

A Path Analysis of the Relationships among Parenting Styles, Emotional Intelligence and Resilience

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Abstract: This study examined the relationships between perceived parenting styles, emotional intelligence, and resilience in adolescents. The hypothesized predictive correlations among variables were investigated using path analysis, a multiple regression technique. Direct and indirect effects of perceived parenting styles, emotional intelligence, and resilience were found in causal evaluations. This study has shown that parenting is important for the development of emotional intelligence, and that emotional intelligence predicts adolescent resilience. The data also supported the idea that emotionally intelligent people are more likely to adapt to new situations and demonstrating emotional intelligence's adaptive value.

Keywords: parenting styles, emotional intelligence, resilience, mastery

I. INTRODUCTION

Adolescents have significant obstacles in their emotional development. Their still-developing sense of self and emotional competence correspond to times when they are faced with academic stress (Yan, Wei, Mao Lin, Kul-Su, & Liu, 2018) and familial obligations (Wilkinson-Lee, Zhang, Nuno, Wilhelm, 2011) and a strong desire to fit in with their peers. The consequences of emotional deficit in adolescents are concerning, including increased depression and anxiety (Fernández-Berrocal, Alcaide, Extremera, & Pizarro, 2010). The current Emotional Intelligence research focuses on the creation of models and measures for management success in adult respondents.

Emotional intelligence has been shown to be related to various aspects of mental health. Emotional intelligence is a term rooted in Thorndike's 1937 social intelligence, which refers to one's ability to understand and deal with others, as well as participate in meaningful, adaptive connection with others (Thorndike, 1920, as referenced in Zeidner et al., 2007). This is regarded to be the individual's ability to process and use emotional information in critical areas of everyday functioning (Mayer & Salovey, 2004). 1997). Emotional intelligence has been shown to be linked to motivation (Christie, Jordan, Troth, and Lawrence, 2007); impulse control (Tice, Bratslavsky, & Baumeister, 2001); and the ability to persevere in the face of frustration (Christie, Jordan, Troth, and Lawrence, 2007); has also been shown to be a predictor of academic success (Downey, Mountstephen,

Lloyd, Hansen, & Stough, 2007); demonstrated to minimize stress in adolescents through reducing conflict, enhancing relationships, and understanding one's own emotions; learning and education (Serrat, 2009); and also demonstrated to lower threat perceptions, increase positive affect, decrease negative affect; increase ability to cope with stress, and that EI facilitates resilience (Schneider, Lyons, Khazon, 2013) This study examines the "causal" links between parenting styles, emotional intelligence, and resilience using path analysis by multiple regression

Emotional Intelligence

Emotional intelligence can be characterized as the ability to perceive emotions in oneself and others, to manage emotions, and to cope effectively in emotionally charged circumstances, based on this cooperative combination of intelligence and emotion (Zeidner, Matthews, & Roberts, 2009). From within this model, emotional intelligence is defined as: The ability to reason about emotions, as well as the ability of emotions to improve reasoning. It entails the ability to accurately identify emotions, access and generate emotions to aid thought, comprehend emotions and emotional knowledge, and reflectively control emotions to facilitate emotional and intellectual progress (p. 197). Mayer and Salovey's (2000) mental ability model views emotional intelligence as akin to other intelligences like cognitive intelligence if it fits three empirical prerequisites. First, mental issues have clear correct and incorrect responses measured by a systematic scoring procedure; second, EI corresponds with other measures of mental capacity; and third, ability increases with age (Mayer, Salovey, & Caruso, 2000).

Parenting Style and Emotional Intelligence

The construct parenting style is examined in this study through the lens of Baumrind's (1991) idea of parenting style. Baumrind (1991) defined parenting style as the way parents regulate and socialize their children from this standpoint. Two aspects stand out in this definition: first, that it tries to encompass normal variations in parenting, excluding dysfunctional parenting patterns such as those found in abusive households; and second, that parenting styles revolve around issues of control.

