

**THE IMPACT OF PARENTING STYLES AND EMOTIONAL  
INTELLIGENCE ON ACHIEVEMENT MOTIVATION AND  
MENTAL HEALTH OF ADOLESCENTS**

*Thesis*

*Submitted in partial fulfillment  
of the requirements for the Degree of*

**DOCTOR OF PHILOSOPHY**

**IN**

**PSYCHOLOGY**

*By*

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**KERALA – 673 635, INDIA**

**2019**

## **DECLARATION**

I, NISHA K., do hereby declare that this thesis, **THE IMPACT OF PARENTING STYLES AND EMOTIONAL INTELLIGENCE ON ACHIEVEMENT MOTIVATION AND MENTAL HEALTH OF ADOLESCENTS** is a bonafide record of the research work done by me under the guidance of Dr. C. JAYAN, Professor and Head (Retd.), Department of Psychology, University of Calicut. I also declare that this thesis has not been submitted by me for any award of a degree, diploma, associateship, fellowship or other similar title of recognition.

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# **The Impact of Parenting Styles and Emotional Intelligence on Achievement Motivation and Mental Health of Adolescents**

## **Abstract**

Adolescence is the challenging stage of life during which the vital foundation is laid for optimum development of an individual personality. Growth and development of adolescents is marked by mental, physical, and psychological changes that are deeply affected by the family environment in manifold and enduring ways. Emotional intelligence plays an indispensable role in determining life success of an individual and is identified as a highly beneficial factor in education, work, and mental health. The role of parenting styles and emotional intelligence are found to play an essential part in adolescent's achievement motivation as well as their mental health. Hence the present study focus on the impact of parenting styles and emotional intelligence on achievement motivation and mental health of adolescents. The participants comprised of 1042 adolescents selected randomly from different districts of Kerala state. The measures used for investigation were Perceived Parenting Style Scale (Nisha & Jayan, 2015), Emotional Intelligence Scale (Rajitha & Jayan, 2003), Achievement Motivation Scale (Prathibha Deo & Asha Mohan, 2005) and Mental Health Scale (Gireesan & Sam Sananda Raj, 1988). Statistical Packages for Social Sciences (SPSS) were employed to analyse the collected data. Preliminary Analysis, Correlation Analysis, Two-way ANOVA and moderate regression analysis were done. Results revealed an inverse relationship of perception of parenting styles with achievement motivation and mental health. A strong positive relationship was identified between emotional intelligence and achievement motivation as well as with mental health of adolescents. Results also indicated that parenting styles and emotional intelligence had significant impact on achievement motivation and mental health. Perceived Authoritative parenting styles moderated the relation between emotional intelligence and Achievement Motivation of adolescents.

**Key words:** Parenting Styles, Emotional Intelligence, Achievement Motivation, Mental Health, Adolescence.



# CHAPTER 1

## INTRODUCTION

- ACHIEVEMENT MOTIVATION
- MENTAL HEALTH
- EMOTIONAL INTELLIGENCE
- PARENTING STYLE
- NEED AND SIGNIFICANCE OF THE STUDY
- STATEMENT OF THE PROBLEM
- DEFINITION OF KEY TERMS

*You are the bows from which your children  
as living arrows are sent forth.  
The archer sees the mark upon the path of  
the infinite,  
and He bends you with His might  
that His arrows may go swift and far.  
Let your bending in the archer's hand be  
for gladness;  
For even as He loves the arrow that flies  
so He loves also the bow that is stable.*

*Khalil Gibran*

During the developmental phase of life, adolescence is considered as a period which puts emphasis on one's independence, personality, individuality, self-sufficiency, achievement and success. Adolescence is the period of transition, self-discovery, and spurt of physical and emotional growth. Adolescents today must put effort to cope with demanding tasks for the preparation to adulthood. More effortful coping is required if the adolescent lives in a more civilized and mature society like that of in Kerala. Need for achievement is a prerequisite in adolescent stage. Adolescents long for achievement because it is attached with success, esteem and admiration from other people. Individual's self-concept and self-confidence is built on the positive acceptance from other people and it also increases their ego-value. Peer acceptance is especially important in adolescents.

### **ACHIEVEMENT MOTIVATION**

Going through the researches in achievement motivation of adolescents, a high fraction of studies focused on academic motivation alone. Achievement Motivation is actually a strong learned psychological motive and a desire to excel

which can be nurtured among our youngsters by providing them a healthy and congenial atmosphere for their development. It is essential to examine the meanings of “achievement” and “motivation” to understand the term achievement motivation. Achievement typically stresses the importance of accomplishment and attainment with effort involved (Mandel & Marcus,1988). Motivation refers to an individual’s reason for engaging in an activity, the degree to which an individual pursues the activity, and the persistence of the individual (Graham & Weiner, 1996). Motivation provides an important foundation to complete cognitive behavior, such as planning, organization, decision making, learning, and assessments (Pintrich & Schunk,1996). Motivation augments the performance of human beings by positively influencing their thoughts, beliefs and perceptions. The drive for motivation may come from an internal or external source. The factors that keep the zest and determination of an individual keeps changing with age and maturity. Hence for every individual to be motivated is a constant need.

The concept of achievement motivation actually developed by Murray (1938) and Murray had listed twenty common needs. These included motives which often involve complex cognitive and social elements which are basic to the motivational system. Of these motives, achievement motivation is the most deliberated one. Murray (1938) defined achievement motivation as a striving to overcome challenges, improve oneself, attain success and accomplish more than others. McClelland (1953) initiated research in the field of achievement motivation. The original conception of the term achievement motivation has its antecedents in earlier studies particularly ‘Success and Failure’(Sear,1940) ‘Ego-involvement’ (Allport, 1948) and ‘Level of Aspiration’ (Lewin et al,1944). Lewin studied the importance of achievement motivation or n-achievement in human behavior and he focused the ‘upward striving’ nature of achievement, aspiration and behaviors. McClelland’s notion of achievement motivation resembled Maslow’s concept of

self-actualization. In his hierarchy of needs, Maslow explained self-actualization as a strong motive or urge in every individual to go beyond what one has attained so as to achieve more. Adler's concept of striving for superiority is also related to achievement motivation. Hence achievement motivation can be conceived as a psychological characteristic which has to be considered as an indispensable part of an individual's personality.

Good (1959) defined achievement motivation as a combination of psychological forces which initiate, direct, and sustain behavior towards successful attainment of some goal which provides in sense of significance, no single measurable factor seems to account for it, measurement is in terms of constant validation of interrelated scholastic, social and individual factors.

The original definition of achievement motivation was from Atkinson (1957), who defined it as the comparison of performances with others and against certain standard activities. According to Atkinson and Feather (1966), "Achievement motivation is conceived as a talent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment." They suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure.

According to Heckhausen (1967), "Achievement motivation can be defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail". Vidler (1977) defined achievement motivation as a pattern of planning of actions and of feelings connected with striving to achieve some internalized standard of excellence as contrasted for example with power of friendship. Bigge and Hunt (1980) defined achievement motivation as the drive to work with diligence and vitality, to

constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result. Three elements are focused in this definition: the stimulation of personal capabilities, constant efforts with drive and obtaining of sense of satisfaction. Nicholls (1984) defined achievement behavior as that behavior which the goal is to develop or demonstrate to self or to other's high ability or to avoid demonstrating low ability. This implies that in achievement situation individuals desire success to the extent that it indicates high ability and seek to avoid failure to the extent that it indicates low ability. Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland, 1985).

There are a number of different phases in the study of achievement motivation. Initially there was attempt by McClelland, Atkinson, Clark, and Lowell (1953) to assess individual differences in the strength of achievement motive, using Thematic Apperception Test (TAT). At the same time, there were attempts to find the child rearing antecedents and the sociological correlates of achievement motivation. Recently more work focused upon changes in the initial theory of achievement motivation.

The present theories of achievement motivation has their roots in the motivation theories by Freud, Hull and Lewin. Ferdinand Hoppe (1930), one of the precursors to the study of achievement motivation, in his study found that the performance level needed to arouse feelings of success changed over time for each individual. Covington (1998) identified several factors of achievement motivation derivable from Hoppe's study. They are as follows:

- i. Levels of Aspiration– Judgments of success or failure depend more on the relationship between the individual's performances and aspirations and less on actual levels of performance.

- ii. Self-Confidence – “Self-confidence reflects the extent to which individuals believe themselves able enough mentally to win the prize, strong enough to turn back the foe, or possessing sufficient hand-eye coordination to toss enough rings correctly.”
- iii. Expectancy – “The term expectancy generally refers to perceived estimates of eventual success—how sure individuals are of doing well in the end, but not necessarily that they themselves are the cause of their success.”
- iv. Realistic Challenges – “The key to sustained involvement in learning requires that a realistic match be established between the individual’s present capabilities and the demands of the achievement task.”
- v. Self-Generated Goals – Hoppe’s subjects set their own achievement goals, and altered them as necessary. their aspirations spiraled upward just ahead of current achievement levels, but not so far ahead that their temporary goals could not be reached and surpassed through persistent effort and practice.
- vi. Control of One’s Own Progress – The feeling of control of one’s own progress that came by way of setting one’s own goals generated a positive dynamic that sustained involvement in the task.

These same principles from Hoppe’s study also served as the basis for the theory of achievement motivation by Atkinson and McClelland, also known as need achievement, need for achievement, and Achievement. This theory initiated wide research on achievement motivation in 1940s by McClelland and was first published in 1953 by McClelland et al. (Atkinson & Feather, 1966). Achievement motivation is a theoretical model intended “to explain how the motive to achieve and the motive to avoid failure influence behavior in a situation where performance is evaluated against some standard of excellence” (Atkinson, 1957). McClelland emphasized achievement motivation as the strong urge felt by an individual or society for achievement in various aspects like education, culture, money, etc. that

satisfies the need of self-esteem. The determining factor in attaining success in different fields is the achievement motive. The history of an achieving society is characterized by a strong and persistent achievement motivation. Individuals with high achievement motivation perform their best when they are able to maintain a good level of involvement in ensuring the excellence of activities under their coordination. Persons with high need-achievement seek situations where they can accomplish independently and set forth innovative ways to make use of available opportunities.

Achievement motivation is regarded as a central human motivation which is defined as the need to perform well or the striving for success, and evidenced by persistence and effort in the face of difficulties. David McClelland is primarily known for his work on achievement motivation and for twenty years he studied particularly motivation and the achievement need. McClelland is mainly noted for describing three types of motivational need in his book 'The Achieving Society' published in 1961. They are:

➤ The need for achievement (n-ach)

The n-ach person is 'achievement motivated' and hence seeks achievement, and attainment of realistic but challenging goals. A strong need for feedback as to achievement and progress, and a need for a sense of accomplishment is there.

➤ The need for authority and power (n-pow)

The n-pow person is 'authority motivated'. This consists of a need to be influential, effective and to make an impact. There is a strong need to lead and a desire for their ideas to prevail. They have a motivation towards personal status and prestige.

➤ The need for affiliation (n-affil)

The n-affil person is 'affiliation motivated'. This includes a need for friendly relationships and is motivated towards interaction with other people. They need to be liked and held in popular regard.

McClelland posited that people possess and express a combination of these needs. There exists a tendency for some people exhibit a strong predisposition to a particular motivational need, and this motivational 'mix' consequently can influence their behavior. McClelland further argues that people with strong 'achievement motivation' make the best leaders. McClelland suggested other characteristics and attitudes of achievement-motivated people:

- Achievement is more important to them than any material or financial reward.
- Achieving the aim provides them with greater personal satisfaction than receiving praise or recognition.
- They consider financial reward as a measurement of success, not an end in itself.
- For them security is not prime motivator, nor is status.
- Feedback is essential for achievement oriented people because it enables measurement of success.
- Achievement-oriented people constantly look for improvements and handling things better.
- Achievement-motivated people look forward jobs and responsibilities that naturally satisfy their needs.

McClelland and his associates (1969) identified characteristics of the people with a high need for achievement. They set challenging but realistic goals, takes initiative, are more persistent, self-motivated, goal oriented, assumes personal



responsibility for problem solving, prioritizes tasks to attain goals and takes calculated risks.

Helmreich and Spence (1978) consolidated the theories regarding achievement motivation. They conducted a factor analysis at the same time and contended that achievement motivation consists of four essentials, which are mastery of needs, work orientation, competition, and personal unconcern. Further exploration led them to state that the interaction of the first three elements is the vital reason that contributes to excellent performance of individuals. It is highly related to personal achievements (Spence & Helmreich, 1983).

1. **Mastery of needs:** An individual prefers tasks that are intellectually demanding, challenging and thought-oriented. Individuals enjoy playing a leadership role and are able to complete already started tasks.
2. **Work orientation:** An individual loves what they do and takes a proactive attitude toward work. They attain sense of satisfaction from work and pursue self-realization.
3. **Competition:** An individual hopes for victory and has the desire to win over others.
4. **Personal unconcern:** An individual does not consider success or stellar performance to be the cause of being rejected by others. In other words, there is no fear of success.

Achievement motivation can be considered as a subjective and internal psychological drive therefore, which enable individuals to work toward goals they perceive to be valuable and encouraging them to attain it. Achievement motivation is also a mindset to compete and compare with others and serve as the basic for a good life. Generally, people who are oriented towards achievement tend to enjoy life. They set tasks of moderate difficulty but easily achievable targets, which help them to ensure success. They keep away from extremely difficult or extremely easy

goals. This characteristic shows that they undertake tasks that can be achieved by them only. Achievement motivated people are more concerned with personal achievement rather than rewards.

Achievement motivation of adolescents' is influenced by factors that affect adolescents' perceptions of their relationship to the achievement setting such as the classroom. There are several internal and external factors contribute to an adolescent's motivational orientation.

### **Components of Achievement Motivation**

The components of Achievement motivation are social comparison, ability and effort, reward salience and task preference . “Social comparison as a component of achievement motivation is a positive motivational orientation that is represented by beliefs that personal growth and mastery are more important than comparing one's performance to others. Negative motivational orientation includes beliefs that one's performance is meaningless unless compared to the performance of others. This includes a student's preference for comparing his or her grades to classmates and judging his or her learning on the basis of others' performance. Concepts of ability and effort are interrelated. Some adolescents believe that ability can be improved by applying more effort, and others believe that ability is a fixed quantity and no amount of effort will change it. A positive motivational orientation includes the belief that one's effort does affect one's outcomes, and a negative motivational orientation is demonstrated by a belief that effort will have little or no effect on achievement outcomes.

Reward salience is the component of achievement orientation that reflect students' beliefs about classroom and school rewards. Students with a positive motivational orientation interpret receiving a reward as information about performance on a specific task. A negative motivational orientation is characterized

by a more global interpretation of the meaning of rewards that includes conclusions about worth, status, and general ability. For example, if students do not receive a reward in the classroom, they assume that it was because they were not as smart as the students who did. They may also generalize that they are not as valuable as other members of the class because of their supposed inferior ability. With regard to task preference, positive orientation is reflected by task choices that are attention, function as rewards. The presence of rewards alone does not alter achievement orientation as much as the significance of these rewards to the students who do or do not receive them. It is important to determine the purpose and function of a reward, as well as the types of rewards that are required to outweigh peer influences (Klose, 2008).”

The modern study of achievement motivation began with the work of David McClelland. He and his associates coined the term *n Ach* denoting need for achievement (McClelland, 1961; McClelland & Winter, 1969). This theory says that under appropriate conditions, people will do what they have been rewarded for doing. Weiner (1986) has presented the most ambitious attribution theory of achievement motivation and emotions. This theory deals with the perceived causes of success and failure, the characteristics of causal thinking, and subsequent emotional experiences in relation to achievement behaviors. Another important leap in motivational research is goal orientation theory. The basic premise of achievement goal orientation theory (Elliot & McGregor, 2001) is that when students engage in academic tasks, they set various personal goals and the types of goals that students adopt can directly influence their academic outcomes. Elliot and McGregor’s (2001) model of achievement motivation, discuss two broad classes of goals: mastery goals - to “master” the task at hand and performance goals demonstrating superior performance relative to others. Research indicates that when students adopt mastery goals, they tend to engage in more effective cognitive

processing strategies (Noar, Anderman, Zimmerman, & Cupp, 2005). Social goals are another important type of goals, although not examined at length as mastery and performance goals (Dowson & McInerney, 2001). In these goals social reasons are the main concerns for trying to achieve in academics. According to Maehr (2008) achievement motivation is largely social psychological in nature. It often occurs within groups, where interpersonal interactions can undermine or facilitate engagement in the tasks to be done.

Achievement motivation of adolescents are influenced by parents level of education, parental expectations, and parental support for their children and parenting styles. Several factors play an important role in predicting adolescents' achievement motivation which include parenting styles and emotional intelligence of adolescents. Scholars have explored various aspects of parenting styles that help in boosting the achievement motivation of adolescents. Being role models, parents play a significant role in the child's development.

## **MENTAL HEALTH**

World Health Organization (WHO,2005) defines Child and Adolescent Mental Health as the 'capacity to achieve and maintain optimal psychological functioning and wellbeing. It is directly related to the level reached and competence achieved in psychological and social functioning'. Mental health is explained as a positive concept related to one's social, emotional, and psychological well-being. It is identified as the psychological state of an individual who is performing at a satisfactory level of passionate and behavioral adjustment.

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and can make a contribution to his or her community (WHO,2014). Positive mental health is defined as "a dynamic state of well-being in

which individual realizes his or her own potential, with an underlying belief in the dignity and worth of self and others, can cope well with the normal stresses of life, is able to work productively, and can contribute to the community” (Ganga & Kutty, 2012).

Mental health is a vital component of the total health of an individual because our entire thought process takes place in mind, ideas originate in mind and all kinds of directions are issued from mind which guide, conduct and behavior and shape and regulate communication, determine personal and social functioning as well as adjustment (Bhargava & Raina, 2007). The concept of mental health can be defined in cultural framework also, but generally it is related to the enjoyment of life, ability to cope with daily stresses, sorrows and sadness, the fulfillment of goal and potential and a sense of connection to others. Therefore mental health is an important aspect in individual’s well-being and health in general (Sankar, Wani & Indumathi, 2017).

Mental health incorporates the emotional, psychological, and social well-being. The way an individual thinks, feels and acts as he copes with life are all affected by his mental health. Mental health also helps to determine the strategies to handle stress, relate to others, and make choices. This positive sense of mental health is the foundation for well-being and effective functioning for an individual. Mental health is more than the absence of mental illness. Mental health and physical health are interdependent. Coping, resilience and good judgment which are important mental health habits that help adolescents to attain overall well-being and prepare for positive mental health in adulthood. Adolescent Mental health is affected by several factors and experiences, social interactions, societal structures and cultural values.

Mental health is a term used to describe a level of cognitive and emotional welfare as well as the absence of mental disorders (Nesse, 2005). From the

perspective of positive psychology, mental health includes the ability to enjoy life and create a balance between life activities and efforts to achieve psychological flexibility. Over the past few decades, the issue of mental health is regarded as an important aspect of health, even in recent studies conducted in various countries have shown that the highest incidence and prevalence of mental illness have the highest health priorities related to mental illness (Morgan, 2013).

In many researches the concept of psychological well-being is used as the term general mental health. Optimal well-being is explained as increase in positive modes and decrease in negative modes and in the past decades, it provided a pattern of psychological well-being or positive mental health (Vitterso,2001). According to this model, psychological well-being comprised of six factors: self-acceptance, empathic relationships with others, a sense of independence, having a purpose in life, a sense of personal growth, and environmental mastery (Ryff, 1989).

