific ways of behaving and thinking. Lazarus recognizes that active attempts to adapt bring about automatic ways of thinking and behaving that should not necessarily be defined as coping efforts.

This notion leads to Lazarus' (1993) final observation about coping research. Both the animal model and psychoanalytic ego psychology model of coping associate coping with adaptation. Coping has become conceptualized as adaptation, confounding the process with the outcome. Lazarus (1993) remains open to the idea that both defensive and coping processes can be effective or ineffective in various individual and situational contexts. An adequate definition of coping must include any effortful response, regardless of outcome. Indeed, many ideas on coping apply predetermined pathological type criteria in determining the value of a given strategy. Instead of being concerned with emotional stability or maturity, which is difficult to measure, Lazarus (1993) looks to a description of coping that does not rank coping efforts into a hierarchical order based on inherent effectiveness. Avoiding predetermined judgements of the quality of coping responses is important since many ideas exist as to what is adaptive and what is considered maladaptive. For instance, mastery over one's environment is often thought of as the ideal outcome of coping, and denial as a maladaptive effort at coping, when in fact denial may serve as an effective coping effort.

Studying coping provides information about thoughts and behaviors utilized in dealing with stressful demands and challenges in life that can be altered through

educational and therapeutic interventions. Therefore, "... even if coping has only a minimal influence on long-range adaptational outcomes, it is potentially a critical point of entry for modifying an individual's trajectory over the life span" (Folkman, 1991, p. 4). Coping efforts are integral to a complete life-span understanding of stress.

A Cognitive-Mediational Coping Model

In contrast to the developmental approach of ego psychology models which view coping as an aspect of personality, Lazarus has constructed a contextual model based on relational models of stress in which coping is considered in terms of the person-environment relationship. Within this model, coping is defined as "... a person's ongoing efforts in thought and action to manage specific demands appraised as taxing or overwhelming" (Lazarus, 1993, p. 8). He adds that because of the ever-changing nature of person-environment relationship, coping efforts are constantly changing as well.

To capture even more of the coping process, Lazarus distinguishes two main types of possible coping efforts, those directed at changing the stress inducing situation (problem-focused coping), and those aimed at controlling how one views the event (emotion-focused coping). A consistent finding is that both these forms of coping are utilized in stressful situations, making the inclusion of these two functions of coping necessary for a complete understanding (Folkman & Lazarus, 1991). Lazarus' model of stress and coping is contextual as it considers the person-environment relationship, and it is comprehensive in its forms of coping.

In accordance with the contextual approach to coping, a relational model of stress is utilized in which coping is viewed in terms of the person-environment relationship. Various coping strategies affect the person-environment relationship through a process of

cognitive appraisal leading to emotional response as shown in Figure 1. Two forms of appraisal are distinguished—primary appraisal or an evaluation of personal significance by asking "What do I have at stake in this encounter?", and secondary appraisal or an evaluation of options for coping by asking, "What can I do?" (Folkman, 1991, p. 5). Combined, these appraisals contribute to the formation of emotion. Stress reactions are affected by coping in two ways—The person-environment relationship is changed by coping actions ("problem-focused coping"), and the way in which the encounter is attended or interpreted through avoidance or reappraisal ("emotion-focused coping"). For instance, if a recently relocated teenager can reinterpret the move as an opportunity for adventure instead of heading into the scary unknown, the appraisal of fear will disappear. Lazarus (1993) sums up his mediational perspective by stating, "In short, whether the change is in external conditions or in one's construal of them, coping influences psychological stress via appraisal; appraisal is always the mediator" (p. 8). The cognitive factor plays a vital mediationary role in the process of coping with stressful life experiences.

Emotion

The mediational coping model also goes beyond the cognitive element of appraisal and recognizes emotion, an element often overlooked in past approaches. In his theoretical look at stress, Lazarus (1993) deals with states relevant to psychological stress and emotion such as harm, threat, challenge and benefit, placing stress within the larger context of the study of emotion. The inclusion of emotion provides a more complete perspective of stress and coping, since as Lazarus points out, there are " . . . sociocultural and intrapsychic implications of having reacted with one or another of the 15 or so

emotions" (Lazarus, 1993, p. 16). Lazarus has identified specific emotions for greater explanatory power over coping, since they offer a clearer description about the person-environment relationship.

A more multi-dimensional concept of stress emerges when the coping process proceeds beyond appraisal, continuing on to the formation of emotion. The relationship between emotion and coping is therefore not fixed or in one direction only, as the traditional animal and ego psychology models conceptualize it. These models define coping as a response to emotion, either inducing arousal or decreasing anxiety. Lazarus expresses a different view—

> "In contrast, recognition of 15 or so specific emotions instead of the several dimensions of stress greatly increases what we can say about an individual's coping and adaptation. Knowing, for example that in a given encounter (or as a consistent pattern across encounters) this individual feels angry, anxious, guilty, sad, happy, or hopeful tells us much more than knowing merely that he/she is harmed, threatened, or challenged. Use of stress as a source of information about an individual's adaptation to environmental pressures is extremely limited compared with the use of the full array of emotions" (Lazarus, 1993, p.10).

In this approach Lazarus abandons the concept of stress as merely a form of activation, or a unidimensional concept of varying degrees without qualitative difference. Instead, a stressor is considered to be what is psychologically noxious to an individual, implying the existence of personal meaning. Coping with stress may be shown to have a definite effect on emotional state, thus emotion and coping may be portrayed as occurring in a dynamic, reciprocal way.

Emotions arise from various appraisals of stressful encounters, and this cognitive activity plays a part in defining change. Such cognitive action affects how one manages attention, changing the significance of the encounter. Possibilities for change include directing or diverting one's attention towards or away from the stressor (avoidant or vigilant strategies). Another possibility is cognitive coping to change the meaning of an environmental encounter (denial or distortion, distancing or selectively interpreting). Also, the terms of the person-environment relationship can be altered through action and problem-solving (Folkman & Lazarus, 1993). Relational meaning once determined elicits emotional response. Since relational meaning comes from sensing what is harmful or beneficial in a person-environment relationship, cognition also plays a part, giving this theory complexity.

<u>Assessing Coping</u>

Lazarus' concern that the application of traditional coping models has contributed to a structural view of coping as a style or trait instead of a dynamic ego process has resulted in an approach to the coping process differing from the traditional ego psychology model. Coping is defined as what the person actually thinks and does to meet adaptational demands with no attempt to infer unconscious processes. Also, coping is viewed as a changing, contextual process, instead of being considered as a stable property, or equated with efficacy (Folkman, 1991). These new insights into the concept of coping have lead to the development of a situation-specific, or "episodic" measure of the process.

Assessment of coping should optimally be done when stress is being anticipated or confronted. Use of the Ways of Coping measure (Lazarus and Folkman 1984b), a

generalized checklist of coping items, elicits a broad range of recent strategies for coping with most recent past stressors. This self-report instrument measures cognitive and behavioral coping efforts, providing valuable outcome predictions. Other methods, such as structured interviews, may have higher predictive power, but are often not viable for researchers. Difficulties with using self-report measures include the finding that most individuals are more aware of ineffective coping strategies employed, as well as strategies that fit with lifestyle such as seeking social support by phoning friends daily (Monat & Lazarus, 1991). However, a significant relationship has been found to exist between self-reported coping and adaptational outcomes (Lazarus & Folkman, 1984b).

The Ways of Coping Questionnaire (WCCL) has been factor-analyzed using four data sets, the last two with the revised version (Aldwin et al. 1980; Folkman and Lazarus 1985; Folkman et al 1986a; Vitaliano et al. 1985). A confirmatory factor analysis reporting of the WCCL was not located. However, a revised five-factor analysis by Vitaliano et al. (1985) is a recent and significant effort. The confirmed factors include: Problem-focused coping, Seeks Social Support, Wishful Thinking, Avoidance, and Blamed Self.

Summary

With a cognitive-mediational model, Lazarus (1991) has developed a meaningful approach to the complex process of coping with stress. The focus is on the person-environment relationship, conceptualizing stress in terms of evaluation and stress reaction. It also identifies qualitative differences in the concept of stress, a multi-dimensional perspective. The study of coping with stress requires recognition of the complexity of the process. This recognition is apparent in Lazarus' relational based

cognitive-mediational model of appraisal during stressful person-environment interactions. Within this model, the roles of cognition and emotion in the coping process are addressed.

Potential Sources of Stress

Developmental theorists are beginning to acknowledge the importance of environment as context for the study of human development, especially in the formation of self-identity. Changing environments resulting from residential moves have been investigated in a few studies. Literature in this area has been varied addressing job changes (Stroh, 1990; Munton, 1990), military careers (Marchant & Medway, 1987; Orthner, Giddings & Quinn, 1987), moving overseas (Vercruysse & Chandler, 1992; Nathanson & Marcenko, 1995), changing schools (Jalongo, 1992; Blakeman, 1993; Jurgens, Houlihan & Schwartz, 1996), and the impact of moving on families (Pittman & Bowen, 1994). Some of these studies represent research efforts that are beginning to recognize the response of children and adolescents towards moving as distinctive.

The experience of moving may not be considered a traumatic life event, but it does place adaptive demands on those involved. Relocation has been given various terms including "mobility syndrome" and "relo shock" (Hausman & Reed, 1991), implying pathology and trauma. Reactions to relocation vary, but it is finally being recognized that the perceptions of children and adolescents differ from those of adults. Being involuntarily uprooted from a familiar environment may be especially challenging for children who fear separation and abandonment, as well as for adolescents who rely on peer support. The extent to which moving is stressful has been examined in psychological literature.