According to Baumrind (1991), there are two aspects to parenting: attentiveness and demandingness. By categorizing parents as demanding or responsive, a typology of four parenting styles emerges, each reflecting different parental characteristics: Indulgent parents, also known as "permissive" or "nondirective" parents, are "more responsive than they are demanding." They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation" (Baumrind, 1991, p. 62). Indulgent parents can be divided into two subtypes: democratic parents, who, while indulgent, are more diligent, involved, and committed to their children than nondirective parents. Authoritarian parents are known for their high demands and lack of responsiveness. These are the parents whose family norms are clearly expressed and whose homes are orderly and structured; its two subtypes are nonauthoritarian-directive, who are directive yet democratic, and authoritarian-nondirective, who are demanding and exacting. Parents who are authoritative "monitor and impart specific norms for their children's behavior." They are assertive without being overbearing or restricting. Instead of being punitive, their discipline tactics are supportive. They want their children to be forceful as well as socially responsible, as well as self-controlled and cooperative (Baumrind, 1991, p. 62). Authoritative parents, like their authoritarian counterparts, create rules for their children to obey, but they are more democratic and less punishing. Uninvolved parents are regarded as being low on both responsiveness and demandingness scales. They may provide for the child's basic requirements, but they are otherwise uninvolved in their child's upbringing.

The evidence repeatedly shows that parenting style has a strong link to emotional intelligence. For example, authoritative parenting style is linked to higher emotional intelligence in children (Fonte, 2009), as well as a higher social skill level (Weiss & Schwarz, 1996). On the other hand, authoritarian parenting, which involves excessive demands and minimal response, has been linked to low self-esteem, poor social skills, and depression (Darling, 2010). Children with indulgent parents, who are thought to be sensitive but not demanding, have higher self-esteem, are more socially adept, are less sad, and perform poorly in school (Baumrind, 1991). The study of Shalini and Acharya (2013) indicates that emotional intelligence was highly related with the father's assertive and authoritarian parenting style. Their findings suggest that fathers should be more involved and take a more authoritative role in raising emotionally competent adolescents. Given the considerable influence of parenting style on children's emotional features, it is reasonable to believe that they also have an impact on their emotional development.

Child-adult attachment. According to Zeidner, Matthews, and Roberts (2009), the quality of child-adult attachment is a key prerequisite for the development of emotional competences, which serve as the foundation for the

child's development of a constructive working model of self and personal connections.

Parenting practices. Martinez-Pons (1999) investigated how teenagers view their parents' parenting styles and how these affect their emotional intelligence. His research demonstrated that children with greater levels of emotional intelligence have parents that model, promote, and reward emotionally intelligent actions.

Family environment. Family studies have linked the development of emotional abilities to the family environment. Nixon and Watson (2001) discovered a link between childhood experiences and children's ability to comprehend negative emotions.

Emotional intelligence and Resilience

Resilience is defined as "the ability to weather adversity or bounce back from a poor event," (Prince-Embury, 2013, p 11). She also identified three resilience constructs: sense of mastery, sense of relatedness, and emotional reactivity, which allow for a multidimensional understanding and measurement of resilience. Because literature implies that sense of mastery is linked to emotional intelligence, this study examined mastery and emotional intelligence. Mastery involves optimism, adaptability, and self-efficacy, and allows an individual to have a direct impact on his or her surroundings. Extremera, Duran, & Rey (2007) discovered a link between EI and optimism, as well as EI and adaptability (Landa, Martos, & Zafra, 2010). Some research has also found a link between emotional intelligence and resilience. The findings revealed that emotional intelligence and resilience had a favorable and significant association. The authors concluded that education must target these specific issues based on the findings.

Multilevel Investment Model of Emotional Intelligence

The multilevel investment model guides this study and it views the development of EI as being influenced by many levels of emotion control. Individual differences in temperament, rule-based skill acquisition, and self-aware emotion control were named as probable factors of EI development (Zeidner, Matthews, Roberts & MacCann). The first level of the model, biology and temperament, is made up of biologically based temperamental features and is assumed to provide the foundation and framework for later emotional development. The second stage of the model is rule-based emotional competency learning, which entails the acquisition of emotional skills using behavioral socialization tactics such as affective behavior modeling. The third stage of the model, strategic emotion regulation development, focuses on the development of self-awareness and strategic management of emotional behaviors.