According to Jahoda (1958) mental health can be separated into three domains – first, mental health would allow individuals to exploit their potential through the process of self realization, second, mental health includes a belief of being able to manage and master their environment, and third, individuals with positive mental health would be able to identify, confront and solve problems. Jahoda's perspective also provides an essence of positive psychology to Mental Health. Jahoda (1958) has said that aspects of attitudes toward self, growth and development, self-actualization, integration of personality and mastery of the environment must be considered in judging whether a person is mentally healthy or not. These aspects are detailed as follows:

- An attitude towards oneself in which self-inspection leads towards acceptance of weaknesses and pride in the strengths.
- Growth and development towards understanding of one's potentialities, a blending of what one is in totality with what one might become.

- Integration of personality involving a balance of cognitive, emotional and motivational aspects, thus making a unified outlook on life, as well as, some capacity to understand anxieties and stress.
- Autonomy of action in which the individual determines behavior from within instead of drifting the impact of the environment.
- A perception of reality which is relatively free from what one wishes things might be and which also tunes his attention and concern for the well-being of others.

Singh (2002) highlights some of the characteristics of a mentally healthy person:

- Development of emotionality, creativity, intellect and spirituality.
- Maintenance of mutually rewarding social relationship.
- Ability to face problems and challenges without losing patience and respond to them with full strength and draw lessons for future.
- Possessions of self-confidence, assertiveness, sensitivity and empathy with suffering of others.
- Prepare constructively for joyful utilization of loneliness and participating in play and fun.
- To laugh on the occasions which are really amusing, joyful, wonderful and amazing

All round development of an individual's personality is dependent upon the abilities, capabilities and personality traits of the individual. In spite of all the best efforts made in schools to nurture the capabilities of children, it is not possible to attain the optimum level of educational goals. It has been identified that one of the major factors influencing educational output is the sound mental health which is the basis to success in all domains of life. The concept of a healthy individual

represents not only physical health alone but mental health also. Beyond the proper functioning of the body, the modern concept of health extends to include a sound, efficient mind and controlled emotions. Mental health is a basic factor that contributes to the maintenance of physical health as well as social effectiveness. Schultz (1977) considered seven criteria for mental health such as Extension of the sense of self, Warm relationship of self with others, Emotional security, Realistic perception, Skill and assignments, Self-objectification and Unifying philosophy of life.

It was Mandell in 2013 first used the term "mental hygiene" in the mid-19th century. This acted as the pioneer to current approaches to work on positive mental health. Issac Ray, one of the founders of the American Psychiatric Association defined mental hygiene as 'an art to preserve the mind against all incidents and influences calculated to deteriorate its qualities, impair its energies, or derange its movements'.

Mental health is conceptualized as a complex construct that concerns optimal experience and functioning of the individual. Two general perspectives served the basis for current research on mental health; the hedonic approach and multilevel approach. Hedonic approach focuses on happiness and defines mental health in terms of the degree to which a person is fully functioning. Multilevel model perceives mental health as adjustment of human being to the world and to one another with a maximum of effectiveness and happiness (cited in Sankar , Wani & Indumathi, 2017).

Modern era is a world of competition in education as well as occupation. Even though competition is an inevitable aspect it may result in conflicts, stress and tensions. Especially during adolescence which is characterized by emotional and psychological highs and lows, mental health is a concern. Moreover adolescence is a period of rapid change and time of search for identity. It is a period during which



they are considered no longer a child nor an adult. Adolescence stage is often referred to as the period of “storm and stress” during which they face many psychological issues such as physical stress, anxiety, aggression, undesirable complexes even sometimes depression and frustration. They are learning more about the ‘real world’ and trying to strive for both independence from parents and inclusion in social groups (Santrock & Yussen, 1984). Several research pointed out that the current level of behavioral and emotional problems in teenagers are higher than in the past and more researches are focused on adolescent mental health. Hence mental health is seen as a way of describing social and emotional well-being.

Vaillant (2012) conceptualized different models of mental health:

- Mental health as the presence of multiple human strengths.
- Mental health as maturity
- Mental health as positive emotions
- Mental health as socio-emotional intelligence
- Mental health as subjective well being
- Mental health as resilience

There exists numerous determinants of child and adolescent mental health. They exist on several different levels in the form of risk and protective factors. The traits or situations which are adversely related to mental health such as childhood neglect, family breakdown, and unemployment are categorized as risk factors. Meanwhile protective factors are those which support the development of resilience in the face of stressful or traumatic life events. Protective factors consist of proximal, organic factors (intelligence, physical health and vitality), social/emotional factors (feeling respected, valued and supported) and socio-economic factors, such as quality of parenting, schools and the wider community, employment, housing and financial security. These two levels of factors interact

with one another and can influence adolescent's health through complex causal pathways (Evans et al, 2005; Rutter & Silberg, 2002). It can be envisaged that in recent decades, societal, political and cultural changes have influenced the exposure of adolescents to risk and protective factors. These changes incorporate changes in family structure, exposure to forms of media and new technology, such as television, mobile phones and the internet, which can affect their safety and wellbeing.

The general well-being and mental health of adolescents has been the topic of research in recent years. Evidence has suggested that the behavioral and emotional problems in teenagers is augmenting. Mental health is perceived as social and emotional wellbeing. Adolescent's healthy development is reliant on good mental health. A number of dimensions of adolescent positive mental health has been identified by researchers. Resilience and emotional intelligence are the most highlighted dimensions. Adolescent who is resilient can easily cope with the demands of adulthood. Emotional intelligence helps the adolescent to manage one's own emotions which ensures adolescent well-being. Self-esteem is another significant determinant of mental health. People with high self-esteem carry out their responsibilities very well and are less worrying. Another dimension of mental health is internal locus of control. They view themselves as having control over their destiny and take responsibility for their actions rather than blaming external factors.

Positive mental health is associated with feeling happy and positive about yourself and enjoying life, healthy relationships with family and friends, participation in physical activity and eating a healthy diet, the ability to relax and to get a good night's sleep and community participation and belonging. Vaingankar et al. (2012) defined positive mental health as 'the ability to build and maintain relationships, possess coping skills, pursue personal growth and autonomy, and participate in religious and spiritual practices' in an Asian context. The two ancient Greek approaches, the hedonic tradition focusing on positive emotions and the

eudaimonic tradition dealing with optimal functioning of an individual in everyday life generally dominate the field regarding the components of positive mental health (Ryan & Deci, 2001). The hedonic tradition refers to the desire to maximize pleasure and to minimize pain from the perspective of maximizing the good in one's life (Henderson & Knight, 2012). Commonly contrasted with the hedonic tradition, the eudaimonic tradition includes virtue and effort as essential parts of happiness (Kashdan, Biswas-Diener & King, 2008). In view of these two approaches simultaneously, positive mental health can be defined as the presence of general emotional, psychological, and social well-being. Gains in positive mental health predict declines in mental disorders, while losses of positive mental health predicted increases in mental disorders (Keyes, 2002).

Multiple indicators of positive mental health in general populations have been identified across countries. Common indicators of positive mental health include socio-demographic factors, health status, physical activity, body image, sleeping, substance use, social support and violence or discrimination (Gilmour, 2014; Keyes, 2002; Vaingankar et al., 2012; Chen, Chen, Li, Hua, Yu & Feng, 2016; Winzer, Lindblad, Sorjonen & Lindberg, 2014; Lyons, Pitts & Grierson, 2013). Considering positive mental health of adolescents, school related factors such as peer relationship and support from teachers also play an essential role (Keyes, 2006). Positive mental health is also associated with education, income, employment and living area. Socio-economic factors were found to be significantly associated with positive mental health (Yin, He & Fu 2013).

Orpana et al. (2016) identified 25 determinant indicators of positive mental health of children, youth and adults at different levels such as the individual, family, community and societal level. The individual indicators consisted of physical activity, substance use, nurturing childhood environment, resilience, control and self-efficacy, spirituality, violence, and coping. Family indicators included

household composition, family relationships, parenting style, family physical and mental health status, substance use among family members, and family income. Community indicators included social support, social network, school environment, workplace environment, community involvement, neighborhood social environment, and neighborhood built environment. Finally, the indicators at the societal level were inequality, discrimination, as well as political participation.

Maher and Waters (2005) explained that the indicators of positive mental health at the individual level for children generally refers to the presence of social connections and a strong sense of self and self-worth. Individual indicators may include a sense of belonging, self-esteem, engagement, self-determination, control and quality of life and intellectual and emotional well-being. Family indicators may include parental mental health, freedom from violence and abuse, family cohesion, parent-child attachment, monitoring activities of children and adolescents, providing safe and secure environments for children and adolescents, sensitivity to child's intellectual and temperamental individuality and uniqueness, opportunities for education, recreation and play and judicious use of authority (Evans et al. 2005; Rutter & Silberg, 2002).

## **EMOTIONAL INTELLIGENCE**

Emotional intelligence is conceptualized as one of the indispensable determinants of mental health and achievement motivation of adolescents. The popularization of emotional intelligence turned out to be a major milestone in the history of the psychology. One of the major concern of educators, professionals and the public for many years have been stressed on the intellectual achievement of adolescent. Perceived cognitive potential has been seen as a predictor of academic achievement than any other factor for the previous years. However, it has been established that despite an individual having the intellectual potential to succeed in academics, they may experience difficulty dealing with emotional issues, have poor

relationships, and be ineffective in their decision making (Goleman, 1995). These realizations have led to the conception that individuals during their developmental stages may require more than intellectual abilities to exist and prosper.

Several Instances are witnessed in our day-to-day life where the star students in a class do not succeed later in their lives to the degree than their classmates who were less intelligent. Such examples are evident in different areas like education, politics, business and administration (Singh, 2002). This led to the question of what it helps a student to succeed in life other than intelligence and the answer was what is popularly known as emotional intelligence (EI). It ensures smooth sailing in the turbulent waves of life and is not mere intelligence alone (Brown, 1996; Goleman, 1995; Reiff, 2001; Salovey & Mayer, 1990).

The quality of understanding one's own emotional processes can influence the social functioning and quality of life of the individual. Richardson (2000) stated that young people who are poor in social and emotional competence may become self-centered and unable to empathize with and relate to others. Unlike Intelligence Quotient (IQ), which is relatively stable and unchangeable, researches pointed that EI is an acquired ability and developed through learning and repeated experience at any age. Therefore emotional intelligence can be nurtured in individuals (Ashforth & Humphrey 1995; Cooper, 1997; Goleman, 1995). The significant role of Emotional Intelligence in handling life hassles and stresses, its impact on the achievement motivation and mental health of adolescents cannot be underestimated.

It was the Yale psychologists, Salovey and Mayer (1990) endorsed the integration of emotion and intelligence as a cognitive ability under the caption of Emotional Intelligence (EI). The concept was made popular by Daniel Goleman with publication of his book: "Why it can matter more than IQ" in 1995. Fundamentally it can be said that emotional intelligence offers solutions to a myriad of problems the individual tackles in day to day life. Evidences suggest that

emotional intelligence has its implications in the ways of handling situations such as preventive activity in physical and mental health, effective interactions in schools and communities, business and organizations (Goleman, 2001). Emotional intelligence otherwise addresses the emotional, personal, social and survival dimension of intelligence, which is perceived as more important for daily function than the more traditional cognitive aspect of intelligence. Salovey and Mayer (1990) define EI as the ability to: (a) perceive and express emotion, (b) use emotion to facilitate thought, (c) understand and reason with emotion and (d) regulate emotion in self and others. These researchers conceptualize EI as a mental ability that pertains to an individual's capacity to process and reason with and about emotion-laden information.

According to Mayer and Salovey (1993), emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. This definition incorporates that emotional intelligence captures both interpersonal and intrapersonal skills. Interpersonal skills includes the ability to understand the feelings of others, empathize, maintain and develop interpersonal relationships and also our sense of social responsibility which is the most highlighted one. Meanwhile intrapersonal skills consists of the ability to understand one's own motivation.

According to Goleman (1995), the measure of success is not IQ alone. IQ only accounts to 20% and emotional and social intelligence and luck shares the rest. Emotional intelligence can help to channelize the feelings in constructive direction because feelings affect motivation, learning, memory, attention, concentration, oral expression, written expression and academic success (Kusche & Greenberg, 1994). Emotional intelligence has received much attention as a factor that is useful in understanding and predicting an individual's performance at work, at home, at school, etc. (Kaur, 2010)

One of the most pertinent definition of EI was given by Martinez (1997). He described emotional intelligence as "an array of non-cognitive skills, capabilities and competencies that influence a person's ability to cope with environmental demands and pressures". This definition is against most common definitions. But Goleman (1997) said that the traditional definitions of EI are also relevant to a person's day to day life and abilities and performance.

Emotional intelligence is the ability of using effectively the emotions' power and acumen, as a source of human energy, information, connection and influence (Cooper, 1997). According to Espstein (1998), emotional intelligence is a mental skill and requires not only having emotions, but also to understanding of their means. Goleman (2001) has defined the emotional intelligence as recognizing and managing feelings, self-action, the ability of understanding the others' feelings and to conduct the relationships. Individuals with higher emotional intelligence are persons who are open to criticism, know how to express their feelings in different and effective ways, can share and discusses their feelings, aesthetics, morals, ethics, leadership, social, and are individuals with advanced level of knowledge related to problem solving and spiritual issues (Mayer, Salovey & Caruso, 2004). When all these positive features are considered, it is pleasing to know that the emotional intelligence is learnable and can be developed (Mayer & Salovey, 1993).

Emotions play an inevitable role in determining the mental buildup of the young adults. Adolescence is the age of storm and stress in which the adolescents undergo turbulent changes in emotions. Stress in adolescents can create imbalance in thought process. Cherniss (2004) stated the importance of emotional intelligence as necessary to improving performance and psychological well-being in school work. Emotional intelligence as determined by Nelson and Low (1999) has four major skills dimensions of emotional competencies namely-interpersonal skills, leadership skills, self-management skills and intrapersonal skills. Dunn (2003) has detailed the

components of emotional intelligence which function as key to success in life are self-awareness and self-honesty, knowledge about causes of emotions, self-regulation and modulation of one's emotions, empathy, motivation and good decision-making, ability to analyze and understand relationships, intuitiveness, creative and flexible thinking, integrated self and balanced life.

A growing interest in EI among adolescents over recent years is due to the fact that many studies identified the importance of EI during the early ages with variables such as academic performance and motivation, social interaction, substance abuse, self-concept and academic and social adaptation (Bar-On, 2003; Parker et al. 2004, Coelho, Marchante & Sousa, 2016). The self-confidence of children in early adolescence is influenced by different variables. Once the children are able to self-assess their strengths and weaknesses more realistically they become more aware of how they compare with their classmates and peers (Harter, 2012). The greater emotional sensitivity developed with the onset of puberty leads to a decline in the adolescents' confidence in their ability to understand and regulate their emotions (Somerville, Jones & Casey, 2010). The buildup of these influences may result in the decrease in emotional perceptions even though emotional skills continue to improve in this period. These accumulations are crucial that the different components of EI may develop differently prior to adulthood. Hence EI during adolescence is central as it help young ones to develop a positive attitude and outlook of future.

Brain-based learning researches suggests that emotional health is fundamental to effective learning. Emotional health is explained as the use of emotions effectively and productively. The findings of these research induced many schools and educational organizations to inculcate integrating emotional intelligence into their educational programs. Bar-On (2006) defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to



people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands (Bar-On, 1997). Bar-On stated EI develops over time and that it can be improved through training. Bar-On also stressed that lack of EI can result in lack of success and emergence of emotional problems.

It is essential to have a look into the historical development of the concept of Emotional Intelligence. Beginning from Thorndike (1920), he considered intelligence as a composition of three components such as academic, emotional, and social. He stated social intelligence as “an ability to understand and manage men and women, boys and girls – to act wisely in human relations”. Gardner proposed the theory of multiple intelligences including ‘spatial, musical, intrapersonal, interpersonal, bodily-kinesthetic, naturalistic, linguistic and logical-mathematical intelligences’ (Gardner, 1983). In 1988, Bar-On contributed the term ‘Emotional Quotient’ (EQ). EQ is the “ability to monitor one’s own and other’s feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action” (Bar-On, 1988). The idea of EI was popularized with the publication of Daniel Goleman’s book ‘Emotional Intelligence’ in which he pointed out competencies such as empathy, learned optimism, and self-control which contribute to important outcomes in life. Bar-on (1997) characterizes emotional intelligence as “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures”.

### **Emotional Intelligence Models**

Thorndike and Gardner’s paradigms conceptualize EI as ability or mixed model, whereas mixed models combine mental ability with personality characteristics such as optimism and well-being (Mayer, 1999). Bar-On proposed another model based within the context of personality theory, emphasizing the co-

dependence of the ability aspects of EI with personality traits and their application to personal well-being. Also, Goleman (2001) proposed a mixed model in terms of performance, integrating an individual's abilities and personality and applying their corresponding effects on performance in the workplace.

➤ Ability Model of Emotional Intelligence.

In 1990, Peter Salovey and John Mayer proposed the ability model of EI which focuses on intelligence and emotion in which intelligence theory projects the capacity to carry out abstract reasoning and emotions convey regular and discernable meanings about relationships (Mayer, Salovey, & Caruso, 2002). Mayer, Salovey, Caruso and Sitarenios (2003) argue that EI consists of two areas: experiential (i.e. ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and strategic (i.e. ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them).

➤ Bar-On's Model- Emotion Quotient

Reuven Bar-On introduced the term 'Emotion Quotient' in his model for measuring EI which focused on the 'potential' for performance and success, rather than performance or success itself (Bar-On, 2003). Therefore, his model is considered process-oriented rather than outcome-oriented. His model focuses on emotional and social abilities which include the ability to be aware of, understand, and express oneself, the ability to be aware of, understand, and relate to others, the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature (Bar-On, 1997). He outlined five components of emotional intelligence: intrapersonal, interpersonal, adaptability, stress management, and general good. He argued that the individuals with higher than average EI are in general more successful in meeting environmental demands and pressures. Bar-On considers emotional intelligence and cognitive intelligence to

contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life (Bar-On, 2003).

➤ A Mixed Model of EI

Daniel Goleman, the author of the book 'Emotional Intelligence', outlined four main EI constructs in his model which are: 1) Self-awareness- the ability to read one's emotions and recognize their impact, while using "gut" feelings to guide decisions, 2) Self-management- involves the control of one's emotions and impulses and the ability to adapt to changing circumstances, 3) Social awareness- the ability to sense, understand and react to others' emotions while comprehending social networks, and 4) Relationship management -the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998).

Goleman argues that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. As such, emotional competencies are not innate talents, but rather learned capabilities that must be nurtured and developed to achieve outstanding performance. The organization of the competencies under the various constructs is not random; they appear in synergistic clusters or groupings that support and facilitate each other (Boyatzis, Goleman, & Rhee, 1999).

Emotional intelligence can lead to social and cognitive achievements of children, which is profound especially in the field of education. In fact, the emotional knowledge leads to improving student academic achievement and thereby improving achievement motivation of adolescents. Furthermore, emotional intelligence results in positive social behaviors, reducing distress, and improve the mental health of adolescents. Higher emotional competence of adolescents have reflected in higher scientific goals and higher levels of discipline, motivation, strength, stress management, organizing tasks, learning more and higher academic

degrees (Costa & Faria, 2015). Hence emotional intelligence is considered as a decisive and determinative factor in adolescents' real-life outcomes such as success in education, success in job and personal relationships and their mental health in general.