While adults may judge the adaptive demands of relocation by factors such as distance moved, children and adolescents perceived the event differently, possibly because of their limited ability to exert control over their surroundings. Moving may be seen as loss of natural habitat (Jalongo, 1995), especially since children and adolescents lose the support of former friends and classmates and are required to start over as the "new kid" in school or in their neighbourhoods. They may have feelings of anonymity and powerlessness. Adolescents face the dual challenge of their developing sense of self and sexual identity, as well as the transition of relocation. Evidence is beginning to suggest that this age group may use different ways of managing such stress, being naturally limited by developmental constraints such as lack of previous experiences to rely on, and lack of cognitive, language, social or affective maturity (Vercruysse & Chandler, 1992).

Relocation

Frequent moving has been linked with such problems as school phobias, poor academic achievement, and other adjustment difficulties in past research. More recently, the adaptive demands of moving have been explored by examining social and personality factors, and coping strategies employed. With their sensitivity towards others' perceptions and responses, newly relocated adolescents may lack stable frames of reference that promote adjustment to their new social context. Social support becomes an important resource, yet one study suggests there is less peer contact and less intimacy in closest friendships for over half a year following a move (Pittman & Bowen, 1994). Personal factors also contribute to adaptation. Those adolescents with tentative or forming identities may experience more adverse effects from relocation than those with a

strong sense of self (Carlisle-Frank, 1992). Having residential stability would seem to increase the likelihood of continuity in the social environment and thereby promote the development of a clearly defined self-concept (Kroger, 1980).

Situational and environmental factors of relocation have been largely overlooked in the existing literature. Residential moves have not been differentiated according to reasons and distinctions have not been made for various indices of mobility such as distance moved, location of the move, and the relative recency of the move (Marchant & Medway, 1987). Past relocation experience seems to be a factor that does not influence coping strategies (Donahue & Gullota, 1983, Vercruysse & Chandler, 1992). A "survivor effect" is proposed wherein those who do not cope well do not continue to move may be at work, or possibly those who do continue to move may increase their ability to handle transitions better, or just become more resigned to moving (Donahue & Gullota, 1983). Yet a study of highly mobile adolescents revealed highest contentment being associated with lower relocation rates, challenging the idea of "immunity" to the stresses of moving with increased relocations (Pittman & Bowen, 1994). Recency of moving proved to be a factor influencing sense of mastery over environment, with most recent movers feeling less in control (Hendershott, 1989). Other research found however, that recency of moving was not predictive of adjustment outcomes (Pittman & Bowen, 1994). The non-normative aspects of moves and the timing of the transitions in the young person's life are also factors that have not yet been examined in depth, while it has been suggested that the "synchronicity" of life changes may jeopardize ability to adjust (Blyth, & Simmons, 1987). The child or teen's involvement in the decision to

move, parental factors such as employment, and identification with a particular way of life (e.g. military or ministerial) might influence adaptational outcome as well.

One study on the transition of moving from a child's perspective considered factors making a move stressful, demanding adaptation (Miller & Cherry, 1991). The authors identify specific factors that strongly influence a child's adjustment to moving, including frequency of moves. The authors report that those children who move often, and for the first time have a more difficult time adjusting than children who move at a moderate rate. They cite an earlier observation that children who have brief breaks between moves are less likely to deal with the changes due to small social networks, inhibiting reaching out to others (Orthner et al. 1987). In another study, Orthner and Brown (1990) discovered consistently low levels of personal well-being in early adolescents who moved most frequently. Moving frequently seems to pose a threat to successfully negotiating change.

Indeed, the interest directed towards study of possible relationships between frequent moving and factors such as self-concept points to the developmental significance of adaptational responses to such a potentially stressful life event. A relationship between moving often during childhood and the personality factor of self-concept in adolescence was discovered (Kroger, 1980). Theoretical support for the relationship between distance moved and self-concept was cited from the writings of developmental theorists such as Mead and Erikson, who promote continuity in the environment for the most success in developing sense of self. With every new social environment, the likelihood of experiencing consistent attitudes and value systems is lowered for the adolescent, struggling to establish personal identity. In this investigation,

mobility is operationalized as the number of residential changes made, total distance of all moves, and the recency of the last move. Self-concept is defined as level of self-acceptance and was measured by the Berger Acceptance of Self Scale (Kroger, 1980). Correlation between number of moves and self-concept was significant, indicating the greater the total distance moved, the lower the self-concept score. Recency of moves and age of movers was not found to influence level of self-acceptance. This study reveals the impact of new social environments on the developing youth who can be expected to experiences at least one residential move before graduating from high school.

Socioeconomic Status

Adjustment to residential moving involves social factors such as financial status and role in community. The social standing and financial state of relocated families often determines ability to settle into unfamiliar environments. As Miller and Cherry (1991) discuss, children from "upwardly mobile" families with a positive outlook towards change may perform better academically, as well as have more financial backing for exploring new environments and discovering available resources. Children from "downwardly mobile" families may be less prepared for dealing with new and challenging situations as they experience not only the increased tension and stress following a move, but the continual struggle of poverty.

Gender

One of the main effects found in a study of moving as a stressful life event for adolescents was that girls express more stress than boys (Raviv, Keinan, Abazon & Raviv, 1990). The authors offer a possible explanation for this finding as developmental gender differences in play and social interaction. Boys tend to play in larger groups and

are outdoors more often than girls, making it more difficult for girls to establish new friendships after moving. From a different perspective, another study examining the experiences of adolescents with peers following relocation uncovered some evidence that boys who had moved experienced more rejection when compared to the non-mobile group than did girls (Vernberg, 1990). This effect came from incidents of negative social interaction and is more established then the difference found in measures of friendship contact and qualities, due to lack of significant relationship found between gender and mobility for the measures. Although this speculative type finding suggests that moving is harder on males, the relation between gender and individual adjustment to moving remains intriguing, as other studies suggest no gender differences (Pittman & Bowen, 1994), and others indicate the transition of moves may in fact be harder on girls (Simmons, Burgeson, Carlton-Ford & Blyth, 1987).

Rather than aim for gender differences in the amount of stress experienced, the use of coping strategies by gender may be a more productive focus. However, results indicating gender as a determinant of stress management among relocated adolescents can not be completely attributed to gender as the difference in scores on factors predicting strategy did not differ significantly (Vercruysse & Chandler, 1992). There are many environmental and personal factors to be considered in studying coping strategies. It is the perception of stress combined with developmental factors and the use of ineffective coping strategies that may result in significant gender differences in the incidence of depression during adolescence (Compas, Orosan & Grant, 1993). It seems that coping processes may differ drastically among boys and girls as they age, therefore, as suggested by Compas et al. (1993), further inquiry needs to be made into the appraisal

of environment and the possibility of change by depressed adolescents and the consequent coping strategies they employ.

Adolescent Stress

Adolescence is a time of life charged with biological, social and psychological forces that influence individual development and coping patterns. Numerous changes can be overwhelming if they occur concurrently during early adolescence (Simmons et al., 1987). This longitudinal study focused on major adjustments in contexts such as school environment, which happen along with biological, and social change. Subjects were students progressing through grades six to ten and the goal was to analyze the effect of multiple life changes on self-esteem, academic performance, and extracurricular activity. Simmons et al. (1987) propose that ". . . it is the timing or 'synchronicity' of life transitions during early adolescence that jeopardizes the child's ability to adjust" (p. 1221). In their review of relevant life event research it is noted that few studies focus on normative life changes such as movement into junior high school, or pubertal changes. Theoretical support was provided by Coleman's 1974 'focal' theory of change wherein coping ability is related to dealing with major life changes individually. Having to handle many issues at once is a high risk situation. Besides normal developmental tasks, "Nonnormative changes that might be expected to have considerable effect on youngsters include change of residence and disruption in parents' marital status" (p. 1221).

In order to test the effect of both normative, and non-normative change, Simmons et al. (1987) utilized the Rosenberg Self-Esteem Scale, academic records for core courses, and the number of extracurricular activities listed by subjects. Recent cumulative change in early adolescence was measured on five dimensions, geographic

mobility being one of them. Students were categorized by the total life changes they

had experienced, as there were insufficient cases for individual analysis of change.

Regression equations were utilized to explore both the linear and nonlinear components

of cumulative change. Any significance on either component would indicate risk for a

subject experiencing multiple changes. The study uncovered negative outcomes for

adolescents forced to cope with many life transitions at once, highlighting the importance

of identifying youth at risk of being overwhelmed by recent significant changes, such as

relocation, and providing help for successful coping. It targets the time period of moving

into junior high school when youth may be especially susceptible should further stressors

occur. The authors observe that it is not necessarily the addition of separate stressors that

leads to problems, but rather difficulty with change as it occurs, when change is also

being experienced in another important area of life. A certain amount of preparedness is

required for change to be experienced successfully. The theme of having an "arena of

comfort" is introduced as necessary for coping. Premature, or unexpected change in

many areas of life can lead to considerable discomfort. As the authors note, "Thus, more

gradual change upon entry to the new life period of adolescence appears to be beneficial,

as do fewer simultaneous changes" (p. 1231).

Beyond the physical changes of adolescence, changing residence can represent a

stressful transition for the developing teen. Stressful and supportive elements of moving

were identified in a study looking at moving as a stressful life event for adolescents

(Raviv et al., 1990). Residential relocation proved to be a difficult experience for the

children and adolescent subjects and their stress was classified into three main factors:

social stress, relocation stress, and moving preparation stress. The factor contributing

most to stress was the social stress factor, suggesting that changes to the social system results in the most stress for young movers. The older the adolescent, the less social connections are associated with their residence, but are characterized by broader social interactions. Making the transition of a move may mean a time period with diminished social contacts and thus represent a stressful time for adolescents.