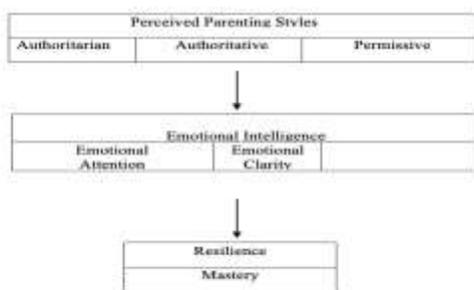


Figure 1 Conceptual Framework

Purpose of the Study

This study examined the relationship between emotional intelligence resilience. This study also examined the possible “causal” relationships among parenting styles, emotional intelligence, and resilience.

II. METHOD

This section includes a description of the study design, the research setting, the sample of the study and demographic composition, the procedures used for data collection, the instruments used, and the techniques used for data analysis.

Study Design

This study is a predictive- explanatory research. As a predictive research, this study aimed to examine how perceived parenting styles, predict emotional intelligence. As an explanatory research, this work aimed to assess the relationships among, perceived parenting styles, emotional intelligence, and resilience. Although it is generally understood that explanatory research is solely the domain of experimental design, other designs may be applied to explanatory research questions (Sim & Right, 2000). The explanatory questions posed in this study are addressed through the analyses of the correlations among variables.

Ethical Considerations

Informed consent. Participants were informed about the nature and objective of the study. They were informed that their participation is voluntary and that they can withdraw at any given time.

Confidentiality. The participants were informed that all the data, records and results of this study are confidential, and that measures to assure confidentiality were set in place. Electronic information was coded and password secured. Video recording is not necessary in this study.

Anonymity. This study did not collect/require personal information such as names, birthdates, phone numbers and physical or email addresses to protect participant anonymity.

Instruments

In this study, the following assessment instruments were used. Reliability of all the measures was assessed.

Trait Meta-Mood Scale (TMMS). The trait meta-mood scale was the first assessment tool created by the researchers that discovered the EI construct. The TMMS was created to assess individual differences in emotional regulation processes, which include emotional awareness as well as monitoring, evaluating, and managing feelings (Mayer, Salovey, Goldman, Turvey, Palfai, 1995). (The TMMS was created to evaluate "relatively stable individual differences in people's tendency to pay attention to their moods and emotions, differentiate clearly among them, and regulate them" (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995, p.128). It is intended to assess three EI constructs: attention to emotion, emotion clarity, and emotion healing. The TMMS has been reported to be a suitable operationalization of emotional intelligence (Salovey et. al, 1995). Emotional intelligence is measured by the TMMS scales of attention to feelings, clarity of feelings, and ability to manage one's emotions (Salovey, et al., 1995). High attention to emotion, =.86; emotional clarity, =.87; and emotion healing, =.82 are the previously documented internal consistencies for each subscale (Salovey, et al., 2010). The use of self-report measures to assess emotional intelligence "provides a simple and cost-effective approach of testing individual differences in emotional functioning," according to Zeider et al. (2009, p. 27)

Parental Authority Questionnaire (PAQ). The Parental Authority Questionnaire (PAQ) was used to assess perceived parenting style The PAQ was created to evaluate Baumrind's (1971) parenting prototypes: permissive, authoritarian, and authoritative parenting styles. The child's subjective assessment of his or her parents' authority is used to yield permissive, authoritarian, and authoritative ratings for the designated primary caregiver. Permissive, authoritative, and authoritarian parenting styles are the three subscales of the PAQ. Permissive parenting is defined by parents' comparatively low expectations of their children's maturity and self-control. Permissive parents are unconventional and lenient, are generally caring, and are described as high in responsiveness and low in demandingness (Baumrind, 1991). Items 2, 3, 7, 9, 12, 16, 18, 25, 26, and 29 make up the authoritarian subscale

The authoritarian parent expects his or her children to follow the rules he or she has set, is tough with them, and does not explain the reasoning behind the rules. Items 4, 5, 8, 11, 15, 20, 23, 27, and 30 were used to determine if a parent was authoritative or flexible. Democratic parents are regarded as being responsive to their children and receptive to queries; they are nurturing and forgiving rather than punishing (Baumrind, 1991).

The subscale scores for PAQ are calculated by adding the individual item scores. The PAQ generates scores:

permissive, authoritarian, and authoritative, one for each subscale. Scores on the subscales range from 10 to 50. (Buri, 1991). There were no specified cutoff scores for establishing group categories.