## **PARENTING STYLES**

The role of parents in shaping adolescents' aspiration and achievement requires more exploration and research. Family factors that seem to exert some influence on the achievement motivation of adolescents include parents level of education, parental expectations, and parental support for their children, etc. Numerous factors has been indicated by researches which specifies a vital role in predicting adolescents' achievement motivation. Parenting style is recognized as one of the most important among the several factors that affect achievement motivation. Mental health of the adolescents is also influenced by parenting styles. Mental and emotional well-being is regarded as a necessary condition to enable one to manage one's life successfully. Parenting styles have consistently been associated to various adolescent outcomes such as mental health and achievement motivation.

Adolescence period is considered as a developmental phase that can be difficult for both parents and offspring. Hence understanding the importance of maintaining high quality parenting is particularly essential in adolescence. The influence of parenting during adolescence continues to affect behaviors into adulthood also. A parenting style can be explained as a psychological construct which incorporate standard strategies that parents apply in their child rearing. During the different developmental stages of life, parents create their own styles of rearing children from a combination of factors that evolve over time as children begin to develop their own personalities. The stage of infancy is characterized by parents' adjustment and adaptation to a new lifestyle in terms bonding with their new infant. The relationship is more attachment oriented. Parents encounter new

challenges in the period of adolescence which is a transition phase where adolescents seek and desire freedom.

It is essential to differentiate between the terms parenting styles and parenting practices. In a literature review by Christopher Spera (2005), Darling and Steinberg in 1993 suggested that “Parenting practices are defined as specific behaviours that parents use to socialize their children”, while parenting style is “the emotional climate in which parents raise their children”. “Parenting style is defined as a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parents' behaviours are expressed (Darling & Steinberg 1993)”.

One of the major milestones in the historical conception of the term parenting styles is the researches by Diana Baumrind. Baumrind's researches focused on the classification of parenting styles and her extensive research in parenting came to be known as “Baumrind's Parenting Typology”. Parenting typologies closely reflect the interactional nature of parenting dynamics. It shows variations in parental responsiveness and demandingness. Based on her research, Baumrind identified four basic elements that could help shape successful parenting: responsiveness vs. unresponsiveness and demanding vs. undemanding (Baumrind, 1967). According to Baumrind responsiveness refers to the parents' recognition of the child's individuality and demandingness refers to parents' willingness to act as a socialising agent. Baumrind's dimensions include disciplinary strategies, warmth and nurturing, communication styles, and expectations of maturity and control. Baumrind identified three parenting styles from her pervasive research: Authoritative parenting, authoritarian parenting and permissive parenting. Baumrind's investigation on parenting typology was originally based on the dimension of parental control to develop the three different parenting styles, which included authoritative, authoritarian, and permissive (Baumrind, 1996). Parental control is defined as “the

claims parents make on children to become integrated into the family as a whole, by their maturity demands, supervision, and disciplinary efforts and willingness to confront the child who disobeys” ( Baumrind,1991). Baumrind described high levels of demandingness as structure and control. Parental control dimension integrated parenting behaviours which included parental monitoring and parental discipline practices. Grounded upon Baumrind’s parental style framework, Maccoby and Martin (1983) further added parental responsiveness as a new dimension of parenting. Parental responsiveness included parenting behaviours such as parental warmth, parental support, and parental involvement ( Maccoby & Martin 1983). Maccoby and Martin introduced a new typology included the three styles previously identified by Baumrind as well as an additional style: uninvolved parenting.

Maccoby and Martin (1983) explained that parenting style includes two important fundamentals of parenting: parental responsiveness and parental demandingness. Parental responsiveness (also referred to as parental warmth or supportiveness) refers to “the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands” (Baumrind, 1991). Parental demandingness (also referred to as behavioural control) refers to “the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys” (Baumrind, 1991). Baumrind believed that parents should develop rules for their children and be affectionate with them. Maccoby and Martin expanded upon Baumrind’s three original parenting styles and four new parenting styles were defined:

### **Authoritative parenting style**

In authoritative parenting style, the parent is demanding and responsive. It focuses on a child-centred approach that holds high expectations of maturity.

Authoritative parents are able to understand the feelings of their children and teach them how to regulate their feelings. Authoritative parents are usually ready to forgive any possible shortcomings and they often help their children to find appropriate outlets to solve problems. Authoritative parents tend to encourage their children to be independent and try to be warm and nurturing toward the child but still place limits on their actions ( Santrock, 2007). Authoritative parents allow the child to explore more freely and give them opportunity to make their own decisions based upon their own reasoning. Authoritative parenting results in children who are more independent and self-reliant.

Authoritative parents tend to exhibit higher levels of parental monitoring during their child's childhood and slight decreases across adolescence. Both demanding and responsive dimensions are high in authoritative parenting . "They monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative" (Baumrind, 1991). Authoritative parents expect mature and age-appropriate behaviour from their children. As a part of this, they will set clear standards for their children and monitor the limits that they set. Authoritative parents does not promote punishment but the natural consequences of the child's actions are explored and discussed. This helps the child to gain an insight that the behaviour is inappropriate and not to be repeated (Santrock, 2007).

Baumrind's research specified that children of authoritative parents are appear happy and content, independent, achieve higher academic success and develop good self-esteem. Additionally they interact with peers using competent social skills and have better mental health. Also they exhibit less violent tendencies.

**Authoritarian parenting style**

Authoritarian parent is demanding but not responsive. Authoritarian parents follows a restrictive, punishment-heavy parenting style in which they want their children to follow their directions with little or no explanation (Santrock, 2007). Authoritarian parenting does not allow open dialogue between parent and child and such parents expect children to follow a strict set of rules and expectations. Authoritarian parents expect their children to behave exceptionally and not make errors and at the same time they provide only very little direction about what their children should do or avoid in the future. Authoritarian parents are rigid and controlling, and a child must do as he is told under this parenting style. They demand a lot from their children and are hesitant in offering warmth or responding to a child's needs. Such parents follow on harsh discipline, and frequently shout at their children. Even though the intention of this style is to make the child to behave and survive as an adult in a harsh and unforgiving society, the effect of this result in children who aren't sure of themselves and who have difficulty completing tasks. This type of parenting produce difficult children who might withdraw socially and might not form trusting relationships easily.

It is also found that authoritarian parents exhibit low levels of trust and engagement toward their child (Maccoby & Martin,1983). Authoritarian parenting has several distinctive effects on children such as less social competence, low self-esteem, being fearful or shy, associating obedience with love, having difficulty in social situations, and possibly misbehaving when outside of parental care. Children tend to be conformist, highly obedient, quiet, and not very happy, suffer from depression and self-blame and sometimes high self-blame which often retreat into escapist behaviours which include high risk for suicide ( Berger & Kathleen ,2011).

Children of authoritarian parents based on Baumrind's research tend to have an unhappy disposition, less independent, appear insecure and possess lower self-



esteem. They also perform worse academically, have poorer social skills and are more prone to mental issues.

### **Permissive or indulgent parenting style**

Permissive parent is responsive but not demanding. Permissive parenting is also called indulgent, non-directive, lenient or libertarian parenting style. Permissive parents have only few behavioural expectations for adolescents and parents do not set rules and avoid engaging in behavioural control. “Permissive parenting is a style of parenting in which parents are very involved with their children but place few demands or controls on them” (Santrock,2007). Parents are responsive to the child's needs and wishes and are also nurturing and accepting. Such parents do not want their children to regulate themselves or to behave properly.

“Permissive parents are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation” (Baumrind, 1991). Permissive parents act as “friends” with their child rather than enacting parental role. They have very low expectations of their child and very little discipline is imposed on them. Permissive parents advice their children as a friend would and also allow children to make their own decisions in their life. Such parents use few punishments or rules and these rules are inconsistent when they do exist. The consequence of this lack of structure is that these children tend to grow up with little self-discipline and self-control.

Permissive parents give their children whatever they want without any confrontation. Permissive parents through such behaviors try to compensate for what they missed as children and hence give their children both the freedom and materials that they lacked in their childhood. Some of the damaging effect of permissive parenting include insecurity in children from lack of set boundaries, poor social skills due to lack of discipline, self-centeredness, poor academic success from

lack of motivation and conflict with authority. Baumrind noted that these children might be impulsive, might lack self-control and might not have experience in molding their wishes to others' expectations, which makes it difficult for these children to adapt to adult life (Baumrind, 1991).

Baumrind through the research identified that children of permissive parenting cannot follow rules, have worse self-control, possess egocentric tendencies and encounter more problems in relationships and social interactions.

### **Uninvolved Parenting**

Eleanor Maccoby and John Martin proposed a fourth style that is known as uninvolved or neglectful parenting in addition to Baumrind's major styles and this style is described as low in responsiveness and low in demandingness. "An uninvolved parenting style is characterized by few demands, low responsiveness, and very little communication with the children" (Maccoby & Martin, 1983). Even though these parents fulfil the child's basic needs, they are mostly detached from their life of their children. These parents make sure that their kids are fed and have shelter, but provide them with little or nothing in the form of guidance, structure, rules, or even support. These parents may even reject or neglect the needs of their children in extreme cases.

Uninvolved parents minimize their interaction time with their children and in some cases, are uninvolved to the point of being neglectful. They are indifferent to the needs and whereabouts of their adolescents. They are least bothered about their experiences at school or with peers. These children have no trust foundation with their parents from which to explore the world and hence uninvolved parenting turn harmful. Another consequence of children who have a negative or absent relationship with their parent is that they have harder time forming relationships with other people. As a result of the lack of the ability to form close relationships,

adolescents may have bitter and hostile feelings towards their parents and others. They also experience feelings of loneliness and begin to isolate as they continue to devalue their own self-worth (Stein, 1997).

Research indicates that adolescents of uninvolved parents learn that parents are least interested to invest much time in parenting and vest their time in their own lives. This develops tendency for teens to generally show similar patterns of behavior and they may also demonstrate impulsive behaviors due to issues with self-regulation (Kopko,2007). Children of neglectful parents are more impulsive and cannot self-regulate emotion. They encounter more delinquency and addiction problems and have more mental issues.

Parents play a key role in molding adolescents' achievement motivation and thereby enhancing their mental health. Growth and development of adolescents are deeply affected by the family environment in manifold and enduring ways. The interactions of siblings, grandparents, and other significant individuals in a family are important for adolescent mental health. Parents are the central authority figures in most families and perhaps the most influential persons that one will ever encounter in life. Their impact is both reflective and long-lasting. Most research concentrates on adolescent behaviors, attitudes, and problems rather than focusing on adolescent mental health.

### **NEED AND SIGNIFICANCE OF THE STUDY**

Research on parent-adolescent relationship and how it affects the adolescent outcomes has marked a constant presence in the literature and scientific journals. Adolescence is an age of emotional disturbances which is characterized by innumerable and unique problems. The emotional experience of adolescents are very intense and hence the age of adolescence is known as the period of emotional storm and stress. The control over emotions serve as one of the prerequisite for all

round development of the individual. Only when the emotions are under control, the individual can adjust in the society. Understanding and managing emotions act like a preventive tool which will benefit the individual and the society at large. And as a result they can contribute maximum to the development of the society. All these realities points to the fact that during the period of adolescence, emotional intelligence is very important. Emotional intelligence during adolescence helps the individual to monitor one's own and other's emotions. Emotional intelligence plays an indispensable role in determining life success of an individual. Emotional intelligence is highly influential in the areas of education and mental health of adolescents. "Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationship (Goleman,1995)". His researches emphasized that emotional intelligence is identified as a highly beneficial factor in education, work, and mental health.

Globalization has augmented the nature and number of challenges as compared to the yesteryears. Family plays an important role in the overall development of adolescents and is undergoing structural, emotional and interactional renovations. Adolescents are experiencing various strong cognitive and physical changes, hence proper guidance at this crucial phase of life is more important for enhancing their mental health. Adolescence is the most impressionable period during which the vital foundation is laid for optimum development of an individual personality. At this stage, they start to think about their possibilities and prospects for the future and become more achievement oriented. The role of parenting styles has to be addressed as it plays an essential part in adolescent's achievement motivation. There is no doubt that for most families, the teen years present a challenge for both parents and children.

Adolescent's psychological, physical, social, and economic well-being is greatly influenced by the family processes. Disturbances in family functioning is linked to many significant mental health, social, and economic problems (Chamberlain & Patterson, 1995; Patterson, 1982; Sanders, Markie-Dadds, & Turner, 2003). “The lack of a warm positive relationship with parents; insecure attachment; harsh, inflexible, rigid, or inconsistent discipline practices; and inadequate supervision of and involvement with children are specific factors that increase the risk that children will develop major behavioral and emotional problems, including substance abuse, antisocial behavior, and juvenile crime” (Loeber & Farrington, 1998; Sanders et al., 2003). Even though adolescence is triggered by a flourishing desire for independence which is characterized by an increase in the time spent with the peer group, parenting practices nonetheless have a significant effect on adolescent functioning (Kerr, Stattin & Ozdemir, 2012). This entails that the need for strengthening parenting competences and improvements in parenting styles is indispensable in the adolescent period also.

It is advantageous to assess parenting practices from the adolescent's perspective because research suggests that adolescents' interpretations of parenting styles may have a greater impact on adolescent outcomes than parents' reports of parenting styles (Bolkan, Sano, De Costa, Acock & Day, 2010; Spera, 2006). Several researches (Paulson, 1994; McElhaney, Porter, Thompson & Allen, 2008) indicates that adolescent and parent reports of parenting differ and that adolescent perspectives may be more relevant in examining developmental outcome. Hence the study is focused on the role of perceived parenting styles from the perspective of adolescents. In addition, it is due to the fact that parents have a tendency to define positive parental influence in terms of control, while adolescents define positive parental influence in terms of trust and support (Smokowski, Bacallao, Cotter & Evans, 2014).

Positive mental health is emphasized as a combination of feeling good and functioning well in life (Gilmour, 2014). “Individuals who are flourishing in life report high levels of well-being and they often experience positive emotions and function well from both psychological and social perspectives. On the other hand, languishing is the absence of mental health as a state of being mentally unhealthy, equivalent to stagnation and emptiness or that life lacks interest and engagement (Keyes, 2002)”. Most of the studies in adolescent mental health focuses on mental disorders or mental health problems. Studies exploring the prevalence of positive mental health are still scarce in literature. Meanwhile there is growing interest of assessing positive mental health in adolescents. Adolescence is a time in life that presents great opportunities for sustained health and wellbeing through education and preventive efforts (Kleinert, 2007). It is also found that there exists knowledge gaps of prevalence, risks and protective factors of positive mental health as well as differences in positive mental health related to gender and socio-economic factors (Marmot, 2015 ).

Parents play a vital role by encouraging students’ feelings of competence and control and positive attitudes towards academics (Grolnick, Friendly & Bellas (2009). Families can have a strong influence on a variety of school outcomes, including the development and maintenance of positive motivation. Ferguson recommends that parents set clear and firm rules about homework, television watching, and other daily activities, and that they actively seek out-of-school opportunities and extracurricular activities that reinforce school lessons, encourage exploration and creativity, and develop children’s special talents (Ferguson, 2007). In other words, parents who are actively involved in their children’s education and provide a stimulating learning environment at home, can help their children develop feelings of competence and thereby enhance achievement motivation.

Achievement motivation of adolescents is influenced by the factors that affect the perception of their relationship to the achievement setting. There are several internal and external factors that contribute to an adolescent's motivational orientation. These factors incorporate recognizing the relationship between effort and ability, understanding the classroom reward structures, balancing academic mastery and social competence, and choosing tasks of appropriate difficulty. Emotional intelligence is identified as one factor that influence achievement motivation of adolescents. Adolescents with high emotional intelligence fosters achievement motivation of adolescents. The association between emotional intelligence and achievement motivation is proposed by Salovey and Mayer (1990), Boyatzis, Goleman and Rhee (1999), and Petrides and Furnham (2000). These scholars through their research proposed that achievement motivation is part of the constructs in emotional intelligence. Bodine and Crawford (1999) supported their views and stressed that an adolescent who is emotionally intelligent in the context of motivation means that they use emotional systems to catalyze the whole process of motivation and keep the process of expending energy going. "It is stipulated that when emotional intelligence skills are the focus of learning, students are building human development behaviors that are complexly related to the positive outcomes of achievement, goal achievement and personal well- being" (Maraichelvi & Rajan, 2013).

According to Piaget, adolescence is described as the stage of life in which the individual's thoughts move away from egocentric and start taking more of an abstract form. This permits the adolescent to think and reason in a more wider perspective. This happens in addition to changing mind, body, and relationships which often present themselves as stressful (Campbell & Ntobedzi, 2007). Perceived parenting styles can be explained as an opinion of adolescents about styles of parental behaviors during their childhood onwards. Hence assessment of children

about parental behaviors is important because this is a phase in the life than a fixed period where a person is no longer treated as a child but not yet an adult. It is important to consider perceived parenting styles on the developmental outcome of adolescents which assure them a fruitful future. Emotional Intelligence play a major role in the life of the adolescents. There is scarcity in Indian studies which dealt with the parenting styles, emotional intelligence, achievement motivation and mental health together in this modern period. Hence these variables are considered for the present investigation.

### **STATEMENT OF THE PROBLEM**

The life of the adolescents are influenced by their perception of parenting styles and their emotional intelligence. A thorough exploration of these variables can give appropriate insight into the achievement motivation and mental health of adolescents. The study proposes to determine the relationship, interaction and predictive effect of parenting styles and emotional intelligence on achievement motivation and mental health of adolescents. Therefore the study is entitled as “THE IMPACT OF PARENTING STYLES AND EMOTIONAL INTELLIGENCE ON ACHIEVEMENT MOTIVATION AND MENTAL HEALTH OF ADOLESCENTS”.

### **DEFINITION OF THE KEY TERMS**

#### **Impact**

The term impact is defined as the noticeable effect or influence of certain situations on something.

#### **Parenting Style**

“Parenting style is defined as a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate



in which the parents' behaviours are expressed (Darling & Steinberg , 1993)”. Since the present study emphasis on the perception of parenting styles, a working definition is required. Perceived Parenting Styles focus on the ways in which children are brought up from the perspective of their own perception.

### **Emotional Intelligence**

Goleman (2001) has defined emotional intelligence as recognizing and managing feelings, self-action, the ability of understanding others’ feelings and to conduct the relationships.

### **Achievement Motivation**

According to Heckhausen (1967), “Achievement motivation can be defined as the striving to increase or to keep as high as possible, one’s own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail”. The present study utilized achievement motivation scale for measuring achievement motivation of adolescents. They emphasized on the definition by McClelland and his associates (1953) and also by Decharms (1968) as a disposition to strive for success in competition with others with some standard of excellence.

### **Mental Health**

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and can make a contribution to his or her community (WHO, 2014). According to Jahoda (1958) mental health can be separated into three domains – first, mental health would allow individuals to exploit their potential through the process of self-realization, second, mental health includes a belief of being able to manage and master their environment, and third, individuals with

positive mental health would be able to identify, confront and solve problems. Jahoda's perspective also provides an essence of positive psychology to Mental Health. Jahoda (1958) has said that aspects of attitudes toward self, growth and development, self-actualization, integration of personality and mastery of the environment must be considered in judging whether a person is mentally healthy or not.

## **CHAPTER 2**

# **REVIEW OF LITERATURE**

- PARENTING STYLES AND ACHIEVEMENT MOTIVATION
- PARENTING STYLES AND MENTAL HEALTH
- EMOTIONAL INTELLIGENCE AND ACHIEVEMENT MOTIVATION
- EMOTIONAL INTELLIGENCE AND MENTAL HEALTH
- PARENTING STYLES AND EMOTIONAL INTELLIGENCE ON ACHIEVEMENT MOTIVATION AND MENTAL HEALTH

Review of literature is the beginning of every scientific investigation. Literature review is an evaluative report of information related to the selected areas of study. It gives a theoretical base for the research and help to determine the nature of the research. Literature review incorporates the current knowledge about the topic including substantive findings, as well as theoretical and methodological contributions.

