

Perceived Parenting Style, General Well-being and Emotional Intelligence among Adolescents

Maharshi Dayanand University
Research Journal ARTS
2020, Vol. 19 (1) pp.1-14
ISSN 0972-706X
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<http://www.mdu.ac.in/Journals/about.html>

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Abstract

The present investigation aims at (i) to study the relationship of parenting style with emotional intelligence and general well being of adolescents; and (ii) to investigate the influence of gender, parenting style and their interaction on emotional intelligence and general well being among adolescents. 240 adolescents of Haryana selected randomly from diverse govt. secondary schools constituted the sample of the study. Analysis of the data was done by using two ways ANOVA (2x3 factorial design). Results of the study were: (i) Authoritative parenting style efficaciously predicted high degree of emotional intelligence and general well being in adolescents; and (ii) effect of independent variables namely gender and parenting style was significant on emotional intelligence and general well being among adolescents. The findings have vital implications for teachers, parents, psychologists and counselors to understand the concept of general well being and emotional intelligence of adolescents and influence of parenting style on them.

Keywords: Intelligence, Parenting style, General Well-being, Adolescents

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Introduction

It is well said that home is the first school and parents are the first teachers. In joint families, children are also exposed to grandparents, uncles, aunts' and cousins etc. constantly and thus home forms an integral part and parcel of caring, nurturing and source of education for the children. The foundation of a child's education is laid at home from early on. From the early childhood, the child through observation learns language, vocabulary, respect, self-expression, elementary concepts and ideas, mannerisms etc. from his immediate care givers. The home environment experienced by the child has big effect on development of initial personality and thus influences the self esteem, behavior, learning, social interactions at school/playground etc of the child.

Childhood is followed by adolescence or pre-adulthood and is a special period in life. This stage is characteristically dynamic as the adolescents are rapidly undergoing changes in body, mind and psyche (Santrock, 2004). It is usually the time when they begin to develop their identity as an individual and experience the real world unsupervised, learn and develop independent notions about it. It is also then they seek liberty from the control and authority of parents and desire to be accepted into peer groups (Santrock & Yussen, 1984). Adolescents strive to be assertive and want to be recognized as capable of making independent personal decisions without any intervention of the parents while simultaneously wanting to be a part of peer groups and establishing their social identity. During adolescence the influence of the peer groups on the adolescents mind increases while that of the parents decreases. Though the adolescents wish for and remain dependent upon the parents for financial and emotional support and structure, they often demonstrate callous and confrontationist attitude towards the support given to them.

Due to radical physical change and discomfort associated with them, emotional disequilibrium is frequently seen in adolescents. So during this stage family seem to be playing a very important role in affecting their children's emotional development, character, personality, and sense of psychological well being.

This focal point of the present investigation is adolescents' emotional intelligence and their psychological well-being. Parenting style has been considered as one of the many important family factors which affects the emotional intelligence and psychological well being of the adolescents.

Harmony and quality of parenting, educational expectations, aspirations and involvement of parents are considered to be a few important environmental variables associated to adolescents. The process of a child's progression into adolescence can be smoothened with the parents guiding the youngster in a safe, nurturing and receptive home environment.

The parental assistance in understanding and processing emotions and actions can be vitally important for the adolescent for effectively dealing with people and constructing his own self image.

Emotional intelligence and parenting

Emotional intelligence can be acquired and that is one of its advantages over the IQ, as emotional intelligence of the people can be elevated (Harms & Credé, 2010). Parents, by way of nurturing play a significant role in the developing emotional intelligence in the children (Fonte, 2009; Hsieh, 2006). Study of Asghari and Besharat (2011) showed that perceived warmth parenting style was associated with high emotional intelligence in Iranian students.

Perceived parenting style is described as the parenting style which in the opinion of the adolescents or children is received by them from their parents during their childhood/ adolescence. Dixon, Graber, and Brooks-Gunn (2008) define parental style as the model of attitudes, behaviors, values and criteria that the parents exhibit during interaction with the children and youngsters reason parents to take them into attention or to be unobservant of them. In accordance with the definition, opinion of the children about parental style is of great significance. Theoretically, perceived parenting style encompasses care and overprotection. Bemporad & Romano (1992) in their study found that depression in children was significantly associated with rejection and overprotective parenting style. Children raised either in overprotective or authoritarian households become dependent upon parents and lack capability to be independent. Thammawijaya (2012) concluded that children raised by uncaring or overprotective parents have lower self esteem, are vulnerable to depression and have low emotional intelligence.