The PAQ has been found to be a psychometrically sound and valid assessment tool for Baumrind's parental styles of both mothers and fathers, as well as appropriate for use with male and female older adolescents (Buri, 1991), with reliability coefficients for mothers and fathers ranging from .77 to .92, and validation studies demonstrating that the PAQ adequately reflects parenting style constructs (Buri, 1991). With a sample size of 300, reliability testing found that the PAQ has acceptable reliability (30 items; $\alpha = .69$). The subscale coefficients are as follows: authoritarian, 10 questions, $\alpha = .72$; permissive, 10 items, $\alpha = .60$; and authoritative, 10 items, $\alpha = .76$.

Resiliency Scales for Adolescents. The ability to deal with adversity or recover from a negative experience was defined as resiliency in this study (Prince-Embury, 2008). Resiliency Scales for Adolescents were used to test this (Prince-Embury, 2007). The scale resilience-mastery, RS MAS, was employed in this study to address the research objectives. Summing all of the item scores for each scale yielded the total raw score for the scale. For both measures, total raw scores range from 0 to 80.

III. RESULTS

Participants

There were 300 respondents, 166 (55%) were females and 134 (45%) were males. The average age of respondents was 19.10 years ($SD = 1.956$).

The profile of research respondents, the range of scores, averages, and standard deviations for all assessed items were all determined using descriptive statistics. To summarize the variables of interest in this investigation, measures of central tendency were calculated. The averages and standard deviations of emotional intelligence, perceived parenting styles, and temperament scores are shown in Table 1.

Table 1. Means and Standard Deviation Scores of EI, Parenting Style, and Resilience

| Variable | Subscales | M | SD | Range |
|----------------------------|-----------------------|-------|------|--------|
| Emotional Intelligence | | 87.52 | 9.08 | 25-125 |
| | Attention to Emotions | 44.15 | 5.98 | 13-65 |
| | Clarity of Emotions | 24.90 | 3.97 | 8-40 |
| | Repair of Emotions | 15.50 | 2.64 | 12-20 |
| Perceived Parenting Styles | | | | |
| | Authoritative | 37.53 | 6.00 | 10-50 |
| | Permissive | 29.54 | 5.25 | 10-50 |
| | Authoritarian | 32.50 | 6.00 | 10-50 |
| Resilience- | Mastery | 55.67 | 8.3 | 0-80 |

Emotional intelligence

As indicated in Table 1, the respondents has a mean score of 87.52 ($SD = 9.08$), which is deemed typical and indicates adequate emotional awareness, lucidity, and self-regulation. Respondents reported an average score of 44.15 ($SD = 5.98$) on the EI subscale emotional attention, indicating an increase in emotional awareness. Respondents had an average score of 24.90 ($SD = 3.97$) for emotional clarity, indicating that emotional clarity is improving. Respondents received an average score of 15.50 ($SD = 2.64$) in emotional healing, indicating adequate mood control abilities.

Perceived parenting styles

The mean and standard deviation scores of perceived parenting styles are also reported in Table 1. Respondents had moderate agreement with scale descriptors of authoritative parenting ($M = 37.53$, $SD = 6.00$) when it came to authoritative parenting style. This found that respondents viewed their primary caregivers as democratic, responsive, and nurturing in a moderate way. Respondents had moderate agreement with permissive parenting descriptions ($M = 29.54$, $SD = 5.25$). This found that respondents had a moderate opinion of their primary caregivers' parenting style as slightly nondirective and undemanding. Respondents reported significantly above average ($M = 32.50$, $SD = 6.00$) authoritarian parenting style, indicating that respondents see their primary caregivers' parenting style as slightly demanding and directive. 265 (88%) of respondents said their moms are their major caregivers, 16 (5%), said their fathers are their primary caregivers, and 9 (6%), said other people are their primary caregivers. They named these persons who looked after them in addition to their mother and father as a grandmother, an aunt or uncle, or someone else. related.

IV. RESILIENCE

The responders reported moderate mastery 55.67 ($SD = 8.30$) on the resilience-mastery scale, indicating adequate flexibility and an optimistic outlook.