A literature review can be explained as the compilation, classification, and evaluation of what other researchers have written on a particular topic. It is based on secondary sources and not concerned about discovering new knowledge or information. The focus of literature review in an investigation is to provide an organized outline of existing research on a topic of study; to develop a critical and evaluative perspective toward published research works; to summarize, synthesize and analyze the viewpoints of other authors; to discover similarities and differences within existing research and to identify a gap within the existing body of research. Review of literature thus helps the researcher to understand and critically evaluate the information that is relevant to develop a context for the investigation.

Review of literature in the current study is presented in different areas like:

- Parenting styles and Achievement motivation
- Parenting styles and Mental health
- Emotional intelligence and Achievement motivation
- Emotional intelligence and Mental health
- Parenting styles and emotional intelligence on achievement motivation and mental health

## **Parenting Styles and Achievement Motivation**

Achievement Motivation or need-achievement is a strong psychological motive, a desire to excel which is learned and can be fostered among the children by providing them a healthy and congenial atmosphere for their development. It is a widely researched topic in both the fields of psychology and education. Researchers have focused on the concept of achievement motivation since the emergence of psychology as a scientific discipline when William James offered speculation regarding how competence strivings are linked to self-evaluation. Achievement motivation is currently a highly active area of research, particularly in the fields of educational psychology, sport and exercise psychology, industrial/organizational psychology, developmental psychology, and social-personality psychology. Performances of individuals are often compared against standards or with others for assessments Motivation relates to an individual's reason for engaging in an activity, the degree to which an individual pursues the activity, and the persistence of the individual (Graham & Weiner, 1996).

According to Atkinson and Feather (1966), "Achievement motivation is conceived as a talent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment." Individuals with high achievement motivation are at their best when they can maintain a high level of involvement in ensuring the excellence of activities under their coordination or control. Achievement motivation is also a mentality to compete and compare with others and forms to be the basic for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control because being motivated keeps people dynamic and gives them self-respect.

Adolescence is a journey to adulthood, as Nurmi (2004) metaphorically states, "in the course of navigating into adulthood, adolescents have to make a variety of decisions, choose between alternative routes, plan their behavior, and

construct a variety of strategies to deal with the new demands and challenges they are facing.” These include decisions about future education, career, and interpersonal commitments. This marks the phase of adolescence an important period for planning educational and career routes. During the period of adolescence, they start to think about their possibilities and prospects for the future and begin to realize that with respect to their age potential failures and dissatisfaction with their current performance can be compensated in the future.

Parents play an inevitable role in shaping adolescents’ achievement. The factors operating in the family such as parent’s level of education, parental expectations, and parental support for their children seem to exert some impact on the achievement motivation of adolescents. Research has identified multiple factors which play an important role in predicting adolescents’ achievement motivation and these factors need to be addressed to improve their academic achievement and achievement motivation. Among the several factors that affect achievement motivation, parenting style is one of the most important. Scholars have explored various aspects of parenting styles that help in boosting the achievement motivation of adolescents. Being role models, parents and parenting styles play a significant role in the adolescents’ life.

Bashir and Majeed in 2018 investigated the relationship between achievement motivation and parental encouragement of adolescent girls. The study was descriptive-correlational in nature and the data were collected from 200 adolescent girls using achievement motivation scale and parental encouragement scale. The results revealed a significant positive relationship between achievement motivation and parental encouragement of adolescent girls. Also identified significant difference on achievement motivation and parental encouragement among adolescent girls from private and government schools. Adolescent girls from

private school have higher achievement motivation and parental encouragement as compared to government school adolescent girls.

Gupta and Mehtani (2017) examined academic achievement of 598 senior secondary school students in relation to their perceived parenting style. Instruments used were Parenting Style Scale by Gupta and Mehtani and Three-Way ANOVA with  $4 \times 2 \times 2$  factorial design was used to analyze the data. Significant effect of parenting style and gender on academic achievement of senior secondary school students was found. No significant effect of type of school was reported. Also no significant interaction effect of parenting style and type of school and type of school and gender was found on academic achievement of senior secondary school students. Meanwhile, significant interaction effect of parenting style and gender was reported on academic achievement of senior secondary school students. Results indicated no significant triple interaction effect of parenting style, type of school and gender on academic achievement .

Inam, Nomaan and Abiodullah (2016) attempted to find out the effect of parenting styles of both fathers and mothers on academic achievement of the underachiever and high achiever children. The sample consisted of 210 participants including 70 students and their 70 parents. The parents were interviewed to find out their parenting style and the data was analyzed. Parenting styles were compared to students' academic achievement through ANOVA and t-test was conducted to find the difference between underachievers and high achievers. It was found that students whose parents were fully authoritative, fully permissive or those who were using a mix of authoritative and permissive parenting style showed significantly better result than the students whose parents were permissive in their actions only.

Ghobadi, Batmani, Mohammadi and Batmani (2016) examined the relationship of parenting styles and self-efficacy as well as academic achievement motivation. The sample consists of 160 male students in high school level and their

parents. Tools used were Questionnaires of parenting styles, self-efficacy and academic achievement motivation styles and the data was analyzed using correlation test as well as step by step regression analysis. The results of the study indicated that there is significant positive relationship between sovereign style and motivation of academic achievement, and between self-efficiency and academic achievement motivation.

Zahedani, Rezaee, Yazdani, Bagheri and Nabeiei (2016) conducted a study to investigate the relationship between parenting styles, academic achievement and career path of 310 medical students. Baumrind's Parenting Style and Moqimi's Career Path questionnaires were used and the data was analyzed by Pearson correlation coefficient method. Findings demonstrated that parents had an important role in identifying children's talent and guiding them.

The influence of parenting style on adolescent's self esteem and academic achievement was examined by Kugbey, Mawulikem, and Atefoe (2015) in a sample of 120 students. They were administered the Parenting Style Scale, Rosenberg Self Esteem Scale and end of term examination records and the data was analyzed with the two-way ANOVA. The study found that parenting style had significant effect on adolescent's self esteem and academic achievement and no sex differences were observed.

Kumar (2014) studied the impact of parenting style on adolescents' problems and their academic achievement. Multi-stage random sampling Technique was used to select 120 students from the entire population. Family Relationship Inventory, Students Problem Inventory and Academic Achievement were used to collect data. The statistical technique of analysis of variance (ANOVA) was used and the results indicated that both non-caring and caring are harmful for the children and lead to various problems. Rejection of child from parents produced an extremely high level of mental strain.



Masud, Thurasamy and Ahmad (2014) reviewed the researches conducted on parenting styles and academic performance of young children. They focused on 39 studies. The studies as a whole highlighted that parenting styles affect the academic achievement of adolescents. It was found that authoritative parenting style is the most effective style in enhancing the academic performance of young children.

Nayere and Sohrab (2014) explored the relationship between male young adults' academic development motivation and the parenting styles, self-efficacy and emotional intelligence. The sample consisted of 200 male high school students and they were given the questionnaires for self-efficacy, emotional intelligence and academic development motivation and parenting styles questionnaires were completed by their mothers. The data analysis revealed that from individual and family factors the authoritative style, emotional intelligence and self-efficacy were significant determiners of academic development motivation .

The correlations between parenting style, involvement of parents in school activities and academic achievements of adolescents was examined by Matejevic, Jovanovic, and Jovanovic (2014). The study involved 400 parents and 200 adolescents. A questionnaire of parenting styles and dimensions and a scale for examining the involvement of parents were used. The results showed that authoritative parenting style for mothers was correlated with a higher involvement in school activities and a greater success of adolescents. Meanwhile, an authoritarian parenting style was dominant for fathers and it was correlated with a lack of time necessary for involvement in school activities.

The influence of parenting styles on academic achievement and the extent to which the variable of goal orientation mediate the influence of parenting styles on academic achievement of in-school adolescents was examined by Ifeoma and Okeke in 2014. A total of 813 adolescents and their parents were administered two sets of questionnaires and hierarchical multiple regression analysis was used to

analyze the data. It was found that authoritarian and authoritative parenting styles made significant contribution to students' academic achievement. Another finding was that achievement goal orientation partially mediated the influence of parenting style on academic achievement.

The influence of parenting on academic achievement among elementary school children in the United States and Japan was studied by Watabe and Hibbard (2014) based on Baumrind's parenting typology. 208 students from an American elementary school and 312 students from a Japanese elementary school completed measure of achievement goal orientations and parental attitudes toward them. The data was analyzed by bivariate correlations, one-way multivariate analysis of variance, and two-way factorial analysis of variance. Findings suggested that American children acquire the benefit of academic achievement with authoritarian parenting style today.

Arenliu, Hoxha, Bexulli and Jemini-Gashi (2014) investigated the relation of maternal parenting styles with the motivation orientation of 610 high school students. The results showed significant positive correlation between authoritative parenting style and intrinsic motivation orientation. It was found that school success was significantly positively correlated with authoritative parenting scores but negatively with other two types of parenting style. Linear regression model revealed that authoritative parenting style and school success was positively associated with intrinsic motivation.

Parsasirat, Montazeri, Yousuff, Subhi and Nen (2013) studied the relationship between Baumrind's three perceived paternal and maternal parenting style with academic achievement among 546 Iranian high school students. They were administered Parental Authority Questionnaire and self-demographic report. Correlational research design and bivariate regression analysis was used to analyze the data. A positive relationship was found between authoritative parents and

academic achievements. Authoritative parents were determined as the best predictor for dependent variables by standard multiple regression.

Rafiq, Fatima, Sohail, Saleem, and Khan (2013) explored the effect of parental involvement in the academic achievement of their children. A sample of 150 students were administered survey questionnaire which included questions about personal information, multi dimensions roles and style of parental involvement. The chi-square test was applied. It was found that parental involvement has significant effect in better academic performance of their children.

Leung and Shek (2013) examined the relationships between parent–adolescent discrepancies in perceived parenting characteristics and adolescent developmental outcomes in poor families in Hong Kong. The sample consists of 275 intact families having at least one child aged 11–16 experiencing economic disadvantage were participated in the study. Fathers and mothers were administered the Parenting Style Scale and Chinese Parental Control Scale, and adolescents completed the Social-Oriented Achievement Motivation Scale and Chinese Positive Youth Development Scale. Findings suggested that parents and adolescents had different perceptions of parental responsiveness, parental demandingness, and paternal control, with adolescents generally perceived lower levels of parenting behaviors than did their parents. It was found that while father-adolescent discrepancy in perceived paternal responsiveness and mother-adolescent discrepancy in perceived maternal control negatively predicted adolescent achievement motivation, mother-adolescent discrepancy in perceptions of maternal responsiveness negatively predicted psychological competence in adolescents experiencing economic disadvantage.

Ogunleye, Omirin and Balogthe (2013) examined gender differences and the influence of parenting styles on the academic performances of secondary school students. A sample of 116 participants were given Parental Care Scale and it was

found out that parenting style influences children's academic performances, with authoritative parenting style being most influential. Results indicated no significant difference in the academic performances of males and females owing to differing parental styles.

The relationship between parenting styles and academic achievement was determined by Dehyadegary, Yaacob, Juhair, and Talib in 2012 among 382 adolescents. They were administered Parenting Style Scale. Descriptive statistics and Pearson correlation analysis was used. Findings indicated that authoritative parenting style has positive significant correlation with academic achievement, while permissive parenting style has negative correlation with academic achievement.

Rivers, Mullis, Fortner and Mullis (2012) studied the relationships between parenting styles, academic performance, and the mediating effects of motivation, goal orientation, and self-efficacy were examined. 148 students were administered the Parenting Style Questionnaire and Intrinsic-Extrinsic Orientation Scale measured students' motivation and the Patterns of Adapted Learning Survey measured participants' goal orientation and academic self-efficacy. Results indicated that adolescents who reported their parents as having a more authoritative parenting style were found to demonstrate more intrinsic motivation.

The relationship between parenting styles and children's academic achievement was examined by Besharat, Azizi, and Pousharifi (2011) in a sample of 371 high school students along with their parents. They were completed Parental Authority Questionnaire. The current grade-point-average was calculated for the students' academic achievement. Statistical analysis was done with Pearson correlation method and multiple regression analyses. The results of the study indicated that both authoritative and authoritarian parenting styles were negatively associated with children's academic achievement.

Ishak, Low and Lau in 2011 explored the structural equation model of academic achievement among 493 students using parenting styles as a moderator. Parental Authority Questionnaire was administered and Academic achievement was measured based on the students' performance. Structural equation modelling was used for analysis and the results demonstrated that model of authoritative and model of authoritarian fit the data of this study well. This revealed that both authoritative and authoritarian parenting styles are the most common practice of the parents. The findings of the study indicated that parenting styles moderated the effect of academic self-concept on academic achievement.

Maximo, Tayaban,, Cacdac, Cacanindin, Pugat, Rivera, and Lingbawan, (2011) carried out a study to know if the four parents communication styles - loving, assertive, aggressive and passive - have an influence on the adolescents attachment style, level of intimacy and achievement motivation. This descriptive-correlational study among 251 students revealed that adolescents perceive their parents communication style as loving; whereas, aggressive and passive styles are less likely perceived. It was found that assertive style is related to dismissing attachment instead of a secure attachment. It revealed that males were more achievement-oriented; females were more inclined for intimate connections.

Kordi and Baharuddin (2010) reviewed the relationship between parenting styles with children's school achievement. Analysis revealed a strong relationship between children's school achievement and parenting attitude and style. Findings from the review also indicated that authoritative parenting style was associated with higher levels of children's school achievement.

The relationship between academic achievement motivation and home environment was studied by Muola in 2010 among 235 students. They were given two questionnaires, the simple profile and home environment questionnaire. The results revealed a significant positive relationship between six of the home

environmental factors, that is fathers' occupation, mothers' occupation, fathers' education, mothers' education, family size and learning facilities at home and academic achievement motivation.

The influence of parenting styles and achievement motivation, and self-efficacy on academic performance of 264 college students was studied by Turner, Chandler and Heffer in 2009. A demographic questionnaire was used to gather data on the participants' gender, age, ethnicity, year in school, study skill habits, GPA and parenting variables. The Parental Authority Questionnaire, Academic Motivation Scale and the Self Efficacy and Study skills Questionnaire were administered. Descriptive statistics, linear regression analysis and bivariate correlations were used to analyze the data. Findings indicated that authoritative parenting continued to influence the academic performance of college students, and both intrinsic motivation and self-efficacy predicted academic performance.

Cheung and McBride-Chang (2008) studied the Relations of Perceived Maternal Parenting Style, Practices, and Learning Motivation to Academic Competence. The study used a measure of academic parenting practices developed through parent and teacher interviews and administered to 91 students and children's actual school grades were obtained from school records. The results showed that perceived parenting styles of concern and restrictiveness, although theoretically independent, were highly associated. It was found that achievement demands, together with restrictive parenting style, explained children's actual academic performances.

The study on the relation between perceived parenting styles and parental involvement and to determine if they predict achievement motivation was done by Gonzalez and Wolters in 2006. 140 students were completed a self-report measure of family functioning, parent involvement measure and academic self-regulation questionnaires. Statistical analysis used were descriptive statistics, bivariate

correlations and multiple regression analysis. The results indicated that perceived authoritative parenting was positively related to both mastery goal orientation and higher relative autonomy.

Gonzalez-Dehass, Willems and, Hobein (2005) examined how parent involvement is related to student's motivation. They reviewed a number of studies showing relationship between parental involvement and the motivational constructs such as school engagement, intrinsic/extrinsic motivation, perceived competence, perceived control, self-regulation, mastery goal orientation and motivation to read. The results of the review concluded that when parents are involved, students report more effort, concentration and attention. Also students were more inherently interested in learning, and they experience higher perceived competence.

Cramer (2002) examined the relationship between authoritarian, permissive, and authoritative parenting styles and children's classroom motivation. Correlation analyses and regression analyses were performed and the results of the current study did not support the researcher's expectations that the authoritative parenting style would be positively related to children's intrinsic motivation, and authoritarian and permissive parenting styles would be negatively related to children's intrinsic motivation.

The relationships among Baumrind's three parenting styles, parent involvement and mastery and performance goal orientations of high school students were examined by Gonzalez, Doan Holbein, and Quilter (2002). The sample consisted of 196 students and the findings indicated that parent involvement was positively related to a mastery orientation for all students.

Gota in 2012 tested the Effects of Parenting Styles, Academic Self-Efficacy, and Achievement Motivation on the Academic Achievement of University Students. The data on demographic characteristics, parenting styles, academic self-

efficacy and achievement motivation was collected through self-report questionnaires from 2116 undergraduate first year students. Correlational analyses, Structural Equation Modeling and one-way Multivariate Analysis of Variance (MANOVA) was used. The results of analyses revealed that most predominantly practiced parenting style was authoritative parenting style. The results of the path analyses revealed that irrespective of students' sex, parenting styles had a significant and positive direct effect on academic self-efficacy, as well as significant and positive mediated effects on achievement motivation and academic achievement. Study also found that parenting styles had a significant and positive direct effect on achievement motivation for female students, but not for male students.

Babu in 2015 probed into various parenting styles that aid academic success by survey method. The investigator selected 100 students and administered tool containing ten statements each for parenting styles as well as academic success. From percentile analysis, it was found that uninvolved parenting style followed by permissive was the dominant parenting style. Moreover, parent involvement in a child's education was found to be positively associated with a child's academic success.

Schmuck (2011) studied the relationship of parental involvement and parenting styles with the adolescent's academic performance and success. The survey carried out found that half of the participating adolescent's viewed their parents had a strong influence on their academic performance. Interestingly, the researcher found that adolescent's perceptions of their own abilities were strongly linked to their parent's beliefs about them.

The relationship among the three styles of parenting, learning autonomy, perceived parental autonomy support, and scholastic achievement in undergraduate college students were investigated by Starr in 2011. Sixty one participants completed questionnaires which measured perceived parental authority of the



participants' parents, perceived parental autonomy support, and students' own learning autonomy. The results of the study revealed positive and negative correlations between many of the variables in the study. Simple regression analysis did not yield any statistically significant relationships between parental authority, learning autonomy, perceived autonomy support, and scholastic achievement.

Seth and Ghormode (2013) studied the impact of authoritative parenting style of educational performance of learners at high school level. A sample of 1000 students were completed Children's Perception of Parenting Scale. Using factorial design and Pearson correlation method, it was indicated that there was strong positive and significant relationship between authoritative parenting style and academic achievement in each subject.

### **Parenting styles and Mental Health**

Adolescence is the challenging stage of life when people experience continuous change - mentally, physically, and psychologically (Santrock, 2004). Parent involvement remains critical to the adolescent-parent relationship because the level of involvement signals to youth their importance to the parents (Gecas & Schwalbe, 1986). Furthermore, when parents give forth effort to increase their knowledge of adolescents' behaviors, interests, and activities, it emphasizes parental caring and supports the adolescent-parent relationship (Stattin & Kerr, 2000). The range of behaviors and associated emotions exchanged between parents and their adolescent offspring involve positive and healthy behaviors as well as the opposite. The outcomes for adolescent development of these exchanges can reflect good adjustment and individual and social success, as well as poor adjustment and problems of development to rear their adolescents. The goal of parenting during adolescence, irrespective of whatever style parents use, is to raise a child who is healthy and successful in life and who can contribute to self and to society. Hence parenting and socialization abides towards individuals with sound mental health.

Mental health of adolescents is affected by individual factors and experiences, social interactions, societal structures and cultural values, experiences in everyday life, in families and schools, on streets, and at work. Adolescence is a time when youth are starting to make decisions about career paths, further schooling, and living on their own. These stressors, together with changing peer and family interactions, may affect the mental health of adolescents.