Unique Stressors of Pastors' Kids

Stress and coping literature, despite becoming more inclusive of adolescent perceptions of stress, has neglected to investigate stress experienced by youth in particular family situations. One such instance is adolescents of ministerial families. Although these youth experience the normative stressors of adolescence, recent literature reveals distinctive stressors with developmental consequences (Lee & Balswick, 1989). One example of stress associated with a ministerial lifestyle that may have a profound impact is the church members expectations. Pastors' kids experience high expectations to be model children, dress properly, behave well and know more about the Scriptures than their peers (Lee, 1992). It has been observed that, "The expectations of church members are often communicated through intrusive acts that invade the privacy and autonomy of the clergy family" (See, 1995, p. 79).

A social ecological perspective placing ministerial families within the context of a larger family, the church congregation, emphasizes social environment as the factor making such families unique (Lee & Balswick, 1989). What makes the experience of a ministerial family distinctive, according to authors Lee and Balswick, is the relationship to the local church family. One of the major themes they address is the ". . . intense and often emotionally charged role expectations placed on members of the clergy family" (p.

59). These expectations can be quite diverse and demanding, resulting in stress. Role

expectations can also clash with the boundaries of the ministerial family, resulting in a

sense of intrusion, or the "fish-bowl" syndrome, of either physical or emotional intrusion

in the lives of the family members (Lee & Balswick, 1989). The role of pastors' kid

brings with it many high intensity expectations. In some cases, the result is ". . . an

uncomfortable self-consciousness on the child's part, a heightened sense of visibility that

prevents him or her from simply being one of the crowd" (Lee & Balswick, 1989, p.

168). Being viewed in such a way is a highly vulnerable position for a developing youth.

The theme of intrusion is played out in many forms for a minister's family. Typically

the boundary between home and the workplace is well defined, but in the case of a

minister's household, the lines between the family and the church congregation often

blur. Not only are there external role expectations from the church family, but often

strong internalized expectations to live up to. For instance, how a PK behaves or doesn't

behave is often motivated by a self-directed need to protect the minister-father in his role,

and thus the future and wellbeing of the family. The PK might believe personal conduct

reflects directly on the ministerial occupation, resulting in diligent self-monitoring.

Since diffuse boundaries tend to exist between ministerial families and their

congregations, physical and psychological intrusion can occur. Church members may

physically intrude into the parsonage or manse, and into the lives of the ministers'

family. Psychological intrusion can also happen where the family operates under a sense

of continual monitoring. Simply put, the possible outcome is that, "The expectations

placed on the members of a clergy family can leave them feeling that they have no right

to be seen, heard, and experienced for who they really are" (Lee & Balswick, 1989, p.

77). When there are conflicting or overwhelmingly abundant expectations of an intense quality to live up to, when the clarity in family boundaries is missing, both personal and familial identity is interfered with and there is great potential for role-strain and stress.

It is important not to support the notion of ministerial families being helpless victims of church congregations however. In fact, "Those who enter ministry do so with their own expectations of themselves, which may be just as demanding and unrealistic, if not more so, than any external expectation stemming from the parish" (Lee & Balswick, 1989, p. 81). Rather than ascertaining responsibility, it is more constructive to approach the possibilities for negative interaction between the ministerial family and the church family from the perspective of what can be done to improve the ways in which they relate. As well, the most effective approach to studying the experience of the PK goes beyond merely examining expectations and their consequences, which will identify symptoms and nothing more. Instead, the sources and types of expectations and pressures should be considered.

Although there seems to be specific sources of stress for ministers' families, there have been no systematic investigations into the nature and impact of such stressors. There are very few studies of ministers' families in the literature, and a remarkable lack of empirical data available describing the experience of ministers' offspring. Most attempts have been of an anecdotal or theoretical quality. Commenting on anecdotal reports of ministers' children, Moy and Malony (1987) describe the typical source as popular religious periodicals in which parental entries about the experiences of their children conclude with suggestions on how they should be treated by parents and the

church. There are some clinical case studies in psychological literature dealing with a ministers' child (Miller, 1984). Computer searches of databases such as Psychological Abstracts revealed only the studies reviewed in this paper. There is an absence of research effort towards an objective understanding of ministers' children.

The Stressors of Clergy Children

One study took on the task exploring the distinctive stressors of youth in ministerial families by developing and evaluating an instrument for measuring the stress of clergy offspring (Ostrander, Henry & Hendrix, 1990). As stated in the introduction to the study, family stress theory dictates the extent that stress is experienced by PK's depends not only on stressful situations, but on the perceptions and definitions of the stressors. This corresponds with Lazarus' (1993) view of coping influencing stress through appraisal, which functions as the mediator. Sources of stress for PK's are varied and include church, family, and individual stressors. Being a part of a unique social context of belonging to a family with a larger church family, the PK must face expectations from not only parents and peers, but church members as well. Authors Ostrander et al. identify the absence of empirical work on specific PK stressors as due to a lack of measures for such a unique group of adolescents.

In order develop a specific measure for studying the stress of ministerial adolescents, Ostrander et al. (1990) obtained a national sample of adolescent and adult children of ministerial families within an evangelical Protestant denomination. Of the 300 families with offspring between 15 and 42 years of age contacted within the chosen denomination, 127 responded to the survey. The final response rate was 85 surveys within the age range, giving an effective response rate of 37%. Preliminary work refined

58 theoretically based items scored on a Likert scale of 0 to 5 (does not apply, not concerned, a little concerned, somewhat concerned, quite concerned, and very, very concerned). Internal consistency was high for the initial instrument (alpha = .93).

Three scales based on the type of stressor were developed (church items, family items, and individual items). Data appropriateness was determined with statistical testing, as well as construct validity. Three subscales or factors resulted from the Church Stressors Scale factoring: Direct Impact on Offspring, Moving Concerns, and Church Interference in Parent-Child Relationship. Three subscales or factors for the Family Stressors Scale emerged as Family Work, Family Resilience, and Family Security. The Individual Stressors Scale factoring resulted in the factors of Alienation, Health Concerns, and Personal Concerns. Internal reliability for the final 42-item inventory was coefficient .91. Thus the preliminary evaluation of the "Stressors of Clergy Children Inventory" show validity and reliability for use of this instrument in measuring the extent to which adolescent PK's experience aspects of the ministerial lifestyle as stressful.

Summary

Adolescence is a time of considerable transition and adjustment, and while it is expected that adolescent aged Pastors' Kids would experience the same challenges as other developing youth, this specific group of teens can also be expected to face non-normative demands distinctive to the ministerial lifestyle. There are stressors inherent to the role of a PK. unique from those experienced by the other youth. Being a part of a family embedded in the context of a larger church family places PK's in a potentially stressful position. Past research on PK's suggests they often deal with a double standard and are subjected to unfair expectations (Bouma, 1979) as well as face similar difficulties

to parents such as lack of privacy, time together, and strained finances (Bailey &
Bailey, 1979). It would seem that the pressure and expectations of the church
congregation, peers, and parents represent some significant sources of stress in the
already turbulent terrain of adolescence.

Conclusion

Many life experiences represent significant challenge as they demand adaptation
and change both physically and psychologically. Models of stress and coping have
attempted to conceptualize adjustment to stress, with emphasis on normative and non-
normative change. A period of life when definite developmental tasks or normative
changes command accommodation is adolescence. When added to stressful life events,
or non-normative change, the potential for maladjustment exists with the adolescent
feeling overwhelmed and vulnerable. Identifying those adolescents who have an
increased vulnerability to stress is a difficult task however, as there are many personal
and contextual factors which influence the process of coping. Understanding coping
itself is challenging, especially establishing what constitutes effective coping efforts and
successful coping outcomes. Despite these considerations, some gains have been made
towards a deeper understanding of stress and coping. The longitudinal research of
Folkman and Lazarus (1984) offers a contextual, meaningful approach to coping. A
resulting measure of coping has developed which deals with the actual thoughts and
behaviors employed to deal with a recent stressful event. The WCCL measure takes into
account attempts to manage stress and impact on the person-environment relationship.
Coping efforts fall into five main factors—problem-focused coping, social support,

wishful thinking, avoidance-coping, and self-blame. Blaming self is expected to not significantly load into the factor structure as in previous findings.

There is emerging evidence that ministerial adolescents experience a distinct set of stressors beyond the normative stressors of youth (Ostrander et al., 1990; Lee & Balswick, 1989; Moy & Mahony, 1987). Many coping strategies have been identified and used in previous studies of adult populations in limited stressful contexts such as illness or exam writing. By targeting an adolescent age population and examining the specific stressors that apply to a rarely studied group such as Pastors' Kids, a greater understanding of the experience of coping with stress for this divergent group will result, making possible the development of effective interventions for PK's at risk.

In order to investigate the unique stressors of ministerial adolescents, the present study utilized The Stressors of Clergy Children Inventory (Ostrander et al., 1990). Exploratory factory analysis tests were performed for validity and reliability. Three main areas of stress were explored—Church Stressors, Family Stressors, and Individual Stressors. Demographic variables of interest included gender, parental income, and relocation history (frequency and distance moved). Possible relationship with the Ways of Coping checklist was also explored.

CHAPTER III

Method

Participants and Design

Research subjects were recruited from ministerial families living across Canada
and into the United States of America. Participation was voluntary, with anonymity
guaranteed. Subjects were informed that they could obtain a written copy of the research
results on request. Out of 125 subjects, 48 returned completed surveys in the mail. Only
a few parents and/or guardians declined to give consent for the participation of their child
in the study.