Relationship among perceived Parenting styles, EI, and Resilience-mastery.

Figure 2 presents the relationships among perceived parenting style, EI, and resilience-mastery subscale. The input diagram shows the possible causal connections among the variables. The output diagram shows permissive parenting and authoritative parenting to indirectly predict mastery through EI, whereas authoritative and authoritarian parenting styles and EI directly predicted resilience-mastery.

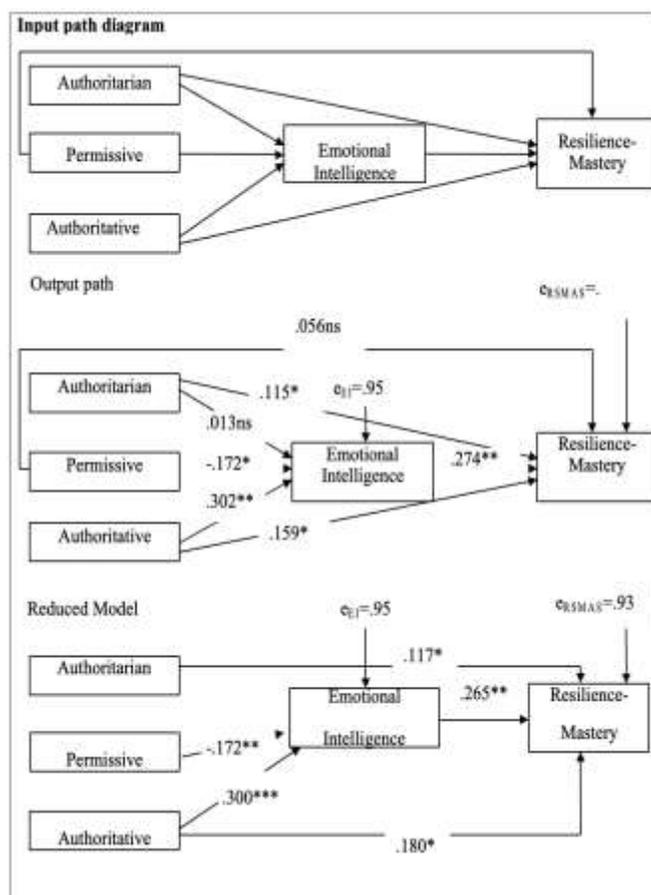


Figure 2. Relationship of perceived parenting styles, EI, and resilience-mastery.

The reduced model shows that authoritative parenting style indirectly predicted resilience-mastery through EI: for every unit change in authoritative parenting led to .080 increase in mastery. Permissive parenting also indirectly predicted resilience-mastery through EI: a unit change in permissive parenting led to .045 decrease in mastery through EI. Total indirect effect of perceived parenting to mastery through EI was .034. Perceived authoritative and authoritarian parenting styles and EI were shown to directly predict resilience-mastery. The total effect of perceived parenting styles and EI was considerable, at .688. This suggests that a unit increase parenting styles and EI causes in total .688 increase in mastery.

V. DISCUSSION

EI, as well as two perceived parenting styles, authoritarian and authoritative parenting, were found to predict resilience-mastery. EI was also shown to mediate the relationship between permissive and authoritative parenting styles and resilience-mastery.

Other researchers have affirmed that perceived authoritative parenting style predicts mastery and builds children's resilience. Pickartz (2005) said that parents play a critical role in the development of resilience and that

resilience may be taught effectively. Authoritative parents, according to Salem-Pickartz & Donnelly (2007), are those who have high expectations for mature behavior, are firm in reinforcing already-set standards of behavior, and are loving, nurturing, sensitive to feelings, and encourage their children to participate in family choices. Salem-Pickartz & Donnelly (2007) went on to say that it is the logical and democratic use of firm control, not the exercise of parental authority, that makes authoritative parenting effective in influencing beneficial developmental changes in children. The literature does not support the idea that authoritarian parenting is linked to resilience. In general, the literature implies that children of authoritarian parents have poor social skills, academic failure, and low self-esteem (Weiten, Lloyd, Dunn, & Hammer, 2008).