General well being and parenting

Perceived parental involvement is presumed to be related with psychological well-being of adolescent as he spends the longest amount of social time in the company of and under the care and supervision of the parents. The behavior and attitude of the adolescent towards the society and peers is supposed to be reflective of the emotional and personal bond between the adolescent and the parents and thus reflects the home environment. As the years of adolescence pass by and they develop their own sense of the world, the youngsters seek increased company of the peers while gradually moving away from the influence of the parents (Bossard & Boll, 1966; Santrock & Yussen, 1984). As part of the adolescent process, they strive to construct and establish self identity amongst the peers and family by observing the approval or rejection of their thoughts and actions by others, especially the ones they consider as role models (Gibson & Jefferson, 2006). Gecas (1971) and Wilkinson (2004) state that the cumulative experiences that an adolescent has experienced as part of

the parent-child relationship are the primary source and basis of introspection and formation of social relationships by the adolescents i.e. the nature and type of parent-child relationship is considered to be indicative of the behavior of the adolescent towards himself and the quality of social relationships he is going to have.

Rationale of the Study

Understanding the adolescents' emotional intelligence and well being and the determinants that add to it will help towards explaining and describing means to assist them to get ready for adult life in a better way.

Although an extensive review of the literature has been carried out, yet in Indian context data regarding the association among emotional intelligence, parenting styles and general well being is scarce to find.

In addition the present investigation intends to look at the relationship between the emotional intelligence and general well being of adolescents. The moderating effects of gender on the relationship between variables is also reported.

Objectives of the Study

1. To study the level of emotional intelligence of adolescents..
2. To examine the level of general well being of adolescents.
3. To study the relationship between adolescents' emotional intelligence and their perceived parenting style.
4. To study the relationship between adolescents' general well being and their perceived parenting style
5. To study the relationship between adolescents' emotional intelligence and general well being.
6. To study the influence of gender, perceived parenting style and their interaction on emotional intelligence of adolescents.
7. To study the influence of gender, perceived parenting style and their interaction on general well being of adolescents.

Tools Used

1. Demographic Questionnaire prepared by the investigator. The questionnaire collected facts related to subjects' (a) gender, and (b) family structure .
2. PGI General Well-being Measure (1989) by Dr Santosh K. Verma and Ms. Amita Verma. It has 20 items pertaining to various dimensions of adjustments.

Test-retest reliability coefficient of the scale was found to be .98 using Kuder-Richardson formula (KR-20) while coefficient of reliability was .91 for English rendition and .86

for Hindi adaptation. The Scale was correlated with number of test and it has average construct validity.

3. Mangal Emotional Intelligence Inventory (2004) prepared by Dr. S.K. Mangal and Mrs. Shubra Mangal. It includes 100 items, 25 each from the four dimensions of emotional intelligence i.e. Intra-Personal and Inter-Personal awareness of emotions, Intra-Personal and Inter Personal management of emotions.

The reliability coefficient using methods viz. test-retest, K-R formula (20) and split-half, was seen as .92, .90 and .89 respectively. The factorial and criterion validity of this inventory was established.

4. Family Relationship Inventory by Sherry and Sinha (1987). It consists of 150 items. It may well discriminate the individuals who feel emotionally accepted, overprotected or rejected by their parents. On the basis of scores three types of parenting styles are identified viz. authoritative (both demanding and responsive), authoritarian (highly demanding and directive, but not responsive) and permissive (more responsive than they are demanding).

Test-retest reliability values for the various scales is found to be between 0.42 to 0.81. The validity of the scales was obtained attempted by correlating data on the FRI with the data obtained on the Saxena Personality Inventory and its statistically significant correlation coefficients were ranging from .44 to .84.

Sample

The sample of the present investigation consisted of arbitrarily chosen class Xth adolescent students (14-16 years age) from different Haryana govt. secondary schools. From the state Haryana, four districts (one from each zone viz. North, West, South and East) were chosen randomly. After securing the directory of govt. secondary schools situated in these four districts from the concerned district education office, twenty schools (five from each district) out of that listing, were chosen randomly for gathering data.