Electronic mail addresses were obtained for the church Conferences, or
organizational areas within the Seventh-day Adventist (SDA) Church, a conservative
Protestant denomination with a membership of nearly 10 million people worldwide. The
Conferences contacted include the Canadian provinces of Alberta, British Columbia,
Manitoba/Saskatchewan, and the Maritimes, as well as the American Upper Columbia
Conference, (States of Washington and Idaho). Conferences employ pastors rather than
local churches. This organizational structure follows this rationale—"A policy unique to
the Seventh-day Adventist denomination is to pay local pastors on the same wage scale
whether they minister to a congregation of 50 or 5,000, thus eliminating much of the
competitiveness so prevalent in society" (Seaman, 1998). Contact was established with
the Conference offices through requests for pastor's names sent via electronic mail on the
Internet. The administrative offices of the SDA church received the requests, and
secretaries forwarded them to Conference Presidents, or in some cases responded
personally. Identification information was sent directly to the researcher via the Internet.

Criteria for inclusion in the study were parental or guardian denominational employment as a pastor, and being an adolescent aged 12 to 18 years old. Subject characteristics were comparable in terms of age, relocation history and lifestyle. An interdenominational group of participants would have been beyond the scope of this study, and might have produced a confounding effect. Due to a low percentage of female pastors employed by the SDA church, the sample included only PK's with fathers as pastors. A database was constructed from all the names on the electronic mail lists received from the various Conference offices. This database of 98 pastors' names yielded a total of 125 pastors' kids (PK's) out of which 50 subjects returned completed surveys, giving a 40% response rate. The sample consisted of 62% females (n=31) and 38% males (n=19).

It was expected that some form of intrinsic motivation such as personal identification as a pastors' kid would promote subject participation, as there was no budget offering an incentive. Once the pastor's and their spouses were informed of the study (see Appendix A) and gave written, informed consent for their adolescent(s) to participate (see Appendix B), the adolescents were sent a survey package for completion and return. The introductory letter in the package briefed subjects on the number of questions in the survey, and the expected time involvement. It also noted the purpose of the study to investigate stress as experienced by PK's, with nothing further to avoid response bias. The letter informed subjects of their freedom to cease participation in the study at any time without consequence.

This research uses a cross-sectional design in order to gain information valuable to describing the unique population of adolescent PK's. The self-administered mail survey is suitable for examining a personal topic such as stress, and permits correlational assessment. Predictive relationships will be identified using correlations and factor analysis techniques.

Measures

The Stressors of Clergy Children Inventory

The mail out questionnaire consisted of three main self-report instruments. The first is "The Stressors of Clergy Children Inventory" (Ostrander, Henry, & Hendrix, 1990), a 42-item scale designed to measure the various life experiences pastors' kids may perceive as stressful. Each item is rated on a Likert scale of 0 (Does not apply) to 5 (Very, very concerned). Three main scales address the main areas of stressful experiences, including Church Stressors, Family Stressors, and Individual Stressors (16-, 10-, and 16-item scales respectively). The following are examples of items appearing in each stressor scale: Church Stressors—"How people in my father's congregation think I should behave"; Family Stressors—"My mother works because we need money"; and Individual Stressors—"Having to be the new kid in school." Within each of the three main stressor scales are three subscales. For Church Stressors, subscale items include— Direct impact on moving; moving concerns, church interference in parent-child relationship. For Family Stressors, subscale items include—Family work; family resilience; family security. For the third scale, Individual Stressors, subscale items include— Alienation; health concerns; personal concerns. Questions in the inventory are worded to refer to the clergy "father" and non-clergy "mother."

A description of the development of this relatively new and untested instrument is provided in a reliability and validity study (Ostrander, et al., 1990). The initial 58-item instrument was first examined for appropriateness by researchers and for specificity by church members, then administered to a national sample of adolescents and adult children from Protestant clergy homes. The initial internal consistency was high according to the reliability analysis (Cronbach alpha = .93). Then the inventory was divided into three general scales according to stressor type (church, family, and individual). All three scales were found to be significant at the p<.001 level. The authors reported that large percentages of residuals for each of the scales factors, although greater than .05, were acceptable as the range of the residuals was narrow and the absolute values were low for each one.

Since the study was exploratory, construct validity for each scale was determined by principal components factoring and varimax rotation, procedures deemed appropriate and performed with the 1988 edition of the statistics software program SPSS. The authors chose a .50 cut-off for factor loadings and pulled out three subscales from the Church Stressors Scale factoring (Direct Impact on Offspring, Moving Concerns, and Church Interference in Parent-Child Relationship). Variance accounted for by each subscale was 27.1%, 8.7%, and 7.5% respectively. For the Family Stressors Scale, factoring lead to the subscales of Family Work, Family Resilience, and Family Security, accounting for 26.5%, 13%, and 10% of the variance. From the last scale, Individual Stressors, emerged the subscales of Alienation, Health Concerns, and Personal concerns (25%, 12.9%, and 8.7% of respective variance).

Fifteen low factor-loading items were removed, leaving a final 42-item inventory, giving an acceptable internal reliability coefficient (Cronbach's alpha = .91). The psychometric property of test-retest reliability is addressed through the measurement of internal consistency, or the ability of test items to measure the same construct over time. The closer the Cronbach's alpha value is to 1.00, the greater the internal consistency of the items in the instrument (George & Mallery, 1995). After assessing the stress instrument, the authors wrote, "Consistencies of the factor loadings and Cronbach alphas indicate the 42-item instrument is suitable for research use" (Ostrander, et al., 1990, p. 793). They also call for further validity and reliability studies using the inventory with clergy offspring.

The Ways of Coping Questionnaire (Revised)

The second instrument in the mail-out questionnaire is "The Ways of Coping Questionnaire" (Lazarus & Folkman, 1984), consisting of 67 items measuring both behavioral and cognitive coping efforts to stressful life situations. This checklist evaluates the extent to which coping styles were used during a recent stressful life event. This instrument contains general types of coping strategies and thus will not elicit specific responses as would other methods such as structured interviews. It is a situation specific measure providing information about a variety of ways of coping in life situations. Examples of coping efforts on the list include items such as, "Turned to work or substitute activity to take my mind off things," "Went on as if nothing had happened," and "Slept more than usual."

The test-retest reliability of this scale is controversial, with some reports being in

the low range of what is acceptable (Wright, 1990). It has been suggested that such a measure of reliability is unreliable for coping instruments because of their broad scope. Indeed, Folkman and Lazarus (1988) themselves maintain that coping is situation specific, and suggest that further research is required to determine whether there are stable factors describing the coping process. Evidence of internal consistency exists, with reported alpha coefficients ranging from .61 for Distancing, to .79 for Positive Reappraisal, and the majority of factors falling between .66 and .76, a range well above the .50 level chosen as adequate for the purposes of this study (Folkman & Lazarus, 1988).

Coping style instruments can be as inclusive or restrictive as specific studies require, making factor analysis comparisons difficult. It was concluded that this instrument was designed and applied using sufficient subjects and event boundaries, resulting in acceptable psychometric properties. As well, large number of studies have utilized the eight factor structure set out by Lazarus and Folkman (1988).

Although it is ideal for accessing coping strategies as they are being employed in dealing with stress, the revised Ways of Coping instrument is retrospective of recent coping efforts. Subjects are asked to think of a stressful situation having occurred within the last month, and describe it in a short paragraph. Recording the event in writing gives description of the subject's behaviors, thoughts, and feelings. Once the event is written down, subjects then proceed to read each item in the checklist, and indicate, by circling the appropriate number, the extent they used each item in the situation just described (see Appendix G). The 4-point Likert scale ranges from 0-Not used, to 3-Used a Great Deal.

Factor analysis of the Ways of Coping Questionnaire has been performed four times with different sets of data, the last two times using the revised scale. However, the most recent factor structure with the revised Ways of Coping scale (Folkman, et al., 1986a) produced eight factors: 1) confrontative coping; 2) distancing; 3) self-control; 4) seeking social support; 5) accepting responsibility; 6) escape-avoidance; 7) planful problem-solving; and 8) positive appraisal (Monat & Lazarus, 1991). These eight factors fall into the categories of problem-focused coping strategies such as trying to come up with several solutions to the problem, gathering information, and making a plan of action and following it; and the emotion-focused coping strategies such as seeking emotional support, distancing, avoiding, emphasizing the positive, and self-blame (Folkman & Lazarus, 1988).

Demographic Information Sheet

The final instrument in the mail-out questionnaire is the "Demographic Information Sheet," an instrument created for this study. This measure was placed last in order to end the self-administered questionnaire with the least captivating questions (Shaughnessy & Zechmeister, 1994). On this last page were seven questions designed to obtain information regarding ethnicity, parental income, residence and relocation history, and length of parental employment in the ministry (see Appendix F). All the questions were worded as closed questions with multiple choice answers provided, except for the one requesting the length of residence in current home where respondents were free to write the number of months or years in the space provided. Responses to the seven

questions were analyzed for possible effects as variables of ethnicity, income, and relocation factors.

Procedure

An introductory package was sent out by Canada Post to each pastors' mailing address. This package contained a letter of introduction, two parental consent forms, and a general information sheet. The letter introduced the researcher and informed parents and/or guardians of the Pastors' Kids of the purpose of the study, to explore the stress faced by adolescent PK's. The letter ended with a brief statement regarding the significance of research in the area of stress and coping in minister's offspring. A study in this area will not only add to psychological literature, but also help to inform church organizations, allowing for increased support and intervention.

Because of the age of participants, parental consent was elicited with two copies of a consent form, one for personal records, the other to be returned to the researcher. An important addition to this form was the line stating, "Participation and/or withdrawal from the research project will not affect my/our standing with the church organization in which I/we are employed."