Parents' rearing styles greatly influence children in the adolescent period. Research suggested that personal experiences that evolve from the parent-adolescent relationship are the initial source that governs how adolescents will self-evaluate and interact with others. In other words, the type of relationship they experience with their parents is thought to foreshadow their attitudes toward themselves and the quality of relationships they will have with their peers (Gecas, 1971; Wilkinson, 2004). Parenting style has been acknowledged as one of the basic variables that have a direct impact on mental health. Research findings regard to the totality of interactions and relationships parent-child and child-rearing practices as one of the precursor of mental health.

Rezvan and D'Souza (2017) attempted to study the influence of parenting styles on mental health of adolescents in a sample of 200 early adolescents and 200 late adolescents. They were administered with Parental authority questionnaire and GHQ28 to measure mental health of the participants and the data was subjected to two way ANOVA. Findings of the study revealed that parenting styles did not have significant influence over mental health of the adolescents in somatic symptoms, anxiety, social dysfunction, depression and total scores. And it was found that late adolescent's expressed more somatic symptoms, anxiety, social dysfunction, depression than early adolescents. This study showed that the developmental stages had considerable effect on the general health of both early and late adolescents.

The aim of the study by Fard, Gharraee, Asgharnejad Farid and Aghebati (2017) was to examine the relationship between identity styles and dimensions of perceived parenting with the intensity of depression in adolescents. 200 Participants were asked to complete Beck Depression Inventory-2, Parenting Style Questionnaire and Identity Styles Inventory questionnaires. Pearson correlation and step-by-step regression (stepwise) were used to analyze the data. Results indicated a significant relationship among the dimensions of perceived parenting and identity style along with depressive intensity. Also found that predictor variables including identity commitment, dimensions of acceptance, and control parenting could predict 0.25 percent of depressive intensity among adolescents.

Yazdani and Daryei (2016) examined the parental styles and psychosocial adjustment of adolescents and the relationship between them in gifted adolescents compared to normal adolescents. The Parental Authority Questionnaire, Child Attitude Toward Parents, Rosenberg Self-Esteem Scale, and The Depression, Anxiety, and Stress Scale were administered to 118 gifted and 115 normal adolescents in Amol city. The collected responses were analysed by multivariate analysis of variance. The results showed parents of gifted adolescents tend to be more authoritative and less authoritarian than parents of normal adolescents. The attitudes of the gifted adolescents towards their parents were more positive than those of the normal adolescents. The outcome of the study indicated that the authoritarian parenting style was a crucial factor that influences the well-being of gifted children and may affect their mental health.

Park, Kim and Park (2016) examined the relationship between maternal parenting attitudes and adolescents' negative cognitions, and depressive symptoms according to gender. A sample of 401 middle and high school students were administered the Maternal Behavior Research Instrument, The Rosenberg self-esteem scale and The children's depression inventory. Pearson correlation

analyses was used and also tested hypothesized mediational model using Baron and Kenny's traditional method. Findings suggested that maternal rejecting attitudes were positively associated with depressive symptoms via increasing negative autonomic thoughts and decreasing self-esteem among female adolescents. In the case of male adolescents, maternal rejecting attitudes were associated with low self-esteem, but they were not associated with depressive symptoms.

The study conducted by Ijeoma, Omolara and Oluwatosin (2016) explored the relationship between parenting style and adolescents' psychological distress. The study focused on the styles that parents adopt in raising their children, the family characteristics of adolescents, such as the family type, the family size and parental figure. 200 students were selected from schools and they filled a questionnaire comprising a socio-demographic and family-related data sheet, a 12-item General Health Questionnaire, and a 30-item Parental Care Scale. Findings revealed that authoritative and authoritarian parenting styles significantly and respectively correlated inversely and directly with psychological distress in adolescents. It was also found that permissive parenting styles and family characteristics did not correlate with psychological distress

The parenting style as a correlate of mental health among female adolescents was examined by Jahan and Suri (2016). 70 female adolescents were given Measure of Parental style and Parker and mental health of adolescents by DASS. The results indicated a positive significant relationship between all the dimensions of parenting style of mother and mental health. It was found that a significant positive relationship exist between indifference parenting style of mother and anxiety. It was also identified that no significant relationship exist between any other constructs of parenting style of father and mental health.

Bajaria (2015) identified the relationships between perceived maternal parenting styles and self-concept among the adolescents with learning disabilities.

The study employed 60 adolescent - mother dyads of adolescents who had a certified Learning Disability, and their mothers. They were administered the Parental Authority Questionnaire, the Parenting Styles and Dimensions Questionnaire and the Self-Concept Questionnaire. Findings revealed a negative significant relationship between the adolescents' self-concept and authoritative maternal parenting style. There exist no significant relationship between the adolescents' self-concept and authoritarian maternal parenting style and permissive maternal parenting style, as perceived by the adolescents with LD. Results also indicated no significant relationship between the self-concept of the adolescents with LD and the three dimensions i.e. authoritative, authoritarian, and permissive, of perceived maternal parenting style, as reported by their mothers.

The aim of the research by Labovit (2015) was to study the measurement, description of perceived parenting styles of adolescents themselves and to study the linkages with the symptoms of depression in teens as well as analysis of the relationship between them. Parental Authority Questionnaire (PAQ) and Depression Scale for Children were the instruments used for 100 adolescents. Correlation analysis was done and results indicated that there was a meaningful relation between parenting style and depressive symptoms and parenting style specifically with authoritative.

Deb, McGirr, Bhattacharya and Sun (2015) examined relationships among home environment, parents' personality and mental health of adolescents with adjustment, anxiety, self-concept and self-confidence. A sample of 370 adolescents were interviewed using a semi-structured questionnaire and Self-concept scale, Beck anxiety inventory, Social adjustment inventory. Results illustrated that parental care was associated with high self-confidence while parental pressure associated with high anxiety. It was found that parental traits were found to negatively influence mental health.

The study by Dogan, Bozgeyikli and Bozdas (2015) examined the perceived parenting styles as predictors of internet addiction in adolescence. From 419 high school students, data was collected through Personal information form, Internet Addiction Test and Perceived Parenting Style Scale. Data was analyzed by techniques of t test, F-test, simple correlation, and regression method. The results of the study revealed that perceived parenting style varies significantly depending on Internet addiction level. It was found that adolescents with partial internet addiction perceived more democratic their parenting style than non-addictive adolescents and adolescents with partial symptoms and pathological internet addicts perceived their parents more protective-demanding and authoritarian compared to non-addictive adolescents. Also male adolescents were found to suffer more from problematic Internet addiction than girls.

The purpose of the study by Sharma and Joshi (2015) was to examine the relationship between measures of parenting style and family environment with adjustment, and also to find out the predictors of adjustment (home, health, social & emotional). The total sample of the study involved 105 parents and 105 male adolescents. The adolescents were administered Bell's Adjustment Inventory and Family Environment Scale whereas the parents were given the parenting style questionnaire. Pearson's Product Moment method of correlation, and Stepwise Regression analysis was used to analyze the data. It was found that the overall adjustment has significant negative correlation with authoritarian parenting style whereas positive association was found between adjustment and authoritative parenting. Regression analysis found Organization, Expressiveness and Conflict as the predictors of home adjustment, whereas Moral Religious Emphasis identified as a predictor of health and social adjustment. Authoritarian parenting style was identified as a predictor of overall adjustment among male adolescents.

Hong, Long and Abdull Rahman (2015) examined about the relationship between parenting style and self-esteem among students. 120 students were administered Parental Authority Questionnaire and Rosenberg Self-Esteem Inventory and the data were analyzed by Pearson correlation and descriptive statistics. Findings suggested that permissive parenting style was the dominant parenting style used by the parents of University students and most of the University students have high level of self-esteem. Additionally, it was also found that there was a significant relationship between parenting style and self-esteem among university students. The results also identified a positive relationship between authoritative and permissive parenting style with self-esteem and at the same time the authoritarian parenting style had a negative relationship with students' self-esteem.

The association between maternal and paternal parenting styles and psychological well-being among Indonesian adolescents was investigated by Abubakar, Vijver, Suryani and Handayani in 2015. A sample of 500 adolescents were administered The Parental Authority Questionnaire, General Health Questionnaire-12, and the Brief Multi-dimensional Students' Life Satisfaction Scale. Researchers employed confirmatory factor analysis (CFA) to investigate the factorial structure of the PAQ and also assessed the goodness of fit for each model using various parameters. Results indicated that mothers were more authoritative than fathers and fathers were perceived to be more authoritarian than mothers. The study found that maternal and paternal authoritative parenting styles were positively associated with outcomes.

Herzog, Hill-Chapman, Hardy, Wrihten and El-Khabbaz in 2015 explored the relations among parenting styles and emotion regulation, trait emotion, and general well-being among 153 emerging adults. The Parental Authority Questionnaire by Buri, The PANAS measures emotional states and The Emotional

Regulation Index for Children and Adolescents were used for collecting data. The research tested two path models, finding that parenting styles contributed to multiple pathways to emotional regulation. Participants who reported high levels of authoritative parenting endorse high levels of positive emotion and they also reported lower levels of emotional control and emotional self-awareness. These low levels were associated with emotional well-being. It was found that permissive parenting positively predicted negative emotion. The results indicated that the effects of authoritarian parenting depend upon the emotional climate established in the family.

Smokowski, Bacallao, Cotter and Evans (2015) studied how rural adolescents' perceptions of parenting practices effect their mental health. The study used the School Success Profile (SSP) and qualities of parent– child relationships were assessed using four scales: parent–child conflict, parent support, parent–child future orientation, and parent education support were administered to 2617 adolescents. Findings from the regression models showed that current parenting practices were strongly associated with current adolescent mental health outcomes. And negative current parenting was related to higher adolescent anxiety, depression, and aggression and lower self-esteem, and school satisfaction.

Abege (2014) investigated whether perceived parental care and self-esteem relates to depression among adolescents using Parental care scale, Rosenberg self-esteem scale and Depression Scale for Children. An ex-post-facto design was adopted in which 362 students participated. Findings identified that perceived parental care and self-esteem was related to depression among adolescents and the results also showed a strong correlation between the three variables.

The relationship between parenting styles and mental health of children was studied by Zare, Bakhshipour and Hassanzadeh (2014). Sample included 375 high school students and their parents. Instruments used were Parenting style



questionnaire (PAQ) and General Health Questionnaire (GHQ-28). The results of the study showed a significant positive relationship between three subscale of parenting style and general health.

Khodabakhsh, Kiani, and Ahmedbookani in 2014 determined the relationship between psychological well-being and parenting styles with students' mental health. The study was carried on 278 students and they were asked to complete psychological well-being inventory, mental health and parenting style questionnaire. Pearson correlation coefficient and regression analysis was used for data analysis. It was found from the results that psychological well-being and authoritative parenting styles were significantly related with mental health. Also permissive parenting styles has significant positive relationship with mental health. The findings of the regression analysis indicated that mental health is predictable by psychological well-being and parenting styles.

The associations between parenting style and measures of emotional and behavioral problems in Muslim American children was focused by Rosli in 2014. A random sample of 112 students were given a set of demographic questions, The Parenting Style Index to assess parenting style and the Difficulties Questionnaire to assess children's emotional and behavioral problems. Results identified no statistically significant differences in emotional and behavior problems between the various parenting groups. Findings revealed that authoritative parenting was found to be the most frequent parenting style among Muslim fathers in the study sample, while authoritarian parenting was the most frequently reported parenting style among the Muslim mothers in the sample.

Shilpa (2014) studied whether there is an association between perceived parenting style and positive mental health of college students and to assess the positive mental health status of college students and their perceived style of parenting. A cross sectional study among 230 college students in which Parental

authority questionnaire and Achutha Menon Centre Positive Mental Health Scale, administered as interview schedule, was used to assess the positive mental health status. Results indicated that the mean positive mental health score varied across the three types of parenting and majority of subjects perceived their parent's as authoritative. The results of logistic regression found that independent variables such as authoritative parenting of father, participation in games and participation in social events were associated with dependent variable positive mental health score above and below median.

Research was done by Shayesteh, Hejazi and Foumany in 2014 to study the relationship between parenting styles and identity and aggression in male and female teenagers at high schools. Baumrind's questionnaire of parenting types, Aggression Questionnaire and Adams and Benton's identity measuring questionnaires administered to a sample of 200 adolescents. No significant relationship was found between parenting style and aggression. Assessing the relationship between parenting style and identity formation, democratic parenting was found to have relationship with the formation of premature identity subscale, diffusion and advanced. Furthermore, authoritarian style had relationship with all identity subscales and permissive style had relationship with the formation of identity diffusion and premature identity.

Hunt (2013) identified associations between parenting styles, ADHD symptoms, and homework problems among 66 participants. They were asked to complete three rating scales, The Parental Authority Questionnaire, The ADHD Rating Scale IV Home Version, Child and the Homework Problems Checklist. Results of the study indicated that parents who had high scores on the authoritative scale had children with more ADHD Inattentive and ADHD Combined symptoms than did parents who had lower scores on the authoritative scale. Higher scores on

the authoritative scale were associated with a greater number of homework problems. .

The relationship between parenting styles and family communication patterns with adolescent's quality of life was investigated by Sanavi, Baghbanian, Shovey and Moghaddam in 2013. The cross-sectional study included 439 randomly selected adolescents and they were asked to complete the KIDSCREEN-52 health-related quality of life questionnaire, while their parents were asked to complete the Diana Baumrind's Test to show their parenting styles. It was found that most parents come under authoritative parenting style. Findings suggested a significant relationship between parenting style and some dimensions of quality of life, including physical well-being, psychological well-being, social support and peers, and autonomy

Chabra and Dutta (2013) studied the parenting styles of urban and rural mothers from the perspective of mental health of adolescents. A sample of 100 adolescents were given Parenting Authority Questionnaire and Mental Health Inventory. Descriptive statistics was used to analyse the data and the analysis revealed that authoritative parenting style does contribute towards the mental health of adolescents.

Lipps, Lowe, Gibson, Halliday, Morris, Clarke and Wilson (2012) examined the association of parenting styles to levels of depressive symptoms among adolescents. Adolescents were administered the Parenting Practices Scale along with the BDI-II. The data was analysed by multiple regression method. Findings of the study revealed that nearly half of all adolescents reported mild to severe symptoms of depression with 29.1% reporting moderate to severe symptoms of depression. Hence there appears to be an association between parenting styles and depressive symptoms that is differentially manifested.

The role of parents' child rearing styles in children's quality of life and mental health was investigated by Bolghan-Abadi, Kimiaeeand Amir in 2011. Baumrind's parents' child rearing styles, the quality of life scale and Goldberg's mental health questionnaires were employed. Data was analysed using descriptive level mean, standard deviation and Pearson's correlation methods and Multiple Regression Test. The results of the study revealed that the more authoritative the parents of the senior high school students, the more mental health they enjoy.

Sharma, Sharma and Yadava (2011) examined the relationship between parental styles and depression among adolescents. The sample of 100 adolescents and one of their parent was included. Children depression inventory for adolescents and parents were administered Parenting Authority Questionnaire. Analyzing with Pearson's Product moment correlation method and t-test, it was found that authoritarian parenting has significant positive correlation with depression. It was also found that permissive parenting style has significant negative correlation with depression

The influence of parental relationship on the psychological wellbeing was investigated by Joy (2010). A descriptive survey design was adopted for the study with 4000 adolescents were administered a questionnaire. The result showed that the adolescents have more emotional and social problems than personal problems.

Diaz (2009) examined the relations between depressive symptom expression and cultural and family contexts among adolescent females from different ethnic groups. The sample consisted of 93 female high school students were given a brief demographic instrument consisting of 11 items, The Beck Depression Inventory and Authoritative parenting and family stress measure. Findings identified that 30% of participants reported depressive symptoms in the moderate to severe range. It was found that family stress and authoritative parenting style were significant predictors of depressive symptom expression, in participants of all ethnicities.

290 Vietnamese American adolescents were surveyed by Nguyen (2008) to examine the relationship between their fathers' acculturation levels and parenting styles and the relationships among parenting styles and self-esteem levels and depression scores of the adolescents. The Suinn-Lew Asian Self-Identity Acculturation Scale, the Parental Authority Questionnaire, the Rosenberg Self-Esteem Scale, and the Reynolds Adolescent Depression Inventory were used in the survey. Results revealed that most of the adolescents perceived that their fathers have not acculturated to the U.S. culture and continue to practice the traditional authoritarian parenting style, regardless of the amount of time spent in the United States. Furthermore, findings suggested that adolescents who perceived their fathers as using the authoritarian parenting style reported lower levels of self-esteem and higher depression scores when compared with those who perceived their fathers as using the authoritative parenting style.

Chang (2007) performed a study with 156 teenagers from central New Jersey to determine the effects of parenting styles on teenagers' self-esteem and overall satisfaction with their parents and themselves. The study explored the type of parenting style that leads to a healthy sense of self and the teen was asked to choose the parenting style that best describes their mother and father separately. A parental influence questionnaire and Rosenberg's Self-esteem scale was used. Pearson correlations indicated that there were no significant differences between race and authoritative parenting style. It was found that authoritative parenting was found to be associated with higher self-esteem and satisfaction.

The relationship between parenting styles and self-esteem was explored by Martinez and Garcia in 2007. Parental Socialization Scale was administered and based on the responses, the teenagers' families were classified into four groups (Authoritative, Authoritarian, Indulgent, or Neglectful). They also completed the AF5 Multidimensional Self-Esteem Scale. Results showed that adolescents from

Indulgent families scored equal or higher in Self-esteem than adolescents from Authoritative families and adolescents from Indulgent families scored higher than adolescents from Authoritarian and Neglectful families in four Self-esteem dimensions. It was also found that adolescents from Authoritative families scored higher than adolescents from Authoritarian and Neglectful families. All these results suggest that Authoritative parenting is not associated with optimum self-esteem.

Marwan Dwairy (2004) examined the parental styles and psychosocial adjustment of adolescents and the relationship between them in gifted as compared to non-gifted Arab adolescents. The Parental Authority Questionnaire, Child Attitude Toward Parents, Lipsitt's Self-Concept Scale for Children, Rosenberg Self-Esteem Scale, and The Psychological State Scale were administered to 118 gifted and 115 non-gifted Arab adolescents. Statistical analysis included Multivariate analysis of variance (MANOVAs) with all 11 dependent variables and then followed with separate ANOVAs for each of the 11 dependent variables. Findings suggested that parents of gifted adolescents tend to be more authoritative and less authoritarian than parents of non-gifted adolescents and the attitudes of the gifted adolescents toward their parents were more positive than those of the non-gifted adolescents. Results revealed that the authoritative parental style correlates positively with the mental health of both gifted and non-gifted adolescents, and the authoritarian parenting style negatively affects the mental health of the gifted, but not of the non-gifted adolescents.

The relationship between perceived parenting styles, depersonalization, anxiety and coping behavior was studied by Wolfradt, Hempel and Miles (2001) among 276 high school students. They were administered a battery of different scales including 'Parents and Children': the Zurich Brief Questionnaire, the Questionnaire of Experiences of Dissociation, the trait version of the State-Trait-Anxiety Inventory, and a coping questionnaire for adolescents. Data was analyzed

by Correlation method and found that perceived parental psychological pressure correlated positively with depersonalization and trait anxiety among the adolescents. Results indicated that perceived parental warmth was positively associated with active coping and negatively correlated with trait anxiety in the adolescents.

