

Abstract

The present study was conducted to examine the relationship between Perceived Parenting, Academic Stress and Self harming behavior among school children. A sample size (N) of 800 school children was recruited for this purpose while keeping the no of private and government students constant. Parental practices comprised nurturance, guidance, control and permissiveness. The correlational analyses indicated that both paternal and maternal nurturance and guidance significantly negatively correlated with academic stress (-.205** and -.410** respectively) whereas control from fathers as well as mothers significantly positively correlated with stress (.143** and .355** respectively). Furthermore, both perceived parenting and academic stress were found to be significantly impacting the deliberate self harming behavior among children. Multiple stepwise regression analysis indicated that Paternal and maternal control as well as academic stress turned out to be positive predictors of deliberate self harm (B=.190, B=.056 and B=.009 respectively) and paternal and maternal nurturance were found to be negative predictors of self harm (B= -.045 and B= -.180 respectively) . Apart from this, one way analyses and independent sample t tests also generated comparisons of Perceived Parenting, Academic Stress and Self harming behavior with other demographic variables. The study has implications for school administration, parents and mental health professionals for providing adequate counseling and therapeutic strategies for combating this prevalent phenomenon. This study calls for attention to the stigma surrounding deliberate self harm and the lack of avenues available for students to turn to for help.

Keywords: Perceived Parenting, Academic Stress, Deliberate Self harm and School Children.