The third major item in the package was a sheet containing general questions for relevant demographic information such as the number of adolescents in the household, their birth dates, and current home address. As pastors' families are frequently relocated, confirming mailing addresses turned out to be very beneficial. Also, as some PK's were away at boarding school, requesting and allowing space for the specific addresses for each one made direct mail-outs possible.

The last items in the package were a return envelope, addressed and stamped with correct postage for returning one copy of the consent form, and the information sheet. Only three pastors' names were dropped from the database as there were no adolescent aged PK's in their families. As well, only three pastors' declined consent for their adolescent to participate in the study. The reasons given were misgivings over the purpose of the study, and doubt over whether there was anything stressful to study in the life of the Pastors' Kid.

Once the consent forms were received, the researcher was able to enter any changes in addresses, phone numbers, birth dates, or spelling into the research database. Then, survey packages were addressed with printed labels for each PK. If there were more than one P.K at the address, then both names were listed and two sets of forms and surveys were included in the package, with any additional postage required. Inside the survey package were two copies of a participant consent form, again one copy was for the participant's personal records. Also in the package was the actual questionnaire.

In the cover letter to the questionnaire, PK's were introduced to the researcher and told the title of the research and it's importance. Then the PK's were informed that participation was voluntary and quitting the study held no consequences. An estimated time for completion was mentioned, and the option to receive complete written results offered to interested subjects. Twelve written requests for research results were received along with the completed questionnaires. Finally, prospective subjects were assured of confidentiality and told to write any comments or questions on the questionnaire.

The subjects were given a period of two weeks to complete and mail back the

questionnaires. Reminder notices were sent out on printed postcards when the waiting period became longer than a month. A few telephone calls were required in a few cases to remind parents and/or guardians of the failure of the P.K to return the survey package to the researcher. Out of the questionnaires returned, only two were eliminated due to incompleteness.

Research Questions

The research instruments described in the preceding section were self-administered by subjects in order to explore the following major research questions.

Research Question #1

This study is a replication of the 1993 study by Ostrander et al. investigating the basic psychometric questions of reliability and validity for "The Stressors of Clergy Children Inventory." The findings suggest this instrument to be an adequate measure of stressors specific to the ministerial lifestyle, and the authors call for additional work with a younger sample of a differing denomination. Therefore, the following question forms the first major line of inquiry—*Do the present data from an adolescent population of a Protestant denomination support the psychometric properties of internal reliability and construct validity for this instrument as established in the original study?*

Research Question #2

The second major goal of this study is to explore possible gender effects with coping efforts. *Do the types of coping strategies employed by PK's, as measured by the "Ways of Coping Questionnaire" differ significantly according to gender?* Of interest is

the possibility that female PK's may tend to utilize more emotion focused coping such as distancing, or escape-avoidance, whereas male PK's may utilize more problem oriented coping such as confrontation and planful problem solving. One study attributes the greater expression of stress associated with moving by female subjects to developmental type differences between the sexes in socialization and play (Raviv et al, 1990). There are also findings of significant gender differences in incidence of adolescent depression (Compas et al, 1993), suggesting possible difference in adjustment to change.

As well, the possibility of coping strategies being impacted by the demographic variables of relocation history and socioeconomic status is investigated. Relocation history being the variables of "Frequency" of moves, "Distance" moved, geographical "Type" of move, and clergy "Income", as measured by the demographic information sheet. *What types of coping efforts are attempted by PK's who move the furthest, or most frequently? Is it possible that clergy income relates to coping effort?* Although frequency of moves has been found to be a factor influencing adjustment to relocation in one study (Miller, et al, 1991), another study revealed a lack of relationship between relocation history and coping due to a "survivor effect" where those who move often learn how to adapt (Donahue & Gullota, 1983). It is expected that this resiliency finding may apply to PK's who may have an increased ability to handle the transition of moving or just become more resigned to it.

Research Question #3

A third and final direction for this study pursues any possible correlation between the stressors instrument, and the coping instrument. *Is there a statistically significant relationship between the sources of stressors experienced by PK's and the type of coping*

efforts they employ? The possibility exists that PK's may differ in their use of coping from the average population, which has been found to rely on both problem, and emotion-focused types of coping strategies (Monat & Lazarus, 1991).

Statistical Analysis

In order to address the first major research question regarding the validity of "The Stressors of Clergy Children Inventory," a measure of distinctive stressors for PK's, tests for internal reliability and construct validity were executed. The number of participants who experienced each stressor and the mean perceived stress scores will be computed. Estimations of internal consistency were calculated using SPSS reliability analysis. Construct validity was assessed through the SPSS principal components factoring, a procedure chosen to reflect the exploratory nature of this study. As noted by Ostrander, et al. (1993), principal components factoring is considered appropriate for new scales as there is a maximization of variance as explained by the initial factors and an ability to use factors more confidently in inferential statistics.

For the second major research question dealing with the possible influence of demographic variable on coping strategies, a multivariate analysis of variance (MANOVA) procedure was used to estimate the effect of gender, relocation history, and income on the eight coping style factors (confrontative, distancing, self-control, seeking social support, accepting responsibility, escape-avoidance, planful problem-solving, and positive appraisal). Since a variable number of items exist within each Ways of Coping scale, mean scores will be computed and used in the analysis. The SPSS Manova command was used

to generate a multivariate test of significance for the eight coping factors by the two levels

of, and then for the relocation and income variables.

The third and final major research question focuses on any potential relationship

between the stressors of PK's as measured by "The Stressors of Clergy Children

Inventory", and their efforts to cope as measured by the "Ways of Coping" instrument.

Also of interest is any significant correlation between the demographic variable of

relocation history (distance and frequency of moves), and coping strategies. A correlations

analysis in SPSS resulted in correlation matrices for the eight coping factors (Confront,

Distance, Self, Social, Accept, Escape, Planful, Positive), and the three stressors subscales

(Church, Family, Individual).

CHAPTER IV

Results

In this chapter, the three main research questions of this study, along with corresponding results of statistical analysis will be presented. Only the specific procedures and outcomes of each question will be addressed, interpretation of the results will happen in the fifth chapter. The format of this chapter will consist of the research question, the statistical analysis applied to specified data in order to address the question, and relevant tables of the results.

Question One

The first research question inquires whether the data obtained from an adolescent population of Pastors' Kids supports the findings of adequate reliability and validity determined by the original study being replicated (Ostrander et al., 1993). Construct validity of the Stressors of Clergy Children Inventory was determined by the reliability command in SPSS. Internal reliability estimates were made through the statistical procedure of the reliability command in SPSS 6.1. The stress instrument consists of three areas of stress experienced—church, family, and individual stressors. The original instrument contained 58 items (24 church items, 15 family items, and 19 individual items), but fifteen items had low factor loadings and were deleted, leaving a final 42-item inventory (15 church items, 11 family items, and 16 individual items). Estimation of internal consistency of the instrument was reported as Cronbach alpha = .91 (Ostrander, et al., 1990).

Construct validity for the church, family, and individual scales was determined by the SPSS 6.1 factor analytic procedure of principal components factoring followed by varimax rotation. This choice of technique reflects that of the original exploratory study in order to avoid the possibility of inaccurate solutions such as those resulting from the use of maximum likelihood estimation factoring strategies (Ostrander et al., 1990). The cut-off level of .50 was chosen and a source quoted supporting the explanatory power of such factor loading (Comrey, 1973) making this the acceptable factor level in the current study as well.

Factor analysis derived four factors for the Church Stressors scale given the following titles: "Direct Impact on PK's", "Family Impact", "Consistency", and "Moving Concerns" as shown in Table 2. All of the variables of the first factor were "Direct Impact" items from the original first factor structure. Although the second factor consisted of only one variable measuring "Moving Concerns", with two from "Direct Impact", and one from "Church Interference", the items loaded onto this second factor as being "Family Impact" related stress. The third factor was entirely composed of variables from the original "Church Interference" factor structure. The amounts of variance these factors accounted for in the Church scale were 21.2%, 16.2%, 13.9% and 10.6% respectively. For means and standard deviations of the stress variables for the three stressor areas, see Table 1.

The second stress scale of "Family Stressors" retained a single factor solution — "Family Well-Being", with a combination of family work, family resilience, and

Table 1

Means and Standard Deviations

Church Stressor Variables	Mean	Standard Deviation
Stress1	1.9	1.31
Stress20	2.72	1.41
Stress14	2.34	1.24
Stress42	2.16	1.39
Stress32	1.30	1.09
Stress25	2.06	1.07
Stress10	2.34	1.19
Stress33	1.90	1.37
Stress28	1.82	1.49
Stress41	2.08	1.37
Stress40	.94	1.02
Stress22	1.62	1.24
Stress12	1.46	1.39
Stress13	1.42	.86
Stress31	1.76	1.20

Family Stressor Variables	Mean	Standard Deviation
Sress30	1.74	1.34
Stress23	1.92	1.19
Stress19	1.76	1.30
Stress26	1.72	1.21
Stress12	1.46	1.39
Stress5	1.20	1.18
Stress17	.28	.61
Stress11	1.42	1.29
Stress3	.96	1.38

Individual Stressor Variables	Mean	Standard Deviation
Stress29	2.62	1.48
Stress39	1.94	1.10
Stress21	1.84	1.17
Stress18	1.66	1.14
Stress7	1.80	1.54
Stress38	1.66	1.08
Stress26	1.72	1.21
Stress8	1.72	1.14
Stress9	2.12	1.15
Stress34	2.10	1.57
Stress37	1.58	1.28
Stress6	1.14	.97
Stress15	.98	.59
Stress36	1.12	.98
Stress16	1.90	1.43
Stress24	1.52	1.64