### **Emotional Intelligence and Achievement Motivation**

Researchers were attracted towards emotional intelligence during the last one decade. Undoubtedly it can be stated that understanding one's own emotional processes can have far-reaching effects for social functioning and quality of life. Richardson (2000) suggested that lack of social and emotional competence among young people might end up becoming self-centered and they are unable to empathize with and relate to others. Researches indicated that EI is acquired and developed through learning and repeated experience at any age in contrast to Intelligence Quotient, which is considered relatively stable and unchangeable. Hence, emotional intelligence can be nurtured in individuals (Cooper, 1997; Goleman, 1995). Looking at the role of Emotional Intelligence in handling life stresses, it can be judged in terms of its impact on the achievement motivation, adjustment and mental health of adolescents.

Chandel and Chopra (2017) undertook a study to assess the emotional intelligence and academic achievement of male and female adolescents. The sample consisted of 82 students from different schools in Himachal Pradesh. Emotional Intelligence Scale developed by Singh and Narain was used and academic achievement score were taken from the school records. The results indicated that there exists a significant difference in emotional intelligence of male and female adolescents. Also there exists significant difference in academic achievement of female adolescents and male adolescents.

Hanafi and Noor (2016) reviewed the relationship between emotional intelligence and academic achievement in emerging adults. They reviewed five widely used emotional intelligence measurements (EQ-I, ECI, TEIQue, MSCIT & WLEIS) and 46 articles have been considered, comprising 8885 participants. Thirteen studies have reported a significant positive relationship between emotional intelligence (EI) and academic achievement (AA), two studies demonstrated that the relationship between EI and AA is strong, but it is indirect, two studies have found an insignificant but negative association and two studies demonstrates no relationship between EI and AA. The results provided a base for a research intended at determining the relationship between emotional intelligence and academic achievement.

Sontakke (2016) studied the strength of relationship between achievement motivation and emotional intelligence, as well as, components of emotional intelligence. Achievement Motivation test by Bhargava and Emotional Intelligence scale by Hyde, Pethe and Dhar were administered on 56 students. Product moment correlations were carried out to test the hypothesis. All the eight components except empathy and emotional stability showed strong and positive relationships and it is found that emotional intelligence and achievement motivation were positively and significantly related.

Ibrahim (2016) undertook the academic intrinsic motivation and its relationship with the emotional intelligence with a sample of the academic overachievers and underachievers of Najran University. The sample consisted of 423 students and instruments used included the emotional IQ test and the academic intrinsic motivation questionnaire. The results showed a direct correlational, statistically significant relationship between the academic intrinsic motivation and the emotional intelligence.



Damle and Christian (2016) examined the relationship between achievement motivation and emotional intelligence of junior college teachers. They also tried to analyze how the gender affects his/her Achievement Motivation and emotional intelligence. Data was collected from 300 respondent teachers of various Junior Colleges of Nagpur region (150 Male & 150 Female). Data was analyzed with standard statistical tools such as Karl Pearson coefficient of correlation and t- test. The study revealed that the male teachers have a higher levels of Achievement Motivation as compared to the female Junior College teachers. Also the Levels of Emotional Intelligence in Female Junior College teachers is higher than that of the Male teachers. Also it was found that the co-relation between the Emotional Intelligence and Achievement Motivation of the total respondents is negative and weak.

Ramesh, Samuel and Ramkumar (2016) attempted to examine the relationship between the level of emotional intelligence and academic achievement of the students. They reviewed the studies conducted in India and worldwide with particular emphasis on the impact of emotional intelligence on the academic achievements of the students in general and college students in particular. The findings of the study revealed positive relationship between emotional intelligence and academic achievement among students.

Khan, Kiyani, Waheed, Afridi and Shafiq (2016) explored the relation between the emotional Intelligence and Educational motivation among Hazara University students. They also aimed to find out the relation of emotional Intelligence and educational motivation among different levels of education. Sample consisted of 150 students and Emotional Intelligence Inventory and Student Motivation Scale were used for data collection. For data analysis ,SPSS-16 was used. The result of the study found that there was no significant difference among emotional intelligence and different levels of study. Also the results revealed

insignificant difference among educational motivation and different levels of education. The findings suggested a negative correlation between emotional intelligence and educational motivation.

The relationship between Emotional Intelligence and Academic Achievement among Adolescents was examined by Kalapriya and Anuradha (2015). The sample comprised of 100 college students ranging in age between 16-17 years studying in Junior and Senior Intermediate and were administered with Emotional Intelligence scale developed by Mangal and Mangal. Chi-square test was carried out to analyse the data. The results indicated that there was significant difference between Emotional Intelligence and Academic Achievement among Adolescents.

Kayani, Saima Kayani and Saleem (2015) analysed the relationship between Emotional Intelligence and Academic Achievement of students at postgraduate level in Public Sector Universities of Rawalpindi Pakistan. Information about the research participants was taken through questionnaires. Pearson Correlation was applied. Data was analyzed statistically and interpreted in the form of tables and charts. The results showed that there was significant relationship between emotional intelligence and academic achievement of postgraduate students.

Saberi Haghayegh and Sadrkhanlou in 2015 attempted to investigate the relationship between emotional intelligence and academic success. Goleman's Emotional Intelligence Questionnaire was used and academic success has been measured by averaging the scores of the academic year. Study was carried on 253 subjects and data was analyzed using Pearson correlation test. The findings proved the relationship between emotional intelligence and its dimensions (self-awareness, self-control, motivation, empathy, and social skills) and were approved with students' academic success.

Mami and Havasi (2015) studied the relationship between emotional intelligence and academic achievement of students of Islamic Azad University of Ilam. It was a cross-sectional study with a sample survey of 100 undergraduate engineering students. Demographic data was collected and Emotional Intelligence Questionnaire was used and the students' grade averages were used as indicators of academic achievement. Correlation coefficient was used to analyze the data and the results showed a statistically significant relationship between emotional intelligence, mental health and academic achievement

Stamatopoulou, Kargakou, Konstantarogianni and Prezerakos (2015) investigated the association between emotional intelligence and educational achievement through the study of demographic and psychological characteristics of 480 pupils of the second and third classes of the Senior High Schools of Sparta. Trait Emotional Intelligence Questionnaire- Adolescent Short Form by Petrides and his associates as well as the pupils' demographic particulars which included their Graduation Average achieved during the previous school year were employed. The statistical methods included t-test, test  $\chi^2$ , bi-variable analysis and multiple linear regressions. Results revealed a significant statistical relationship between sociability indicator and the adolescents' assessment of performance. Gender was statistically significantly related to emotional intelligence as a personality trait. The results of the study showed that the overall emotional intelligence as a trait is not strongly related to the grades achieved by the pupils. It was also found that girls had a higher overall score in Emotional Intelligence as a Personality Trait.

Datta, Guha and Banerjee in 2015 attempted to find out the relationship between Emotional Intelligence and Academic Achievement of the Higher Secondary students of Kolkata. Descriptive Survey research method and Correlational research design was used to collect data from 540 higher secondary students (256 male and 284 female students. Mangal Emotional Intelligence

Inventory (MEII) and the Academic Achievement Score was used. The findings of the study revealed that there does not exist a significant relationship between emotional intelligence and academic achievement.

Gender difference on emotional intelligence elements towards academic achievement among gifted students in Saudi Arabia was researched by Faisal and Bin Ghani in 2015. The researchers examined the gender difference on self-awareness, self-regulation, motivation, empathy and social skill on academic achievement among 150 gifted students. Questionnaires were used to get the opinions of 150 gifted students. Multiple regression analysis and t-test was used to investigate the influence of emotional intelligence elements (self-awareness, self-regulation, motivation, empathy and social skill) on academic achievement among gifted students based on gender. The findings of the study indicated the effect of emotional intelligence factors on academic achievement and the difference of emotional intelligence level between male and female students.

Unnikrishnan et al. in 2015 assessed the association of emotional intelligence with academic performance among 532 medical students. A self-administered semi-structured questionnaire and Schutte self-report Emotional Intelligence test was used to collect the data. Statistical analysis employed Chi-square test. Results highlighted that gender, academic performance and satisfaction with the career choice were found to be statistically significant with EI. Also found a significant association between EI and academic performance .

The impact of emotional intelligence on academic achievements was studied by Kanade (2014) among 200 higher secondary school Students. The data was selected by randomization sampling technique and correlation was carried to observe the relation between emotional intelligence and academic achievements. Results suggested positive correlation between emotional intelligence and academic achievement of higher secondary school students. And a negative correlation was

observed between emotional intelligence and academic achievement of higher secondary school boy students and positive correlation was found between emotional intelligence and academic achievement of higher secondary girl students.

Emang, Nor Azam, Sebi Entigar, Omar, and Ramli in 2014 studied the impact of emotional intelligence on academic achievement among secondary school students at Sarawak. Emotional intelligence was established as a key predictor variable in the success of students' academic achievement and life. In the study it was found that the four elements in emotional intelligence; self-awareness, emotional management, self-motivation and interpersonal skill had a significant relationship that influenced students' academic achievement.

The relationship between ability EI and scholastic achievement in pre-adolescent children was explored by Billings, Downey, Lomas, Lloyd and Stough (2014) using a newly created measure of emotional intelligence for younger children- the Swinburne University Emotional Intelligence Test - Early Years (SUEIT-EY). 407 boys and girls between the ages of 9 and 13 years were assessed on the scale, and scholastic results were collected for literacy and numeracy ability. Findings indicated that a significant relationship existed between the 'Understanding and Analysing Emotions' (UAE) branch of the scale and measures of achievement in literacy and achievement in numeracy for boys and girls. It was found that earlier developing UAE abilities to better predict scholastic achievement variables than the more complex UAE abilities, and accounted for 11% of the variation of both literacy and numeracy scores through sequential multiple linear regression analyses.

Ibrahim Banat and Rimawi (2014) focused at identifying the impact of emotional intelligence on academic achievement among University students. Emotional intelligence Scale by Schutte et al. was administered to 370 full-time undergraduate students. The data was statistically analyzed using SPSS and the

findings revealed that the students had high level of emotional intelligence and around 75.2% revealed being emotionally intelligent. Findings of the study indicated statistically significant differences in the emotional intelligence scores among the students according to their gender, religion and place of residency. Additionally it was found that Emotional intelligence emerged as a significant predictor of academic achievement.

A study of emotional intelligence and academic achievement of student-teachers of colleges of education was carried out by Narasgouda and Ganihar in 2014. 899 student-teachers of colleges of education were given Emotional Intelligence Scale by Dethé, Hyde and Dhar and Academic Achievement scale developed by the researcher. For data analysis, differential analysis, such as mean, standard deviation, ANOVA, t-test, and correlation analysis were used. Results indicated that the female student-teachers of colleges of education were significantly higher on emotional intelligence and its dimensions. The academic achievement of female student-teachers were significantly higher as compared to male students and the academic achievement and emotional intelligence of student-teachers of colleges of education were dependent on each other.

Al Asmari in 2014 investigated the effects of EI on academic achievement of male and female English language undergraduates in Saudi Arabia. Data from 100 male and 100 female students were collected through Emotional Quotient Inventory (EQ-I, 125). The scores were compared with their performance in English language tests and the results revealed that higher EI levels of female undergraduates had positive impact on their performance in English language tests. The scores of females were better in EI constructs: intrapersonal, interpersonal, stress management and general good.

The relationship between emotional intelligence and academic achievement of expatriate students was examined by Kolachina (2014). The tool used for data

collection among 410 students were a well-structured questionnaire, which covered the demographic profile of students, their Academic Achievement and their perception on the Emotional Intelligences. The findings of the study revealed positive relationship between emotional intelligence and academic achievement among expatriate students and also students with high and low academic achievement motivation differed from one another on emotional intelligence.

Yuksel and Geban (2014) examined the relationship between the emotional intelligence levels of students attending vocational high school and their academic performance in physics, chemistry, biology and mathematics. The research sample comprised 150 students from a vocational high school were administered Bar-On emotional intelligence scale and Final grades in physics, chemistry, biology and mathematics were considered as representing their academic performance. The relationship and predictiveness of emotional intelligence to academic achievement in chemistry, physics, mathematics and biology as a whole were found not statistically significant.

Srivastava (2014) assessed the interaction effect of sex, achievement-motivation and emotional intelligence on spiritual intelligence. The data was collected from a sample of 100 pupil-teachers with the help of Spiritual Intelligence Self-Report Inventory, Achievement-Motivation Test and Emotional Intelligence Scale. Statistical analysis was done by three ways factorial design. Results revealed that the main effects of achievement-motivation, and emotional intelligence as well as first order interaction namely sex, and achievement-motivation were found to be significant.

Raeisoon, Moghadam and Sharifzadeh (2014) investigated the relationship between emotional intelligence and self-concept with students' academic achievement among 99 students. Bar-On emotional intelligence and Rogers self-concept questionnaires were used to collect data and data was analyzed using

descriptive and independent t test and Pearson's correlation coefficient method. Findings revealed that there was no significant difference between emotional intelligence, real self-concept and ideal self-concept in male and female students scores. There was a positive and significant relationship between academic achievement and ideal self-concept and also between emotional intelligence and ideal self-concept and real self-concept. There existed no relationship between emotional intelligence and academic achievement.

Kumar, Mehta and Maheshwari (2013) conducted a study to understand the effect of emotional intelligence (EI) on the achievement motivation, psychological adjustment and scholastic performance of secondary school students. The sample consisted of 450 urban male students and data was collected using Emotional Intelligence Scale, Achievement Value and Anxiety Inventory and Adjustment Inventory. The total percentage of marks achieved by these students in the tenth standard board exams was taken as the index of their scholastic performance. Findings of the study revealed a significant effect of EI on the achievement motivation and educational adjustment of students and also found that EI did not have a significant effect on the emotional adjustment, social adjustment and scholastic performance of students.

The relationship between emotional intelligence and academic achievement among student-teachers was explored by Upadhyaya (2013). A sample of 97 students were given the Test of Emotional Intelligence of K.S. Misra and the marks obtained by the student-teachers in theory and practical examination served as an index of academic achievement. To analyze the data, product moment coefficients of correlation and t-ratio were computed. The results indicated that emotional intelligence is positively related to academic achievement and student-teachers with high emotional intelligence scored better in theory and practical examination than the student-teachers with low emotional intelligence.



Paramasivam and Mani (2013) carried out a study to find out the influence of emotional intelligence on achievement in chemistry among higher secondary students. A sample of 500 first year higher secondary students were undergone survey method. Emotional Intelligence Scale constructed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar and Achievement Test in Chemistry constructed and validated by the investigators were used. The study employed Correlation and Multivariate Analysis to find out the significant influence of emotional intelligence on achievement in chemistry. The results indicated a significant positive relationship between emotional intelligence and achievement in chemistry of higher secondary students. The study also highlighted the effect of self-motivation, emotional stability and self-awareness factors of emotional intelligence on achievement in chemistry of higher secondary students.

Zargar and Ganai in 2013 conducted a comparative study of Emotional Intelligence and Academic Achievement of Science and Social Science Higher Secondary Students. The Study examined the moderating influence of emotional intelligence, age and academic motivation on academic achievements of 100 secondary school students. The study adopted a survey research design in which two valid and reliable instruments were used to assess emotional intelligence and academic motivation while achievement tests on science and social science higher secondary students. The findings of the study indicated that emotional Intelligence, age and motivation were potent predictors associated to academic achievement. It has been found that science and social science higher secondary students are significantly different on composite score of their emotional intelligence and that science and social science higher secondary students do not differ significantly as far as their altruistic behavior is concerned.

Azizi (2013) examined whether emotional intelligence, peer social support, and family social support partially mediated the influence of verbal IQ on Grade

Point Average for 100 students. The tool used for the study were Demographic Questionnaire which consisted of 7 questions about the demographic characteristics of the participants including their gender, birth date, first language, country of birth, ethnic background, parents' occupations, and school attending and Bar-On Emotional Quotient Inventory. The results revealed that for males, EI and peer social support predicted GPA and EI mediated the association between verbal IQ and GPA. It was also found that EI, peer social support, and family support predicted GPA but did not mediate the association between verbal IQ and GPA for females.

Preeti (2013) determined the factors which are affecting the development of emotional intelligence and its role in academic achievement for students. Secondary data for this research has been collected out of which the researcher found that the correlation between emotional intelligence and academic achievement and teaching emotional and social skills at school positively influenced academic achievement during the year when these were taught. Results in this paper found that academic achievement without emotional intelligence does not indicate future success.

Aggarwal and Saxena in 2012 tried to find out the differences in EI scores of students studying in different fields of study in undergraduate courses. The study was conducted using a quantitative survey research design which consisted of 150 students of Science, Commerce and Arts streams of undergraduate courses. Indian adaptation of Schutte Self-Report Inventory was used to collect the data and the data was analyzed for testing the significance of difference between the overall emotional intelligence scores of the undergraduate students of Science, Commerce and Arts streams. Findings of the study revealed that there was no significant difference between the emotional intelligence scores of arts and commerce stream students. Furthermore, there was significant difference between overall emotional

intelligence of arts and science students, and there was significant difference between the overall emotional intelligence of males and females.

The mediating effect of emotional intelligence on the relationship of cultural adjustment of international students with their academic achievement was examined by Nasir (2012). Cultural Adjustment Scale and Bar On Emotional Quotient Inventory was administered to 100 international students. The study stated emotional intelligence as a mediating variable in the relationship of cultural adjustment and academic achievement as it was assumed to be correlated with both variables. Correlation analysis was carried to test the relationship among the variables. Results indicated a significant correlation among the three variables and the mediating effect of emotional intelligence was confirmed through partial correlation.

Yahaya, Yahaya, Boon, Hashim and Goh Mo Lee (2012) examined the impact of the five elements of emotional intelligence, self-awareness, emotional management, self-motivation, empathy and interpersonal skills towards secondary school students' academic achievement. They also studied whether the five elements of emotional intelligence contribute to academic achievement. Statistical analysis was done by Pearson-r and multiple regression method. Findings indicated significant relationship between self awareness , emotional management and empathy with academic achievement. Stepwise multiple regression showed that self-awareness, self motivation and empathy accounted for 8.7% of variation academic achievement. The outcome imply that the level of emotional intelligence contributed to and enhanced the cognitive abilities in students.

Festus (2012) explored to find whether there is a significant relationship between emotional intelligence and academic achievement of students in Mathematics. Emotional Intelligence Inventory and Mathematics Achievement Test were administered to 1160 senior secondary school students. The data was

analyzed using mean and Pearson Product Moment Correlation. The correlation analysis revealed that there was a significant low positive relationship between the emotional intelligence students and their academic achievement in mathematics. Also identified that there was a significant low positive relationship between the emotional intelligence of male students, female students, urban school students, and rural school students, and their academic achievement in mathematics

Nwadinigwe and Azuka-Obieke (2012) investigated the impact of emotional intelligence on academic achievement of senior secondary school students in Nigeria. The study examined the relationship between emotional intelligence and academic achievement among 156 senior secondary school students. Questionnaire and achievement test were used and the data was tested using descriptive statistical method, analysis of covariance and Pearson product moment correlation coefficient statistics. Findings of the study revealed that there exist positive relationship between emotional intelligence skills and academic achievement .

A cross-sectional study was carried out by Yazici, Seyisa and Altuna in 2011 to investigate the influence of emotional intelligence and self efficacy beliefs on academic achievement of 407 high school students. The Emotional Intelligence Questionnaire, Self-Efficacy Beliefs Scale and a demographic information form were the instruments used. Results of the study indicated that age, gender and self-efficacy were the significant predictors of academic achievement. Also an interaction effect between academic achievement and socio-economic status was established. Furthermore, it was found that females' academic achievement scores were significantly higher than males.

Alavi and Rahimi (2011) examined the relationship between Emotional Intelligence and learning English language vocabulary. The participants consisted of 119 males and 98 females who were randomly selected from high schools and were administered Persian version of an emotional intelligence questionnaire and a

vocabulary achievement test. The results indicated a negative correlation between the students' emotional intelligence and vocabulary knowledge and also found that male and female students were significantly different from each other in performing on some components of EI.