Data Collection

The investigator visited the schools individually and conducted the interview with students. After formation of rapport with class X students present on the day, investigator administered the tools to them. Firstly, 635 students were selected. Out of them, 496 adolescents reported living with both parents, 100 adolescents belonged to single parent family, and 39 adolescents revealed their parents as divorced or separated. Finally, for the purpose of analysis the responses of only 240 students out of 496 could be considered, as only two levels in case of independent variable gender (boys or girls) and three levels in case of independent variable parenting style (authoritative, permissive or authoritarian) were taken in to consideration. Then, the boys and girls were divided in to three parallel groups- boys

having authoritative parenting style, boys having permissive parenting style, boys having authoritarian parenting style, girls having authoritative parenting style, girls having permissive parenting style and girls having authoritarian parenting style, From each of these groups, 40 students were selected randomly, that is 40 from each combination group. Thus, 240 adolescents make up final sample of the study i.e. 120 boys (40 from authoritative parenting style, 40 from authoritarian parenting style and 40 from permissive parenting style) and 120 girls (40 from authoritative parenting style, 40 from authoritarian parenting style and 40 from permissive parenting style).

Statistical Techniques Employed

To find out the relationships Pearson's correlation coefficient was calculated by using bi-variate correlation procedure. The influence of gender, parenting style and their interaction on emotional intelligence was studied using 2-way ANOVA (2x3 bivariate factorial designs). The first independent variable gender (A) differed in two ways- Boys (A_1) and Girls (A_2); the second independent variable parenting style (B) differed in three ways- authoritative (B_1), authoritarian (B_2), and permissive (B_3).

Findings

The findings of the study are examined in two segments. The demographic characteristics of the sample subjects are presented in the first segment, and the results of the analyses are presented in the second segment.

Segment 1: Mean and SD of the Emotional Intelligence and General well being Scores of Respondents with respect to Gender and Parenting Style

Table 1: Mean Scores for Emotional Intelligence and General Well Being of Adolescents with respect to Gender and Perceived Parenting Style

Gender	Parenting Style	Emotional Intelligence			General Well Being		
		Mean	S.D.	N	Mean	S.D.	N
Boys	Authoritative	70.10	6.13	40	13.28	3.19	40
	Authoritarian	67.20	6.24	40	10.48	3.10	40
	Permissive	68.50	6.49	40	8.05	2.70	40
	Total	68.60	6.35	120	10.60	3.67	120
Girls	Authoritative	68.15	6.38	40	11.10	3.04	40
	Authoritarian	65.20	6.24	40	8.70	2.88	40
	Permissive	65.83	6.57	40	6.70	2.08	40
	Total	66.40	6.47	120	8.83	3.23	120
Total	Authoritative	69.13	6.30	80	12.19	3.28	80
	Authoritarian	66.20	6.28	80	9.59	3.10	80
	Permissive	67.16	6.63	80	7.38	2.49	80
	Total	67.50	6.49	240	9.72	3.56	240

Source: Primary Data

Segment 2: Results

2.1 Level of Emotional Intelligence among Adolescents

The 240 subjects were arranged based on their score on emotional intelligence scale. It was discovered that out of 240 adolescents, 137 (57.08%) stated high level of emotional intelligence and 103(42.91%) stated low level of emotional intelligence.

2.2 Level of General Well Being among Adolescents

240 subjects were arranged based on their score on General well-being Measure. It was found that 127 of all adolescents (52.91%) were high in general well being and 113 of all adolescents (47.08%) were low in general well being.

2.3 Relationship of Emotional Intelligence and General Well Being with Perceived Parenting Style among adolescents

Table 2: Relationship of Emotional Intelligence and General Well Being with Perceived Parenting Style

Correlates Types of Parenting Style	Coefficient of Correlation with Low Emotional Intelligence	Coefficient of Correlation with High Emotional Intelligence	Coefficient of Correlation with High General Well Being	Coefficient of Correlation with Low General Well Being
Authoritative Parenting Style	-0.14*	0.18*	0.16 *	.11(NS)
Authoritarian Parenting Style	0.16*	-0.15*	-0.14 **	0.15 *
Permissive Parenting Style	-0.11 **	0.17*	0.12 (NS)	.10 (NS)

* $p < .01$, ** $p < .05$, NS-not significant even at .05 level of significance

In respect of parenting styles with adolescents' emotional intelligence, the table 2 demonstrates that low ability of emotional intelligence is negatively associated with authoritative ($r = -0.14$, $p < .01$) and permissive parenting ($r = -.11$, $p < .05$), and positively associated with authoritarian parenting ($r = .16$, $p < .01$). On the other hand high ability of emotional intelligence is positively associated with permissive ($r = .17$, $p < .01$) and authoritative parenting ($r = .18$, $p < .01$), and negatively associated with authoritarian parenting ($r = -.15$, $p < .01$). It is obvious in table 2, that authoritarian parenting style was the best indicator of low emotional intelligence in adolescence ($r = 0.16$, $p < .01$) and authoritative parenting was the best indicator of high emotional intelligence in adolescence ($r = 0.18$,

$p < .01$). Furthermore, the authoritative and permissive parenting style negatively anticipated low ability of emotional intelligence in adolescents ($r = -0.14$, $p < .01$ and $r = -0.11$, $p < .05$ respectively) and the authoritarian parenting style contrarily anticipated high ability of emotional intelligence ($r = -0.15$, $p < .01$) in adolescents.