Table 2
Principal Components Factoring of Church Stressors Followed by Varimax Rotation

Original Factor Loadings (Ostrander et al., 1990)

	1	2	3
1. Direct Impact			
How the people in my father's congregation think I should behave	.78	.39	.11
How our town/neighborhood people think ministers' children should behave	.86	.11	-.09
Lack of privacy for our family—the feeling that people can see into our home	.31	.62	.07
The amount of time I am expected to work at church—singing, cleaning, etc.	.26	.52	.32
The number of services I am expected to attend	.75	-.14	-.04
Missing out on things because my father is a minister	.50	.17	.17
2. Moving Concerns			
The number of times we have moved	.02	.10	-.01
Missing out on things other kids do because of moving	.38	.03	.08
My father is gone a lot on weekends and evenings when I am home	.06	.73	-.05
The house we live in is not large enough for our needs	-.13	.20	.40
3. Church Interference in Parent-Child Relationship			
Whether my father practices what he preaches	.11	-.09	.85
Whether or not the church of the family is more important to my father	.05	.77	.26
The way my father talks to me as compared to the way he talks to church people	.39	.22	.58
Time our family spends praying and/or reading the Bible	-.05	.23	.79
Eigenvalue	2.33	1.78	1.53
Percent of Variance	21.2	16.2	13.9
Cronbach's Alpha	.80	.49*	.69

New Factor Loadings

	1	2	3	4
1. Direct Impact				
People criticizing me	.62	.37	.12	.20
How the people in my father's congregation think I should behave	.78	.39	.11	-.00
How our town/neighbourhood think ministers' ministers' children should behave	.86	.11	-.09	-.01
The number of services I am expected to attend	.75	-.14	-.04	.16
Missing out on things because my father is a minister	.50	.17	.17	.15
2. Family Impact				
Lack of privacy—the feeling that people can see into into our home	.31	.62	.07	.05
The amount of time I am expected to work at church—singing, cleaning, etc.	.26	.52	.32	-.25
My father is gone on weekends when I am home	.06	.73	-.05	.32
3. Consistency				
Whether my father practices what he preaches	.11	-.09	.85	-.00
The way my father talks to me compared to the church people	.39	.22	.58	-.01
The time our family spends praying and/or reading the Bible together	-.05	.23	.79	.30
4. Moving Concerns				
The number of times we have moved	.02	.10	-.01	.91
Missing out on things other kids do because of moving so often	.37	.03	.08	.83
Eigenvalue	2.33	1.78	1.53	6
% of variance	21.2	16.2	13.9	.6
Cronbach's Alpha	.80	.66	.70	.82

family security variables resulting in the overall "Family Well-Being" title. The variables included such items as amount of time mother spent at home, family members emotional and physical health, and the state of the parental relationship. An overall variance of 21.2% was accounted for by these variables. Variables loading on factors two, three and four were deemed insufficient for inclusion as factors (see Table 3).

The final scale of "Individual Stressors" factored with the following factors called "Social Acceptance", "Health", and "Seeking Support". For the first factor all the variables ranged from all three factors of the original structure (Alienation, Health Concerns, and Personal Concerns). The items included the experience of being the "new kid in school," ways of expressing negative emotions, having an adult to talk to, and two personal stress variables (extracurricular activities, and dating). As an overall conceptual theme this factor is labeled "Social Acceptance." The second factor called "Health" loaded predominately with variables from the original factor structure called "Health Concerns". The third factor consisted of variables from all three of the original factors in this scale, but they were conceptually alike as relating to efforts in obtaining support. Variance percentages in the "Individual Scale" factors were 33.7%, 11.7%, 10.9% respectively (see Table 4). For descriptive statistics, see Table 6. Seven items with low factor loadings were deleted by SPSS 6.1) reliability analysis and an estimate of internal consistency for the final 35-item inventory was calculated. The resulting Cronbach's alpha revealed an internal reliability coefficient of .88 (.91 in the original study). Cronbach's alphas, means, and standard deviations of the scales are shown in Table 5.

Table 3
Principal Components Factoring of Family Stressors Followed by Varimax Rotation

Original Factor Loadings (Ostrander et al., 1990)				New Factor Loadings	

1. Family Work	1	2	3
My mother works because we need the money	.20	.30	.71
My mother works	-.02	.81	.19
The amount of time my mother is home when I am home	.51	.32	.36
My father's second job	.03	.59	-.39
2. Family Resilience			
Another family member's emotional/ mental health	.82	-.15	.06
The death of a close relative	.10	.12	-.84
A family member's physical health	.68	-.22	-.19
The church people's help, or lack of help when on of us is sick	.30	-.51	-.04
3. Family Security			
My parent's divorce, or talk of divorce	.66	.18	.03
My parent's fighting	.56	-.07	.11
Having to leave my pet when we move	.02	-.10	.12

Eigenvalue	2.33	1.78	1.53
Percent Variance	21.2	16.2	13.9
Cronbach's Alphas	*.49	*.42	*.18

*Not significant at >.50 level

1. Family Well-Being	1
The amount of time my mother is home when I am home	.51
Another family member's emotional/ mental health	.82
A family member's physical health	.68
My parent's divorce, or talk of divorce	.66
My parent's fighting	.56

Eigenvalue	2.33
Percent Variance	21.2
Cronbach's Alphas	.67

Table 4
Principal Components Factoring of Individual Stressors Followed by Varimax Rotation

Original Factor Loadings (Ostrander et al., 1990)	1	2	3
1. Alienation			
Feeling all alone or different from my friends	.32	.14	.16
Not having close friends	.09	.06	.24
Whether or not I can ask for help for my emotional/mental health	.34	.35	.57
Having to be the new kid in school	.68	-.10	.14
The way I am allowed/not allowed to express my anger and other negative emotions	.70	-.02	.36
The things I do to get attention in school	.14	.23	.54
2. Health Concerns			
Whether or not I can ask for help for my physical health	.20	.08	.82
My health in general	.08	.75	.18
My physical health	-.25	.64	.44
My emotional/mental health	.16	.74	.35
Whether or not I have an adult I can talk to	.74	.24	.20
3. Personal Concerns			
Career decision-making	.23	.59	-.17
Extracurricular activities	.66	.25	-.26
School grades	.36	.55	-.17
Things I do to get attention	.09	.11	.70
Dating	.57	.35	.18
Eigenvalue	5.6	1.85	1.57
Percent of variance	34.7	11.5	9.8
Cronbach's Alphas	.75	.71	.70

New Factor Loadings	1	2	3
1. Companionship			
Having to be the new kid in school	.11	.08	.83
The way I am allowed/not allowed to express my anger and other negative emotions	.36	.15	.62
Whether or not I have an adult I can talk to	.74	.24	.20
Extracurricular activities	-.15	.55	.51
Dating	.33	.53	.41
2. Health			
My health in general	.08	.75	.18
My physical health	-.25	.64	.44
My emotional/mental health	.16	.74	.35
Career decision-making	.23	.59	-.17
School grades	.36	.55	-.17
3. Seeking Support			
Whether or not I can ask for help for my emotional/mental health	.34	.35	.57
The things I do to get attention at school	.14	.23	.54
Whether or not I can ask for help for my physical health	.20	.08	.82
Things I do to get attention	.09	.11	.70
4. Alone			
Feeling all alone or different from my friends	.32	.14	.16
Not having close friends	.09	.07	.24
Eigenvalue	5.06	1.75	1.63
Percent of variance	33.70	11.70	10.90
Cronbach's Alphas	.76	.74	.77

Table 5
New Factor Loadings

Scale	No. Of Items	Cronbach's Alpha	M_1*	M_2	SD
Church Stressors Total Scale	14	.82	27.16	1.94	9.50
Direct Impact Issues	5	.80	11.36	2.27	4.66
Family Impact	4	.66	7.28	1.82	3.48
Consistency	3	.70	4.80	1.60	2.65
Moving Concerns	2	.82	3.72	1.86	2.64
Family Stressors Total Scale	9	.54	12.46	1.38	5.12
Family Well-Being	5	.67	8.60	1.72	4.22
Parental Work	2	.35	1.48	0.74	1.46
Individual Stressor Total Scale	16	.86	27.4	1.71	11.41
Social Acceptance	5	.76	9.86	1.97	4.64
Health	5	.74	9.32	1.86	4.34
Seeking Support	4	.77	4.82	1.20	3.04

*M_1=subscale mean, M_2=individual item within the subscale mean, SD=standard deviation within the subscale mean.

Question Two

In the second research directive, the specific types of coping efforts put forth by male and female PK's were compared. To achieve this, data collected from use of "The Ways of Coping Questionnaire" (Folkman & Lazarus, 1980) was analyzed using a multivariate analysis of variance test. For means and standard deviations, refer to Table 6. The Bartlett criterion was used as a multivariate test. This particular method is considered an accurate test due to statistical power and robustness (George & Mallery, 1995). There was no significant interaction between gender and coping (Pillais approximate $F = .92$, p =.50, $p > .05$).