Qualter, Gardner, Pope, Hutchinson and Whiteley (2011) examined the long-term effects of ability- and trait EI on academic performance for British adolescents. A sample of 413 students were completed tests of ability EI, trait EI, personality, and cognitive ability and performance data were collected. The longitudinal relationships between latent variables of these constructs were examined by Structural Equation Modelling. Results showed that Ability EI moderates the effect of cognitive ability on performance and Trait EI had a direct effect on performance for boys only.

Fallahzadeh (2011) surveyed emotional intelligence and its relation with academic performance of medical science students. A sample consisted of two hundred and twenty three adolescent students were selected and administered the demographic data form and EQ-i- questionnaire. Their academic performance was appraised on the basis of their final exam results. Regression analysis, Pearson's correlation and t-test were used for statistical analysis. Results revealed that there exist a significant relationship between emotional intelligence and academic performance. There were significant differences in the emotional intelligence scores by habitat of students.

A correlational study was conducted by Nasir and Rehana (2010) to examine the relationship of emotional intelligence with gender, age and academic achievement of students of International Islamic University, Islamabad. The predictor variable was emotional intelligence and criterion variable was academic achievement as measured by students' Cumulative Grade Point Average in this study. Bar-On Emotional Quotient Inventory was employed and the data was

subjected to correlation analysis, regression analysis and t-test. The findings indicated a significant correlation between emotional intelligence and academic achievement and it was found that emotional intelligence was a significant predictor of academic achievement. There was no significant correlation between age and emotional intelligence.

Rodríguez Prieto (2010) investigated the types of motivational orientations shown by 144 Spanish students at two levels of formal instruction and to compare their responses with those on an Emotional Intelligence scale. Another questionnaire was prepared by the researcher to gather information on types of motivational orientations as well as on some personal information such as age, gender, plans to continue studying Spanish, etc. To analyze the data, a series of independent-samples t tests, Pearson bivariate correlations were used. The investigation found that there was moderate but significant positive correlation between some motivational orientations and the score on the overall EI .

The relationship between emotional intelligence and academic performance in Osku-Iran Islamic Azad University`s EFL classes were explored by Berenji (2010). Bar-On Emotional Intelligence Inventory was administered to 110 undergraduate students and at the end of the term the academic course final exam was administered to the students to achieve their academic mean score which was computed out of 20. Correlation analysis between EI and academic mean score was done and it was found that there was no meaningful relationship between total EI score and academic mean score but there exist a meaningful and positive relationship between some sub-scales of emotional intelligence and academic mean.

Adel Zahed-Babelan and Moenikia (2010) investigated the role of emotional intelligence and its components to predict academic achievement. 328 students were given Bar-On Emotional Quotient Inventory and academic mean score of student were utilized. Multiple regression in enter model were used for data analysis and

found that emotional intelligence and its dimensions predict students' academic achievement which was statistically significant.

Pishghadam (2009) examined the role of emotional intelligence in second language learning. 508 second year students were asked to complete the Emotional Intelligence Inventory and the data were matched with the students' academic records. Results indicated that second language learning was strongly associated with several dimensions of emotional intelligence.

The differences of achievement motivation, and emotional intelligence between two Asian Pacific cultures, which are Indonesian and Malay, were explored by Rahman, Afyah, Abdul Rahman in 2009. Smith Scale for McClelland's concept of achievement motivation, Muslim Motivational Questionnaire for Islamic concept of achievement motivation, and Trait Emotional Intelligence Questionnaires were used and the data was analyzed using independent t-test and bivariate correlation. The findings suggested no significant differences in the level of McClelland's achievement motivation and emotional intelligence and also it was found that McClelland's achievement motivation and emotional intelligence correlated positively with culture and Islamic achievement motivation had a significant relationship with emotional intelligence.

### **Emotional Intelligence and Mental Health**

Adolescence is the time of transition which presents the most exciting challenges because it is during this period they begin to wonder about life and its mysteries. Adolescence is regarded as a significant intervention point for behavioral change (O' Donohue & Tolle, 2009). The changes occur in multiple dimensional levels and adolescents begin to adjust and adapt to remarkable physical, emotional and social changes. Hence, during this period which is accepted as a challenging time by adolescents demand them to face with task of dealing with biological and

psychosocial changes, such as shifts in relationship with family, friends, peer group and communities (Coleman & Hagel, 2007; Seiffge-Knenke, 2009). This transition from childhood into adolescence is in and of itself a difficult challenge in the realm of emotions (Goleman, 1995). The adolescent is faced with an atmosphere where proper social integration is of utmost importance for success. As the adolescent progresses to the time of graduation, being emotionally competent is not only important; it is a necessary ingredient for a successful journey. Emotional competency during adolescence can better deal with the pressures of peer politics, the higher demands required for academics, and the temptations of alcohol, drugs and sex. Also in order to encourage an easier transition from adolescence to adulthood, a good understanding of emotions of adolescents is important in determining their psychological well-being and mental health.

Many researchers have aimed to find out the role of EI on mental health. A study by Kaur (2018) found out the relationship between emotional intelligence, mental health and adjustment. A sample of 100 students between the age range of 13-15 years administered Emotional Intelligence Scale, Adjustment Inventory for School students and Mental Health Battery. The results identified the correlation between emotional intelligence and adjustment as well as emotional intelligence and mental health as significant in case of both boys and girls.

The research by Krishnakar, Jabagoudar, Krishtappa, and Chengti (2018) examined the influence of socio-economic status and emotional intelligence on mental health of 180 adolescents selected from Karnataka state. The socio-economic status scale, Mangal Emotional Intelligence Inventory and Mental Health Inventory were administered and the data were subjected to statistical analysis. The results of the study proved that socio-economic status and emotional intelligence produced significant gender differences in mental health of adolescents and there exists a



significant effect of socio-economic status and emotional intelligence on mental health.

A correlational study of Emotional Intelligence and Mental Health was conducted by Sutar and Patil in 2018. The sample consisted of 60 students and were administered Emotional intelligence and Mental health scale. Result revealed that there was no gender difference with respect to Emotional Intelligence and Mental health. But it was found that there exist significant relationship between emotional intelligence and mental health.

Cobos-Sánchez, Fluja-Contreras and Gómez-Becerra in 2017 analyzed the role of emotional intelligence and various psychological factors in school environment. The Bar-On Emotional Intelligence Inventory and the Behavior Assessment System for Children were used to collect data from 211 adolescents. The findings revealed differences in behavior problems according to school environment and emotional intelligence level. Multiple regression models emphasized the influence of general mood and parents relationship as factors to psychological adjustment and emotional intelligence of adolescents.

Kamboj (2016) studied the relationship between Emotional Intelligence and Mental Health of adolescents. 200 adolescents from 10th Class were administered Emotional Intelligence Scale and Mental Health Battery. Analyzing the data, it was found that there existed significant relationship between the Emotional Intelligence and Mental health of adolescents.

An investigation was conducted by Fatemeh Golnezhad (2015) to study the effect of emotional intelligence on the mental health of 850 students with respect to the mediating role of self-efficiency. The data collection was done through three questionnaires of Schering's emotional intelligence, Goldberg's mental health and self-efficiency scale made by the researcher. The results of the study revealed that

emotional intelligence has an impact on the student's mental health considering the mediating role of self-efficiency.

The relationship between Emotional intelligence, happiness and resiliency with mental health was explored by Khordzanganeh, Heidarie and Naderi (2014) among 365 students. Shot's Emotional Intelligence Questionnaire, Oxford Hills and Argyle's Happiness Questionnaire, Cannar and Davidson's Resiliency Scale and the Goldberg and Hiller's General Health Questionnaire were used to collect data. Simple correlation and multiple regression analysis were used and the results showed that the correlation between emotional intelligence, happiness and resiliency with mental health were significant.

Mamata Nayak (2014) examined the Influence of different demographic variables such as gender, age and cultural settings on Emotional Intelligence among 240 school adolescents. Emotional Intelligent Questionnaires were used and the data was analyzed using descriptive statistics, multifactorial analysis of variance, post- hoc tests, correlation analysis and factor analysis. The finding of the study showed that adolescent girls had scored higher EI average than boys of the same age group and within the same cultural environment. Also younger adolescents had shown high level of EI than older adolescents

The study by Fakorihajiyar, Homayouni and Hosseinzadeh (2014) investigated the relationship of emotional intelligence and mental health with achievement motivation in university students. The sample comprised of 382 university students and they completed Shutte self report emotional intelligence test, Goldberg general health questionnaire and Kamkar and Bahari achievement motivation scale. Findings of the study revealed positive significant correlation between emotional intelligence with achievement motivation.

Balluerkaa, Aritzetaa, Gorostiagaa, Gartziab and Soroaa in 2013 investigated the relationship between individual emotional intelligence, group emotional intelligence and depressed mood in adolescence from a multilevel approach. They studied 2,182 adolescents aged between 12 and 18 years. Short Version of the Trait Meta-Mood Scale for Adolescents, The Basque Group Trait Meta-Mood Scale and Children's Depression Scale was used for the purpose. It was revealed from the result that the ability to regulate emotions at the individual level and emotional intelligence at the class level were important for explaining depressed mood. The study provided an integrative approach to research on the psychosocial well-being of adolescents considering emotional variables .

Davis and Humphrey (2012) in their study on Emotional intelligence predicts adolescent mental health beyond personality and cognitive ability explored the incremental validity of ability and trait EI to predict depression and disruptive behavior. Data was collected from 499 adolescents and regression analyses found that EI made a significant incremental contribution to the prediction of disorder in youth.

The study by Davis and Humphrey (2012) specified a series of multiple-mediation and conditional effects models to systematically explore interrelations between coping, EI, depression and disruptive behavior among 748 adolescents. Results indicated that ability EI influenced mental health and trait EI modified coping effectiveness.

Davis and Humphrey (2012) explored whether EI moderated the relationship between a range of stressors and self-reported mental health in a sample of 405 adolescents. Trait Emotional Intelligence Questionnaire Adolescent Short Form, The Mayer-Salovey-Caruso Emotional Intelligence Test-Youth Version, and 20-item depression and disruptive behaviour scales from the Beck Youth Inventories of Emotional and Social Impairment, The Adolescent Perceived Events Scale-Short

Form and The Family Affluence Scale were utilized for the study. Moderated regression analyses found that while high levels of trait EI decreased stressor–mental health relations, high levels of ability EI amplified their associations.

Salguero, Palomera and Fernández-Berrocal (2012) analyzed the predictive validity of perceived emotional intelligence over psychological adjustment in adolescents. The findings revealed that perceived emotional intelligence was a stable predictor of adolescent adjustment.

A study by Shabani, Hassan, Ahmad and Baba (2010) investigated the link of emotional intelligence with mental health scales and sub-scales in Iranian high schools students. 247 high school students were administered General Health Questionnaire and Emotional Quotient Inventory, Youth Version (EQ-I YV). The results supported that there was a significant relationship of emotional intelligence with mental health.

Gupta and Kumar (2010) studied the relationship of mental health with emotional intelligence and self-efficacy among college students. Data from 200 adolescents were analyzed using product moment method of correlation and t-test. The results indicated that emotional intelligence and self-efficacy were positively correlated with mental health. It also revealed that male students were better than female students in terms of mental health.

A meta-analysis by Schutte, Malouff, Thorsteinsson, Bhullar and Rooke in 2006 based on the responses of 7898 participants found that emotional intelligence was associated with mental health. They compared three measures of perceived trait emotional intelligence, the EQ-i, the Assessing Emotions Scale, and the Trait Meta Mood Scale. The results showed that the EQ-i had a stronger association with mental health than the other measures.

Berrocal, Alcaide and Extremera (2006) examined the relationship between emotional intelligence, anxiety and depression among two hundred and fifty adolescents. They were administered the Trait Meta-Mood Scale (TMMS), along with measures of thought suppression, self-esteem, anxiety and depression. The study indicated that emotional abilities were an important and unique contributor to psychological adjustment.

Ciarrochi, Deane and Anderson (2002) focused on understanding the relationship between stress and three important mental health variables, depression, hopelessness, and suicidal ideation. 302 University students participated in a cross-sectional study and regression analysis was carried out. Results showed that EI measures were found to be distinctive and useful in understanding the link between stress and mental health.

Studies of Salovey, Stroud and Woolery (2002) revealed that people with higher ability in discriminating and adjusting emotion reported less symptoms, less social anxiety and depression. Choubey, Singh and Pandey (2009) reported the relationship among EI, stress and health.

The study by De Lazzari (2000) examined emotional intelligence, personal meaning, satisfaction with life and psychological well-being in early and late adolescents. 150 students participated in this study and were administered Wong's Personal Meaning Profile, Emotional Intelligence Questionnaire by Schutte et al., Satisfaction with Life Scale by Diener et al., and Well-Being Manifestation Measure Scale by Masse et al. Data was analyzed using correlation method and hierarchical regression. The results indicated that satisfaction with life, emotional intelligence, personal meaning and psychological well-being in adolescents were all positively related to each other. In addition it was found that emotional intelligence and personal meaning accounted for a substantial amount of the variance in psychological well-being.

**Parenting styles and emotional intelligence on achievement motivation and mental health.**

A cross-sectional study was conducted among high school students by George, Shanbhag, George, Shaju, Johnson, Mathew, Golapalli, and Goud in 2017. A total of 300 adolescents were interviewed and found that most of them had low EI in self-awareness, motivation and social skills. Also seen that most of them had high EI in self-regulation, and moderately high EI in empathy. The results indicated that with poor parenting, most of the respondents also have low EI in self-awareness, motivation, and social skills.

Perween and Dewan (2017) aimed to study the impact of parenting style and ethnicity on academic achievement motivation and mental health of 160 female adolescent students. Mean, SD, t-ratio and correlation were used for data analysis and the result revealed that the students from rejecting parenting style had lower academic achievement motivation and poor mental health whereas that of loving parenting style had higher academic achievement motivation and better mental health. Findings suggested that nontribal sample had better mental health than tribal sample, but academic achievement motivation was found better among tribal sample.

Shyny (2017) investigated mental health, emotional intelligence, self-esteem, personality and achievement motivation of adolescents associated with their parent's parenting styles. A stratified sample of 600 adolescents from public and private schools and their 600 parents were selected to participate. Findings revealed that authoritative and permissive upbringing adolescents were established as most optimum style with least mental health problems and personality problems. But authoritarian and uninvolved parenting was associated with major mental health and personal problem.

The study by Llorca, Richaud and Malonda (2017) analyzed the relation between authoritative and permissive parenting styles with the kinds of adolescent peer relationships with academic self-efficacy, and academic performance, in three waves that range from the early-mid adolescence to late adolescence. Five hundred adolescents participated in the study. Structural equations modeling was employed and the results indicated that parenting styles relate to the way the adolescents develop attachments to their peers and to academic self-efficacy. It was found that the mother's permissive style is an important positive predictor of aggressive behavior and a negative predictor of attachment to their peers.

The study by Dutta (2016) examined the parenting style of both the parents to find out the relationship between parenting style and emotional intelligence, value orientation and social adjustment among 246 students. Findings suggested that there is no significant correlation between parenting style of father and mother with emotional intelligence and value orientation of their children. It was found that authoritative parenting style component of father and mother is significantly negatively correlated with social adjustment whereas authoritarian parenting style component of father and mother is significantly positively correlated with social adjustment.

The study by Aminabadi, Pourkazemi, Babapour and Oskouei (2012) investigated the correlations between maternal emotional intelligence, parenting style, child trait anxiety and child behavior in the dental setting among 117 children. They found that there was significant correlation between maternal EQ and child behavior, but not between parenting style and child behavior. Findings revealed that the child's behavior in the dental setting correlated with mother's emotional intelligence. Emotionally intelligent mothers were found to have predominantly authoritative parenting style.

Thammawijaya in 2012 examined the role of parenting style, parent's quality of life, and family functioning in self-esteem and emotional intelligence of 173 HIV-affected adolescents and their parents. Exploratory factor analysis and mixed model analysis were used. The results revealed that adolescents' self-esteem and emotional intelligence were positively correlated. It was found that adolescents with higher self-esteem reported higher parenting care style and better family functioning. The study also identified a positive association between emotional intelligence and parents' quality of life and parenting care style but negatively associated with overprotecting parenting style.

The study by Humphrey and Davis (2012) explored the incremental validity of ability and trait EI to predict depression and disruptive behavior beyond the 'Big Five' personality dimensions and general cognitive ability in a sample of 499 adolescents. Regression analysis revealed that EI made a significant, incremental contribution to the prediction of disorder in youth. Trait EI appears the stronger predictor.

Mahyuddin, Elias and Noordin (2009) studied the academic performances among 647 students. They found that students from the Public Higher Institutions seemed to do better and hence focused on emotional intelligence and achievement motivation that may lead into the explanations on the differences. The results found that there was no correlations between EQ and academic achievement but there was a positive correlation between achievement motivation and academic achievement. But there was significant correlation between EQ and achievement motivation.

The relationships among parenting style, emotional intelligence, and intelligence quotients in sixty-seven parents and eighty-seven children by Pichayapinyo, Pawwattana, and Thongvichaen in 2008. Descriptive statistics and ANOVA revealed that the protection style was practiced by the majority of the parents followed by the authoritative style. It was found that statistically significant



relationship was not there among factors, parents were particularly important for child's development in EI and IQ.

The literature review provided the existing knowledge about the variables under study. Based on the review of literature the researcher identified the importance of parenting styles and emotional intelligence and their impact on achievement motivation and mental health of adolescents. Research findings has clearly demonstrated that parenting accounts for adolescent behaviors and mental health. Through the literature review, there appears to be solid evidence demonstrating the influence of parenting styles on adolescent outcomes especially their achievement motivation. Emotional intelligence paves the way for developing achievement motivation and it seems evident that emotional intelligence of adolescents has implications for the ways in which individuals tackle daily problems such as preventive activity in physical and mental health in schools and communities. So the period of adolescence is very important and hence in-depth researches on parenting styles and emotional intelligence are of great significance in today's context for the growth of any individual, family, society, as well as the nation.

On the basis of the review of the literature, the following objectives were formulated for the present study.

### **Objectives of the study**

1. To have a general idea about the nature of distribution of the selected variables under investigation through preliminary analysis.
2. To study the nature and extent of the relationship among the dimensions of parenting styles, components of emotional intelligence, domains of achievement motivation and the dimensions of mental health.

- a. To study the relationship between perceived parenting styles and emotional intelligence.
  - b. To study the relationship between the dimensions of perceived parenting styles and components of emotional intelligence.
  - c. To study the relationship between perceived parenting styles and mental health.
  - d. To study the relationship between dimensions of perceived parenting styles and the factors of emotional intelligence.
  - e. To study the relationship between perceived parenting styles and achievement motivation.
  - f. To study the relationship between dimensions of perceived parenting styles and the domains of achievement motivation.
  - g. To study the relationship between emotional intelligence and achievement motivation.
  - h. To study the relationship between the components of emotional intelligence and domains of achievement motivation.
  - i. To study the relationship between emotional intelligence and mental health.
  - j. To study the relationship between the components of emotional intelligence and factors of mental health.
3. To find out the role of demographic variables on achievement motivation and mental health of adolescents.
    - a. To find out the role of sex and age on achievement motivation and its domains.
    - b. To find out the role of sex and age on mental health and its factors.
    - c. To find out the role of sex and order of birth on achievement motivation and its domains.