In regard of parenting styles with adolescents' general well being, the table 2 further indicates that high level of general well being was found to be significantly positively correlated with authoritative parenting style ($r = .16$, $p < .01$) and significantly negatively correlated with authoritarian parenting style ($r = -.14$, $p < .05$). Likewise, low level of general well being was found to be significantly positively correlated with authoritarian parenting style ($r = .15$, $p < .01$)

2.4 Relationship of Emotional Intelligence with General Well Being among Adolescents

In regard of general well being with adolescents' emotional intelligence it was discovered that high level of emotional intelligence was positively correlated with general well being, $r(135) = 0.17$, $p < .05$ and no significant correlation was found between low Emotional intelligence and General Well Being, $r(101) = .10$, $p = .31$, ns at $p < .05$

2.5 Influence of Gender and Parenting Style on Emotional Intelligence and General Well Being of Adolescents

Table 3: Summary of 2x3 Factorial Design ANOVA of Emotional Intelligence and General Well Being of Adolescents (N=240)

	df	Sum of Squares		Mean Squares		F-Value	
		Emotional Intelligence	General Well Being	Emotional Intelligence	General Well Being	Emotional Intelligence	General Well Being
A	1	292.604	187.267	292.604	187.267	7.2718*	22.964*
B	2	355.558	928.408	177.779	464.204	4.417*	56.923*
AxB	2	6.558	6.808	3.279	3.404	.081(NS)	.417(NS)
With in SS	234	9417.275	1908.250	40.245	8.155		
Total	239	10071.996	3030.733				

* $p < .01$, NS- Not significant even at .05 level of significance, A-Gender, B-Perceived parenting Style

2.5.1 Main Effects

Gender

Table 3 indicates that there is a significant main effect for gender $F(1,234)=7.2718$, $p=.01$ on emotional intelligence. It shows that the mean scores of emotional intelligence among boys and girls differ significantly. Table 1 indicates that adolescent boys (Mean= 68.60, SD=6.35), are higher on emotional intelligence than adolescent girls (Mean=66.39, SD=6.47).

Table 3 further reveals that there is a significant main effect for gender, $F(1,234)= 22.964$, $p=.01$ on general well being . It shows that boys and girls two yielded different mean scores on general well being. Table 1 indicates boys are higher on general well being score (Mean=10.60, SD=3.67) as compared to girls (Mean=8.83, SD=3.23).

Parenting Style

Table 3 shows that there is a significant main effect for parenting style $F(2,234)=4.417$, $p=.01$ on emotional intelligence indicating that authoritative, authoritarian and permissive parenting styles yielded different mean scores on emotional intelligence. Table 2 indicates that authoritative parenting style yields highest mean score (Mean=69.13, SD=6.30) on emotional intelligence followed by permissive parenting style (Mean=67.16,SD=6.63) and authoritarian parenting style yields lowest mean score (Mean=66.20,SD=6.28) on emotional intelligence

Table 3 also indicates that there is a significant main effect for parenting style $F(2,234) =56.923$, $p=.01$ on general well being. This indicates that authoritative, authoritarian and permissive parenting styles yielded different mean scores on general well being. Table 1 further indicates that authoritative parenting style yields highest mean score (Mean=12.19, SD=3.28) on emotional intelligence followed by permissive parenting style (Mean=9.59, SD=3.10) and authoritarian parenting style yields lowest mean score (Mean=7.38, SD=2.49) on general well being.

2.5.2 Interaction

Gender and Parenting Style

The F-ratio (vide table 3) for the interaction between gender and parenting style for mean emotional intelligence scores $F(2,234) =.081$, $p=.92222$ and general well being scores, $F(2,234)=.417$, $p=.65951$ lead to the inference that two variables i.e. gender and parenting style do not interact with each other for emotional intelligence and general well being respectively.