Table 6
Means and Standard Deviations

	Confront	Self	Social	Acceptance	Escape	Planful	Positive
Male	X = 5.44 SD = 3.77	X = 8.22 SD = 4.22	X = 4.40 SD = 2.91	X = 3.00 SD = 2.64	X = 6.89 SD = 5.08	X = 6.22 SD = 3.54	X = 4.83 SD = 3.67
Female	X = 4.53 SD = 2.92	X = 6.72 SD = 4.00	X = 6.31 SD = 4.48	X = 2.78 SD = 2.71	X = 5.47 SD = 4.16	X = 6.47 SD = 4.17	X = 5.25 SD = 3.41

The next multivariate test considered the demographic variable of "Frequency" of moves with coping strategies. No significant effect was found between how often the subjects moved and the ways of coping they employed (Pillais approximate F = .82, p =.83, p > .05). No significant effect was found for the demographic variable of "Distance" as the variables were linearly dependent and SPSS automatically skipped the multivariate test altogether. The demographic variable of "Type" of move was tested for possible significant effect with coping strategies. Again, no significance was determined (Pillais approximate F = 1.22, p = .27, p > .05). Finally, the last demographic variable of father's "Income" was tested with no significant effect (Pillais approximate F = 1.22, p = .19, p > .05).

Question Three

For the third and final research question, an analysis of correlation was conducted using the SPSS "Correlations" command to test for relationships between the stress scale (Stressors of Clergy Children Inventory) and the coping scale (Ways of Coping). The stressor scales (Church, Family, and Individual) were listed with the eight coping

variables (confrontative, distancing, self-control, seeking social support, accepting

responsibility, escape-avoidance, planful problem-solving, and positive appraisal). The

resulting matrix shows the correlation coefficients (see Table 7). Since the direction of

potential relationship between the variables was unknown, two-tailed significance was

utilized. Three of the coefficients were moderately significant at the $p<.05$ level. Two

coping strategies have a moderately strong positive relationship with two of the three

areas of stress. The coping strategy of "Distancing" was significant in the areas of

"Family" and "Individual" related stress. The coping strategy of "Planful" problem

solving was significant in the area of "Church" stressors.

Table 7
Pearson Product-Moment Correlation Matrix

	Confront	Distance	Self	Social	Accept	Escape	Planful
Church	.26	.19	.10	.22	.08	.03	.36*
Family	.14	.34*	.19	.05	.11	.08	.29
Individual	.15	.20	.15	.07	.18	-.02	.40*

* Statistical significance at the $p < .05$ level.

CHAPTER V

Discussion

The previous chapter covered the results of the statistical analysis of the data collected, without offering interpretation. In this chapter, the outcomes of this study will be discussed through summary of the analysis. Also, a broader explanation of the results will made through comparison and contrast with previous findings. Finally, the limitations of this study will be commented on, including directions for future research efforts.

The results of exploratory factor analysis for the first research question concerning the reliability and validity of "The Stressors of Clergy Children" instrument support the effectiveness of the scale. High internal consistency, or the ability of the items within the instrument to measure the same thing was indicated by the significance of the Cronbach alpha (.88). The closer the alpha value is to 1.0, the greater the internal consistency of the items in the instrument (George & Mallery, 1995). Each of the stressor areas, the Church Stressors, Family Stressors, and Individual Stressors and the overall scale have acceptable internal consistency. This outcome is predictive of the suitability of this inventory to be administered to similar subjects in similar settings with similar results. It is useful for measuring various areas of potential stress for clergy offspring. As in the original study, all the Cronbach alphas point to suitability of the scale for research. The replicated results therefore fulfill the primary research objective of this exploratory study.

Unlike the original outcome by Ostrander et al. (1990), each stressor scale did not load consistently with three factors. Instead, the Church Stressors and the Individual Stressors scales retained a three factor solution, with the Family Stressors scale obtaining a final two factor solution. With this group of subjects, the stressor area with highest reliability was in the Church items labeled "Direct Impact." These items included the extent to which the PK experienced criticism, behavioral expectations from church member and community, being expected to attend church, and missing out on things due to having a minister father. Items impacting the family, the consistency of pastor fathers in relating to PK's, and some concern around moving issues complete the picture. The second area of stress was Individual related items and consisted of companionship issues such as having an adult to talk to, being a new kid in school without established friendships to rely on, and participating in social activities outside of school. Support related items also rated high for reliability, such as asking for help regarding emotional well-being, and efforts made for attention. Finally, the third area of potential stress was within the Family, with items pertaining to threat to the stability of the family unit. It appears that this measure of stress was able to draw out areas of change and of challenge with potential for stress in the experience of this group of Pastors' Kid's.

The second main focus of exploration surrounded the coping scale and any significant associations with demographic variables. Although gender differences were explored, no significant effect was found between gender and type of coping effort. This outcome differed from past research findings such as females tending to use wishful thinking and seeking social support as coping strategies, and males using more avoidant strategies (Halstead, Johnson & Cunningham, 1993). It was not surprising however,

given the relatively small number of subjects in this study (n = 50). Despite some findings of gender difference in the literature, there was no definite expectation for significant gender differences in this exploratory study, especially considering the potential influence of age over gender. No statistical analysis was done according to age, an oversight in the research design as the age range of subjects was broad (12 - 18 year olds). The lack of gender significance in coping strategies does reflect the outcome of other studies, such as Pittman & Bowen (1994), and deserves further inquiry.

Lack of significant relationship between the demographic variables of relocation history and parental income and coping response is not so readily explained. Although the moving was differentiated according to distance, geography, and recency, relocation was not related to coping variables in this exploratory study. One possibility for this absence of correlation may be the "survivor effect," as described by researchers Donahue and Gullota (1983). For the group of PK's in this study, relocating often or far did not significantly influence ways of coping with stressful change. With increased moves comes the ability to deal with the challenges of relocating. As for "Income", this demographic variable only applied to the minister father's income, not the combined income of both parents. This demographic was therefore not an accurate one as most ministerial families rely on dual incomes, as do many mid- income earning families. Pastoral incomes would vary by geographic location, while being constant as SDA denominational employees. The parental income reported by these PK's is middle class, making them less likely to experience relocation as requiring as much coping response as those from poorer income earning families who are most susceptible to stress (Miller & Cherry, 1991).

The outcome of the final research question was an absence of overall association between the stress and the coping measures used in this exploratory study. Some correlation existed between the coping strategy of distancing and family and individual type stress. A moderate correlation existed between church stress and planful coping. Distancing coping refers to efforts to detach self from the emotional impact of a stressful situation. This coping strategy often enables constructive problem solving to occur in highly stressful experiences. Distancing coping was employed to deal with the stress experienced in the personal and home arenas whereas the cognitive strategy of planful, or problem-focused coping was used to deal with church related stress. Problem-focused coping has a high association with school situations (Halstead et al, 1993), but not in comparison to other contexts such as social situations. It is possible that stress experienced in the school setting is more consistent and thus demands a more immediate coping response whereas the stress associated with church is more sporadic, and can be dealt with in more deliberate, planned efforts.

According to Lazarus' research on coping, both major coping strategies (emotion and problem-focused) are used in stressful life experiences (Folkman & Lazarus, 1991). Pastors' kids can thus be expected to employ coping efforts that fall into both categories, but it is the appraisal element in the coping process that influences the outcome of stressful encounters. The extent of coping on long-term adaptation may be uncertain, but addressing how adolescent PK's handle stress is a point of origin and may lead to the development of interventions for those at risk.

It is interesting to consider the implications of the moderate interaction between the stress and coping measures used in this study. While distancing involves putting

emotional distance between oneself and a stressful problem, planful coping involves the cognitive response of building positive meaning from something experienced as harmful. Stress in church related experiences brought out efforts towards positive appraisal. This response to stress reduces the impact of negative emotions such as anger and sadness. Stronger correlation was expected between the stress and the coping measures, but the factors related to coping have not been consistent in the literature and it was difficult to anticipate the outcome.

Limitations

More in-depth exploration remains to be done in the adolescent stress and coping literature with additional environmental and personal factors taken into consideration. This study did not examine the factor of locus of control, yet these PK's were experiencing stress due to events beyond their control such as changing church districts with their families. Hints of frustration and helplessness permeated some of the entries concerning stress in the PK's experience. It would be valuable to pursue such variables as depression, and locus of control in future stress and coping studies of adolescent Pastors' Kids.

Unfortunately such stressful life experience entries were not included in the analysis for this study, beyond validating entries based on recency of the incident, and sufficient detail for inclusion of the preceding data. Future efforts with the Ways of Coping measure should include content analysis for added meaning and a more multidimensional approach to stressful life experience. This coping measure, although designed for stressful life events, should also be administered for assessment of other phenomenon such as saddening experiences (Atkinson & Violato, 1993). It would be

interesting to compare the outcomes of this instrument when applied to different types of experiences encountered by PK's.

Directions for Future Research

Further research into the experience of stress and coping in adolescents belonging to a greater variety of religious groups (including those with female ministers) is required. This study was limited in scope with a small number of subjects from a single denomination. Increased confidence in the Stressors of Clergy Children Inventory resulting from this analysis should drive future investigations of the stress and coping experience, including additional environmental and personal factors.

The Ways of Coping measure, although designed for stressful life events, should also be administered for assessment of other phenomenon as it was for saddening experiences (Atkinson & Violato, 1993). It would be informative to compare the outcomes of this instrument when applied to different types of experiences encountered by Pastors' Kids.

Another future line of inquiry would be measurement of the factor "identification with way of life." The status of the parental relationship was a factor for PK's the area of Family stressors. The identification of the minister parent with the ministerial lifestyle, as well as the non-minister parent, may influence the PK's ways of dealing with stress. The consistency of ministerial parents would be influential to coping with stress as well. Parenting style would be a factor of interest for future studies of Minister's and their families. Also, spirituality is an aspect of the life of the PK that deserves exploration. It is possible that the PK may be involved in religious activities in order to live up to external expectations, and not for the purpose of developing individual spirituality.

Finally, racial differences in appraisal of stress and resulting coping style would be a worthy research question.