A possible explanation for this is that authoritarian parents' disciplinary practices, such as the establishment of clear and firm rules for behavior and the high expectations they place on their children, which they are forced to meet, may promote children's ability to adapt to difficult situations not only outside of family life, but especially within family life. Although the findings demonstrate that perceived authoritarian parenting predicts resilience-mastery, the relationship is not very robust. Parental discipline appears to help children develop resilience. Non-permissive parents were found to be confident in their rules of behavior, and as a result, they act as role models for assertive and confident behavior in their children (Masten, & Palmer, 2019). They usually tailor their expectations to the children's ability to accept responsibility for their own actions. As a result, youngsters gain a sense of competence and self-esteem. Masten (2001) also found that children benefit from authoritative parenting. As a result, authoritative parenting is proposed as the parenting style that generates resilient children (Khosla, Khosla, Khosla, 2021)

Through developed EI, perceived authoritative parenting has been found to have an indirect effect on resilience-mastery. This finding implies that authoritative parenting is linked to higher levels of EI in teenagers, and that a high level of EI is linked to a greater sense of mastery. One reason for this could be because authoritative parents are more likely to place fair demands on their children, requests that are within their capacity to accept responsibility for their own actions.

As a consequence, adolescents will feel competent, as though they are capable of doing tasks successfully for and by themselves. This encourages emotional maturity and, as a result, a sense of accomplishment. The sense of mastery is influenced by an individual's EI, which is established by authoritative parenting. Emotional clarity and repair have been found to enable people to re-evaluate and re-prioritize expectations, alternative activities, maintain focus, and employ more adaptive coping mechanisms (Mayer & Salovey, 1990). Permissive parenting, on the other hand, lowers level mastery due to a lack of emotional skills, according to the

findings. A possible explanation is that a permissive parent is less likely to provide emotional support and coaching, which has been demonstrated to be critical to EI development (Zeidner et al., 2009). It is reasonable to assume that a person who is under stress who does have a responsibility may feel inadequate and unskilled in solving problems and dealing with emotionally stressful occurrences if they have received poor emotional education. Overall, the findings imply that a combination of parental pressure and responsiveness develops adolescent EI, which promotes mastery.

Parental discipline appears to play a role in resilience mastery as well. The results also suggest that apart from parenting styles and EI, other factors come into play to affect resilience-mastery as it may include genetic, neurobiologic, and temperament as its determinants as suggested by Connor and Zhang (2006). Future lines of research may include these variables for a fuller understanding of resilience.

Limitations

The limitations of this study are stated here: One limitation of this study is its reliance on self-report measures, which may not capture the whole range of emotional competences, psychological distress, or mental wellbeing. There is a risk of discrepancy between respondent perception and real emotional competencies and experiences when using self-report measures. Even though causal paths were found in this investigation, cause and effect relationships between the variables could not be established because the variables were not controlled experimentally. The path analyses used in this study assessed causal hypotheses that were inferred from correlations rather than tested in a controlled environment

Future research should include ability assessments of EI, such as the Mayer-Salovey-Caruso Emotional Intelligence Test, which examines emotional abilities. On measuring parenting styles: Parenting styles were reported by research participants rather than directly from parents in this study. Future research could examine parents' self-reported parenting styles and practices.

Although the multiple regression technique to route analysis utilized in this study generated a wealth of data, the model fitting approach may be applied in future studies. The model fitting program, AMOS (Analysis of Moments Structures), may provide a gestalt view of the variables' correlations, indicate the models' goodness of fit, and confirm the findings of this study. Future research could look at the role of EI as a mediator for these variables. In conclusion, the limitations of this study suggest to numerous prospective EI research directions that could advance the description, explanation, prediction, and application of the EI construct.

VI. CONCLUSION

The importance of parenting styles and temperament, as well as their combined impact on adolescent resilience was examined in this study, which added to existing knowledge in EI research. This study has shown that parenting is critical to

the development of emotional intelligence, and that emotional intelligence predicts adolescent resilience. The findings also supported the assumption that emotionally intelligent people are more likely to adjust to new settings quickly, highlighting emotional intelligence's adaptive utility. This study found authoritative parenting and emotional intelligence to be beneficial to adolescent resilience. The research sheds light on the connections between perceived parenting styles and EI, as well as their combined consequences on adolescent resilience.

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