DISCUSSION OF THE RESULTS

Results of the investigation are discussed under following subheads:

Emotional Intelligence and Gender: The present investigation reveals that gender introduces differences in emotional intelligence. Results demonstrate that mean score of boys on emotional intelligence are higher than girls. It means boys and girls differ significantly on dimensions of emotional intelligence i.e. awareness and management of emotions (interpersonal & intra personal). Findings stand corroborated by the findings of study by Chu (2002) and Ahmad et al. (2009), which revealed that level of emotional intelligence is higher in males than that of females. However studies of Wing and Love (2001), Singh (2002) report the opposite results. Given the fact that women are more affectionate and deeply emotionally involved in relationships than men, it is expected that they have high level of emotional intelligence than men. The difference in societal behaviour and attitude towards men and women is largely the reason for it (Duckelt & Raffalli (1989), Sandhu & Mehrotra (1999)). Further, some individual personality traits can help explain the higher emotional intelligence amongst the women. Tapia (1999) and Dunn (2002) reported analogous conclusions that women ranked higher than men with respect to compassion, civil obligations and duties and social skills. Further, the women were more receptive and perceptive towards their relationships with parents, siblings and friends. The collective impact of these features help the women achieves higher emotional intelligence than men.

The tentative explanation of the obtained results may be put forward in the sense that emotional intelligence mainly pertains to handling and expressing one's emotions and interpersonal skills. This study marks an initial foray into the field of emotional intelligence. The gender wise emotional intelligence is commonly assumed to be equal in both men and women. Both, however are better than each other in peculiar aspects of emotional intelligence. An analysis of thousands of men and women demonstrated that while the women were better than men in being aware of emotions, empathy and interpersonal skills, the men were better than women in terms of attitude, positive outlook and adaptability. It was also found that men are better at handling tense and pressure situations than women. The commonalities between their emotional intelligence outnumber the differences between them. Moreover, the results are to be understood in context of particular sample of the present study. The study was done in govt. schools of state Haryana. The results might be different in the sample taken from public schools because of the social and cultural differences as children in govt. schools and public schools come from different family background. Therefore, the future study could be done on the sample taken from public schools.

General Well Being and Gender: Results indicate differences in terms of general well being of boys and girls suggesting that general well being of boys and girls in this group are comparable. Boys are higher than girls in aspects like freedom from anxiety, stress,

contentment, and control over emotions etc. The findings may mirror the socially impeded position historically held by women. The finding may potentially be affected by the way that respondents in this study fall inside the age group of 14 to 16 years. These differences may manifest differently with in other age groups. So further research may be conducted in sample taken from other age groups. Enhanced knowledge may create better and superior opportunities for both boys and girls to constructively achieve their personal aspirations and further enhancement of their psychological health and maturity. It will further provide assistance in detecting and remedying traditional inequalities and prejudices between resources, opportunities and protective factors for boys and girls.

Emotional Intelligence and Parenting Style: Findings showed that students with children with authoritative parenting style have most elevated emotional intelligence as well as general well being. The explanation behind this might be comprehended as besides varying on responsiveness and demandingness, the parenting styles additionally vary to the extent to which they are marked by a third aspect: psychological control which "refers to control attempts that intrude into the psychological and emotional development of the child through use of parenting practices such as guilt induction, withdrawal of love, or shaming" (Barber, 1996). Usually parenting of authoritative parents will be less psychologically controlling, while authoritarian parents will be high in psychological control. The findings of this study can be envisioned in light of the fact that the base of emotional intelligence and general well being is affection, and parenting with restricted affection trains dictum, exertion and judgment emotions in youths and kids.

Emotional Intelligence and General Well Being: Results reveals significant relationship of high emotional intelligence with general well being. The results were expected in this direction as it may be assumed that Individuals having high degree of emotional intelligence are possibly going to have better level of psychological well being in comparison to those who are lower in emotional intelligence.

EDUCATIONAL IMPLICATIONS

- 1 Boys were observed to have significantly higher emotional intelligence and general well being as compared with girls. This investigation advocates for the intervention programmes for the subjects having low level of emotional intelligence and general well being.
- 2 The investigation generates cognizance amongst parents, teachers and counselors about general well being and emotional intelligence of adolescents. It helps to understand how parenting style affects these two variables.
- 3 The results suggest that authoritative parenting style efficaciously predicted high degree

of emotional intelligence as well as general well being in adolescents Therefore some strategies are needed for parents to develop authoritative parenting style for growing higher level of general well being and emotional intelligence among children.

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