In spite of the limitations, this exploratory study provides further information about the experience of stress for adolescent Pastors' kids and their efforts to deal with it. It has also illuminated some directions future research efforts might take. A paucity of research on the Ministers' families exists, and this study investigated the responses of this particular group to stressful life experiences during adolescence. Although it covered only a few variables of interest, it points to more variables for future studies including relationship with the minister parent, identification with ministry related roles, and parenting style. Not only were areas of stress further identified and clarified, future use of this specific measure of stress in clergy children has been promoted, in hopes that continued research may lead to the subsequent development of interventions for ministerial families struggling to cope with the stress in their lives.

Summary

Reliability estimates obtained by this study revealed the appropriateness of "The Stressors of Clergy Children Inventory" as a stress measure. The original usage of this instrument was replicated, a positive step towards future research efforts of ministerial families and the stress experienced by minister's children. Not only were the areas of stress further identified and clarified, but future use of this measure of stress in clergy children has been promoted, in hopes that continued research may lead to the subsequent development of interventions for ministerial families in coping with the stressors experienced in their lives.

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APPENDIX A

Parental Consent Form

I/We, the undersigned, hereby give my/our consent for my/our child to participate in this research project entitled *Stress and Coping in Adolescent Pastors' Kids*.

I/We understand that such consent means that our child will be required to fill out a questionnaire containing 120 questions which should take 20-30 minutes to complete.

I/We understand that participation in this study may be terminated at any time by my/our request. Participation in this project and/or withdrawal from this project will not affect my/our standing with the church organization in which I/we are employed.

I/We understand that this study will not involve any greater risks than those ordinarily occurring in daily life.

I/We understand that the responses will be obtained anonymously and kept in strictes confidence.

I/We understand that all raw data will be kept in locked file cabinets and destroyed two years after publication of study results.

I/We have received a copy of this consent form for my(our) records. I/We understand that if at any time I/we have questions, I/we can contact the researcher (Laurina Pond) by calling collect at (0-403) 282-3871, her supervisor (Dr. Sal Mendaglio) at 220-6277, the Office of the Chair, Faculty of Education Joint Ethics Committee at 220-5626, or the Office of the Vice President (Research) at 220-3381.

_____   _____
Signature of Parent/Guardian   Signature of Parent/Guardian

_____   _____
Date   Date

APPENDIX B

Cover Letter

Dear Parent/Guardian:

My name is Laurina Pond and I am a graduate student in the Department of Educational Psychology at the University of Calgary. As part of the requirement towards a M.Sc. degree, I am conducting a research project under the supervision of Dr. Sal Mendaglio. I am writing to provide some information about my research project (*Stress and Coping in Adolescent Pastors' Kids*) so that you can make an informed decision regarding your child's participation.

The purpose of the study is to investigate adaptation to the unique stresses associated with being a Pastors' Kid (P.K). Nothing further will be mentioned about what is being measured so as to not bias your child's responses. As part of the study, your child will be asked to complete a survey form. There are a total of 120 questions and it should take approximately 20 - 30 minutes to complete. You should be aware that even if you give your permission, your child is free to withdraw at any time for any reason and without penalty. Participation in this study will involve no greater risks than those ordinarily experienced in daily life.

The actual survey form will be mailed to you upon receipt of a signed copy of the following consent form. Two copies of the consent form are provided. Please return on signed copy along with the information sheet in the postage paid envelope provided. The other copy is for your personal records. It is important that you do this immediately so that I may mail the survey package to your child as soon as possible.

Several things to be aware of before your child receives the survey package and begins to answer the questions: 1) Confidentiality is guaranteed. Your child's name will not appear on the form, and as I view the responses, I will be unaware of identity. 2) Although I do not feel any of the questions are intrusive, some of them require careful thought. Brief instructions about how to answer the questions will precede each section.

I feel that this study will fill a large gap in the psychological literature and is an exciting opportunity for our church denomination. If you have any questions, please feel free to phone me collect at (0-403) 282-3871. You may also call my advisor, Dr. Sal Mendaglio at 220-6277.

Thank you for your cooperation in this project.

Sincerely,

Laurina Pond

APPENDIX C

Information Sheet

Please complete the following questions and return along with the signed consent form in the postage paid envelope provided.

1. I have _____ adolescent(s) aged 12 to 18 in my household.

2. Their names are: _____

   _____

   _____

3. Their respective birth dates are:

   (Month/Day/Year) _____

   _____

   _____

4. My home address (if different than on envelope) is:

   _____

   _____

   _____

5. My home phone number is:

   ( ) _____

Thank you for providing the above information. It will be helpful in getting the research survey out to you quickly and efficiently.

APPENDIX D

Consent for Research Participation

I, the undersigned, hereby give my consent to participate in a research project entitled *Stress and Coping in Adolescent Pastors' Kids.*

I understand that such consent means that I will take part in completing a questionnaire composed of three parts, totaling 120 questions.

I understand that participation in this study may end at any time by my request. Participation in this project and/or withdrawal from this project will not negatively affect me in any way.

I understand that this study will be taken without my name being on the survey and will be kept in strictest confidence.

I understand that only the results of the entire group of Pastors' Kids will be included in any published reports.

I have been given a copy of this consent form to keep for my own record. I understand that if I have any questions I can have my parent or guardian contact the researcher (Laurina Pond) at (0-403-282-3871), her advisor (Dr. Sal Mendaglio) at 220-6277, the Office of the Chair, Faculty of Education Joint Ethics Committee at 220-6277, or the Office of the Vice President (Research) at 220-3381.

_____   _____

Date   Signature

_____

Your Printed Name

APPENDIX E

Letter of Introduction

Dear Pastors' Kid,

The following survey is about how pastor's kids deal with the stress they face in their lives. My name is Laurina, and I am a Pastor's kid (P.K) too. I am also a university student and have decided to study P.K's and the types of stress they experience. Surprisingly, very little research has been done with P.K's, only "army brats," or kids of military families. This research project is entitled *Stress and Coping in Adolescent Pastors' Kids*, and I would like to tell you about it so you will know how important your participation is, and what you will be doing. If you are 12 to 18 years old, and one of your parents is a pastor employed by the Seventh-Day Adventist Church, you are qualified to fill out this survey. You should be aware that if you participate, you are free to quit at any time for any reason and without consequences. Taking part in this study will involve no greater risk than what you face in your daily life.

There are 3 parts to the survey with a total of 120 items which should take you about 20 to 30 minutes to complete. The purpose of this study is to investigate stress as experienced by pastors' kids (P.K's), however, I can't tell you anything more that might influence your responses. If you or your parents wish to have complete written results, please include a written request on a separate piece of paper with your finished survey form. When you have completed the survey, please make sure it is placed in the envelope with return postage and mailed back to me *as soon as possible.*

Before you start, I want you to know a few more things. First, your name will not appear on this form, so I will be unaware of your identity. This way confidentiality is guaranteed. Secondly, although I don't believe any questions are too personal, some of them require careful thought, and honesty which might make you uncomfortable. Each section of this survey has brief instructions on how to answer the questions. Feel free to write comments next to questions that are confusing or seem not to apply.

If you have any questions, please call me or have your parents or guardian contact me by calling collect (0-403) 282-3871. My advisor, Dr. Mendaglio may be reached at 220-6277.

Thank you for your participation!

Laurina Pond

APPENDIX F
Demographics Information Sheet

Finally, please fill-in the following general information questions:

1. How would you describe the ethnicity of your family (if you're not sure, ask your parent(s) or guardian(s):

    Caucasian ☐   Hispanic ☐   Black ☐   Asian ☐
    Other (specify) _____

2. What is your parent(s) present income from all sources:

    less than $10 000 ☐ $10 - 20 000 ☐ $20 - 30 000 ☐
    $30 - 40 000 ☐ $40 - 50 000 ☐   more than $50 000 ☐

3. How long have you lived in your current house?   _____ months

    _____ years

4. Check the distance you moved from your last house to your current one:

    less than 50 miles ☐   50 - 100 miles ☐   100 - 500 miles ☐
    500 - 1000 miles ☐

5. Was your most recent move:

    within province/state ☐   from out of province/state ☐   from overseas ☐

6. How long has your father (or mother) been employed by the church as a minister?

    less than 1 year ☐   1-5 yrs. ☐   6-10 yrs. ☐
    11-15 yrs. ☐   16-20 yrs. ☐   21-25 yrs. ☐
    26-30 yrs. ☐

7. How many times have you moved since your father (or mother) has been employed as a minister?
    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐   7 ☐   8 ☐   9 ☐
    10+ ☐

Appendix G

Coping Scales
(Ways of Coping Questionnaire,
Folkman & Lazarus, 1988)

The following is a sampling of three items from the eight coping styles:

Confrontative Coping
- Stood my ground and fought for what I wanted.
- Tried to get the person responsible to change his or her mind.
- I expressed anger to the person(s) who caused the problem.

Distancing
- Went on as if nothing had happened.
- Didn't let it get to me; refused to think about it too much.
- Tried to forget the whole thing.

Self-Controlling
- I tried to keep my feelings to myself.
- Kept others from knowing how bad things were.
- I tried not to act too hastily or follow my first hunch.

Seeking Social Support
- Talked to someone to find out more about the situation.
- I asked a relative or friend I respected for advice.
- Accepted sympathy and understanding from someone.

Escape-Avoidance
- Wished the situation would go away or somehow be over with.
- Hoped a miracle would happen.
- Slept more than usual.

Planful Problem Solving
- I made a plan of action and followed it.
- Drew on my past experiences; I was in a similar position before.
- Came up with a couple of different solutions to the problem.

Positive Reappraisal
- Changed or grew as a person in a good way.
- Found new faith.
- Rediscovered what is important in life.

Figure
Coping as a Mediator of Emotion