- d. To find out the role of sex and order of birth on mental health and its factors.
- e. To find out the role of sex and socioeconomic status on achievement motivation and its domains.
- f. To find out the role of sex and socioeconomic status on mental health and its factors.
- g. To find out the role of sex and family type on achievement motivation and its domains.
- h. To find out the role of sex and family type on mental health and its factors.
- i. To find out the role of sex and school management on achievement motivation and its domains
- j. To find out the role of sex and school management on mental health and its factors.
- k. To find out the role of sex and school syllabus on achievement motivation and its domains.
- l. To find out the role of sex and school syllabus on mental health and its factors.
- m. To find out the role of sex and family income on achievement motivation and its domains.
- n. To find out the role of sex and family income on mental health and its factors.
- o. To find out the role of sex and residence of father on achievement motivation and its domains.
- p. To find out the role of sex and residence of father on mental health and its factors.
- q. To find out the role of sex and living with both/single parent on achievement motivation and its domains.

- r. To find out the role of sex and living with both/single parent on mental health and its factors.
4. To find out the role of demographic variables and perceived parenting style on achievement motivation and mental health of adolescents.
    - a. To examine the role of sex and perceived parenting style on achievement motivation and its domains.
    - b. To examine the role of sex and perceived parenting style on mental health and its factors.
  5. To find out the role of demographic variables and emotional intelligence on achievement motivation and mental health of adolescents
    - a. To examine the role of sex and emotional intelligence on achievement motivation and its domains.
    - b. To examine the role of sex and emotional intelligence on mental health and its factors.
  6. To examine the effect of Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on achievement motivation and mental health .
    - a. To examine the effect of Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on achievement motivation and its domains.
    - b. To examine the effect of Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on mental health and its factors.

7. To find out the moderator effect of parenting styles on the relationship between emotional intelligence and achievement motivation and mental health of adolescents.
  - a. To examine the moderating effect of perceived parenting style in emotional intelligence and achievement motivation.
    - i. To examine the moderating effect of perceived permissive parenting style in emotional intelligence and achievement motivation.
    - ii. To examine the moderating effect of perceived authoritative parenting style in emotional intelligence and achievement motivation.
    - iii. To examine the moderating effect of perceived authoritarian parenting style in emotional intelligence and achievement motivation
  - b. To examine the moderating effect of perceived parenting style in emotional intelligence and mental health.
    - i. To examine the moderating effect of perceived permissive parenting style in emotional intelligence and mental health.
    - ii. To examine the moderating effect of perceived authoritative parenting style in emotional intelligence and mental health.
    - iii. To examine the moderating effect of perceived authoritarian parenting style in emotional intelligence and mental health.

### **Hypotheses**

1. There will be significant relationship among the dimensions of parenting styles, components of emotional intelligence, domains of achievement

motivation and the dimensions of mental health.

- a. There will be significant relationship between perceived parenting styles and emotional intelligence.
  - b. There will be significant relationship between the dimensions of perceived parenting styles and components of emotional intelligence.
  - c. There will be significant relationship between perceived parenting styles and mental health.
  - d. There will be significant relationship between dimensions of perceived parenting styles and the factors of emotional intelligence.
  - e. There will be significant relationship between perceived parenting styles and achievement motivation.
  - f. There will be significant relationship between dimensions of perceived parenting styles and the domains of achievement motivation.
  - g. There will be significant relationship between emotional intelligence and achievement motivation.
  - h. There will be significant relationship between the components of emotional intelligence and domains of achievement motivation.
  - i. There will be significant relationship between emotional intelligence and mental health.
  - j. There will be significant relationship between the components of emotional intelligence and factors of mental health.
2. There will be significant interaction between groups based on different demographic variables on achievement motivation and mental health of adolescents.
    - a. There will be significant interaction between sex and age groups on achievement motivation and its domains.

- b. There will be significant interaction between sex and age groups on mental health and its factors.
- c. There will be significant interaction between sex and order of birth on achievement motivation and its domains.
- d. There will be significant interaction between sex and order of birth on mental health and its factors.
- e. There will be significant interaction between sex and socioeconomic status on achievement motivation and its domains.
- f. There will be significant interaction between sex and socioeconomic status on mental health and its factors.
- g. There will be significant interaction between sex and family type on achievement motivation and its domains.
- h. There will be significant interaction between sex and family type on mental health and its factors.
- i. There will be significant interaction between sex and types of school management on achievement motivation and its domains.
- j. There will be significant interaction between sex and types of school management on mental health and its factors.
- k. There will be significant interaction between sex and types of school syllabus on achievement motivation and its domains.
- l. There will be significant interaction between sex and types of school syllabus on mental health and its factors.
- m. There will be significant interaction between sex and family income on achievement motivation and its domains.
- n. There will be significant interaction between sex and family income on mental health and its factors.
- o. There will be significant interaction between sex and residence of father on achievement motivation and its domains.

- p. There will be significant interaction between sex and residence of father on mental health and its factors.
  - q. There will be significant interaction between sex and living with both/single parent on achievement motivation and its domains.
  - r. There will be significant interaction between sex and living with both/single parent on mental health and its factors.
3. There will be significant interaction between sex and perceived parenting style groups on achievement motivation and mental health of adolescents.
- a. There will be significant interaction between sex and perceived parenting style groups on achievement motivation and its domains.
  - b. There will be significant interaction between sex and perceived parenting style groups on mental health and its factors.
4. There will be significant interaction between sex and emotional intelligence groups on achievement motivation and mental health of adolescents.
- a. There will be significant interaction between sex and emotional intelligence groups on achievement motivation and its domains.
  - b. There will be significant interaction between sex and emotional intelligence groups on mental health and its factors.
5. There will be significant interaction between Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on achievement motivation and mental health .
- a. There will be significant interaction between Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on achievement motivation and its domains.



- b. There will be significant interaction between Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on mental health and its factors.
6. Parenting styles moderate the relationship of emotional intelligence with achievement motivation and mental health of adolescents.
- a. Perceived parenting style moderate emotional intelligence and achievement motivation relationship.
    - i. Perceived permissive parenting style moderate emotional intelligence and achievement motivation relationship.
    - ii. Perceived authoritative parenting style moderate emotional intelligence and achievement motivation relationship.
    - iii. Perceived authoritarian parenting style moderate emotional intelligence and achievement motivation relationship.
  - b. Perceived parenting style moderate emotional intelligence and mental health relationship.
    - i. Perceived permissive parenting style moderate emotional intelligence and mental health relationship.
    - ii. Perceived authoritative parenting style moderate emotional intelligence and mental health relationship .
    - iii. Perceived authoritarian parenting style moderate emotional intelligence and mental health relationship.

## **CHAPTER 3**

### **METHOD**

- SECTION A : PARTICIPANTS
- SECTION B: MEASURES/TOOLS USED
- SECTION C: PROCEDURE
- SECTION D: STATISTICAL TECHNIQUES

According to Grinnel (1993), “research is a structured inquiry that utilizes acceptable scientific methodology to solve problems and creates new knowledge that is generally applicable. “According to Kerlinger (1986), “Scientific research is a systematic, controlled, empirical and critical investigation of propositions about the presumed relationships about various phenomena”. An exceptionally important feature of research is the use of appropriate method. Method is the basic knowledge related to the subject and the research method in question. “Research methods refer to all these methods that are used for the conduction of the research. In other words, all those methods that which are used by the researcher during the course of studying the research problem are termed as research methods”(Kothari,1990). The role of method in research is to carry on the research work in a scientific and valid manner. It consists of the procedures and techniques for conducting the study.

This chapter highlights the general plan of the study. It focusses on four sections: the participants selected for the study, the tools used, the procedure for the data collection and the statistical technique used for analysis. The sections detailed gives a clear plan and outline of the method designed for the present study.

### **Section A : Participants**

Sampling is an inevitable technique which is fundamental to all statistical methodology of behavioral and social research. The goal of psychological research is to learn about behaviors that applies to a group of individuals. The group the researcher want to learn about depends on the study being conducted and the research question the study is designed to answer. All items in any field of inquiry constitute a ‘Universe’ or ‘Population.’ Population or universe means, the entire mass of observations, which is the parent group from which a sample is to be formed. A complete enumeration of all items in the ‘population’ is known as a census inquiry. It is difficult to study the total population as a whole. Therefore, the

researchers collect data from a subset of individuals from the population to serve as the participants in their study. The respondents selected should be a representative of the total population and constitute a sample of the total population. The selection process of the sample is called sampling technique. The research design is based on the sampling of the study which provides information concerning with the selection of the sample population treatments and controls to be imposed. The researcher must prepare a plan to select the sample which is known as a sample design. A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample (Kothari,1990).

Sample designs are basically of two types such as probability sampling and non-probability sampling. In probability sampling, each element in the study population has an equal and independent chance of selection in the sample. Probability samples are based on simple random sampling, stratified sampling, cluster/area sampling. Non-probability sampling is that sampling procedure which does not afford any basis for estimating the probability that each item in the population has of being included in the sample. Non-probability samples are those based on convenience sampling, judgment sampling and quota sampling techniques.

The present investigation employed simple random sampling method. “A simple random sample is one in which each element of the population has an equal and independent chance of being included in the sample. A sample selected by randomization method is known as simple-random sample and this technique is simple random-sampling” (Singh, 2006). The universe in the present study is the adolescents of Kerala population. Schools were randomly selected from different districts of Kerala for the purpose. Stratified random sampling is used to select 1042 adolescents from these schools. When employing this technique, the researcher divided the population in strata on the basis of some characteristics and from each

of these smaller homogeneous groups (strata) draws at random a predetermined number of units. The researcher divided adolescents on the basis of the age group 13-19 years and randomly drawn the sample unit for study.

### **Categorization of participants based on independent variables**

The two main independent variables investigated are Perception of Parenting styles and Emotional Intelligence. For the purpose of conducting different types of analysis, the participants are classified into different groups on the basis of these independent variables. The tables given below gives a description of the classification of variables into different levels.

#### **Perceived Parenting styles**

The participants are classified into three groups such as authoritarian, authoritative and permissive parenting style groups on the basis of the mean and standard deviation obtained for perceived parenting styles. Mean of the group is found as 108.06 and its standard deviation is 15.13. The classification into three groups are done by considering the criterion mean plus or minus standard deviation. Participants with scores above 124 comprises authoritarian parenting style group, below score 92 comes under permissive parenting style group and between score 93 and 123 encompasses authoritative parenting style group.

**Table 1: Break up of participants based on the Perceived Parenting styles**

Variable	No of Participants	Percent
Perceived parenting styles		
Permissive parenting style	163	15.64
Authoritative parenting style	765	73.42
Authoritarian parenting style	114	10.94
Total	1042	100

Table 1 shows the distribution of the 1042 participants based on their scores on perceived parenting styles (permissive, authoritative and authoritarian parenting styles). As illustrated in the table, 765 adolescents belong to the authoritative parenting style group, 163 adolescents fit into permissive parenting style group and 114 represents authoritarian parenting style group.

### **Emotional Intelligence**

Based on the scores of emotional intelligence, Mean and Standard deviation are taken as cut-off points for forming groups. Mean is found as 101.78 and its standard deviation is 10.560. The categorization into three groups are done by considering the criterion mean plus or minus standard deviation. Participants above score 113 comprises high group, below score 90 comprises low group and between 91 and 112 comprises moderate group.

**Table 2: Split up of the Participants on the basis of the levels of Emotional Intelligence**

Variable	No of Participants	Percent
Levels of Emotional Intelligence		
Low (below 90)	131	12.57
Moderate (91-112)	757	72.65
High (Above 113)	154	14.78
Total	1042	100

Table 2 depicts the categorization of respondents based on their levels of emotional intelligence. Of the 1042 adolescents, 757 are found to be with moderate level of emotional intelligence, 154 adolescents with high level of emotional intelligence and 131 adolescents with low level of emotional intelligence.

### **Classification and division of the participants based on the main variables along with the demographic variables considered for investigation**

In order to conduct different types of analysis, participants are categorized on the basis of the demographic variables such as sex, age, order of birth, socioeconomic status, type of family, family income, school management, school syllabus, father presence, class of study and residing with single parent or both. In the present investigation, these demographic variables were considered along with the main variables and based on this the distribution of the participants is detailed below.

#### **Distribution of the participants on the basis of sex and age**

**Table 3: Break up of the Participants based on the demographic variables sex and age.**

Variables	No. of adolescents	Age (no. of adolescents)		
		13-15 years	15-17 years	17-18 years
Male	469	182	165	122
Female	573	154	209	210
Total	1042	336	374	332

Table 3 represents the division of respondents according to their age (13-15 years, 15-17 years and 17-18 years) and sex (male and female). Male and female adolescents are almost equally distributed in the three age groups.

### Division of the Participants on the basis of sex and order of birth

**Table 4: Split up of the Participants based on the demographic variables sex and order of birth.**

Variables	No. of adolescents	Order of birth(no. of adolescents)		
		First born	Second born	Last born
Male	469	185	99	185
Female	573	244	124	205
Total	1042	429	223	290

Table 4 demonstrates the classification of the participants based on their sex and order of birth. Adolescents are divided according to their birth order into three groups, first born, second born and last born. Male and female adolescents belonging to each category of birth order is detailed in the table.

### Classification of the Participants on the basis of sex and socioeconomic status

**Table 5: Split up of the Participants based on the demographic variables sex and socio-economic status.**

Variables	No. of adolescents	Socio-economic status (no. of adolescents)		
		Low	Middle	High
Male	469	52	388	29
Female	573	22	525	26
Total	1042	74	913	55



Table 5 shows the division of the participants with regard to their sex and socioeconomic status (low, middle and high). A high percentage of adolescents belong to the middle socioeconomic status group.

#### **Distribution of the Respondents on the basis of sex and type of family**

**Table 6: Break up of the Participants based on the demographic variables sex and type of family**

Variables	No. of adolescents	Type of family (no. of adolescents)	
		Nuclear	Joint
Male	469	362	107
Female	573	465	108
Total	1042	827	215

Table 6 shows the categorization of the participants according to their sex and type of family. Two family types are included for investigation such as nuclear family and joint family. Male and female adolescents belonging to nuclear and joint family is sketched in the table.

#### **Division of the Participants on the basis of sex and type of school management**

**Table 7: Split up of the Participants based on the demographic variables sex and type of school management**

Variables	No. of adolescents	School management (no. of adolescents)		
		Govt	Aided	Private
Male	469	134	189	146
Female	573	140	284	149
Total	1042	274	473	295

Table 7 displays the distribution of the participants according to their sex and type of school management they are studying. Government schools, aided schools and private schools are three types of school management under investigation. Distribution of male and female adolescents based on their school management is described in the table.

**Classification of the Respondents on the basis of sex and type of school syllabus**

**Table 8: Break up of the Participants based on the demographic variables sex and type of school syllabus**

Variables	No. of adolescents	School syllabus (no. of adolescents)	
		State	CBSE
Male	469	366	103
Female	573	466	107
Total	1042	832	210

Table 8 shows the distribution of the participants with respect to their sex and type of school syllabus they are learning. Adolescents from state syllabus and CBSE syllabus are included under investigation. The table detailed the categorization of male and female adolescents undergoing state syllabus and CBSE syllabus.

### Division of the Participants on the basis of sex and type of family income

**Table 9: Split up of the Participants based on the demographic variables sex and family income**

Variables	No. of adolescents	Family income (no. of adolescents)				
		below 50000	50000-1 lakh	1 lakh-3 lakh	3 lakh-5 lakh	More than 5 lakh
Male	469	42	108	154	124	41
Female	573	57	153	174	154	35
Total	1042	99	261	328	275	76

Table 9 demonstrates the categorization of the respondents with regard to sex and their family income. Adolescents were classified into five groups based on their family income such as below 50000 rupees, 50000-1 lakh rupees, 1 lakh-3 lakh rupees, 3 lakh-5 lakh rupees and more than 5 lakh rupees. The division of male and female adolescents into the five groups of family income is described in the table.

### Classification of the Participants on the basis of sex and presence of father

**Table 10: Split up of the Participants based on the demographic variables sex and presence of father**

Variables	No. of adolescents	Presence of father (no. of adolescents)	
		Presence of father	Absence of father
Male	469	335	134
Female	573	419	154
Total	1042	754	288

Table 10 represents the division of the respondents according to their sex and the presence of father. Adolescents are categorized as those residing in the presence of father and those with not. The classification of male and female adolescents with regard to the presence of father is detailed in the table.

**Distribution of the Participants on the basis of sex and residing with single parent or both parents**

**Table 11: Split up of the Participants based on the demographic variables sex and residing with single parent or both parents**

Variables	No. of adolescents	Residing with single/both parents (no. of adolescents)	
		Single parent	Both parents
Male	469	442	27
Female	573	537	36
Total	1042	979	63

Table 11 shows the distribution of the respondents according to their sex and whether they are staying with single parent or with both parents. Distribution of male and female adolescents with respect to whether they are residing with single parent or both parents are detailed in the table.

**Distribution of the Participants on the basis of Parenting styles and sex**

**Table 12: Split up of the Participants based on Perception of Parenting styles along with sex**

Perception of Parenting style	No. of adolescents	Sex (no. of adolescents)	
		Male	Female
Permissive	163	45	118
Authoritative	765	353	412
Authoritarian	114	71	43
Total	1042	469	573

Table 12 represents the categorization of the participants on the three styles of parenting (Permissive, Authoritative and Authoritarian) and the demographic variable sex (male and female). More females come under authoritative parenting styles than their male counterpart. In authoritarian styles of parenting, greater number of males are represented than their female counterpart.

**Distribution of the Participants on the basis of Emotional Intelligence and Sex.**

**Table 13: Break up of the Participants based on Emotional intelligence along with sex**

Emotional intelligence	No. of adolescents	Sex (no. of adolescents)	
		Male	Female
Low	131	70	61
Moderate	757	329	428
High	154	70	84
Total	1042	469	573

Table 13 shows the classification of the participants on the three levels of emotional intelligence (Low, Moderate and High) and the demographic variable sex (male and female). As indicated in the table most of the adolescents are found to have moderate level of emotional intelligence. More female adolescents are found to have moderate level of emotional intelligence as compared to their male counterpart.

**Distribution of the Participants on the basis of Perceived Parenting Styles and Emotional Intelligence.**

**Table 14: Split up of the Participants based on Perceived Parenting Styles along with Emotional Intelligence**

Perceived Parenting style	No. of adolescents	Emotional Intelligence (no. of adolescents)		
		Low	Moderate	High
Permissive	163	10	100	53
Authoritative	765	87	583	95
Authoritarian	114	34	74	6
Total	1042	131	757	154

Table 14 represents the categorization of the participants on the three styles of parenting (Permissive, Authoritative and Authoritarian) and the three levels of emotional intelligence (Low, Moderate and High). As represented in the table, out of 1042 adolescents, 583 adolescents are found to have moderate level of emotional intelligence with authoritative style of perceived parenting.

## **Section B: Measure/Tools used**

The present investigation used different tools to measure the different variables under study. The following list of measures were utilized to assess the different variables under study.

1. Perceived Parenting Style Scale by Nisha and Jayan (2015)
2. Emotional Intelligence Scale by Rajitha and Jayan (2003)
3. Achievement Motivation Scale by Prathibha Deo and Asha Mohan (2005)
4. Mental Health Scale by Gireesan and Sam Sananda Raj (1988)
5. Personal Data Sheet

### **Perceived Parenting Style Scale**

The scale has been developed by Nisha and Jayan (2015). The scale gives a description of the ways in children are brought up from the perspective of their perception. This scale consists of 46 items which includes both positive and negative items. The scale have the five dimensions which are as follows.

1. Parental responsiveness
2. Communication
3. Monitoring
4. Autonomy
5. Control.

Reliability of the scale has been established by the Cronbach's alpha which is found to be 0.9. The scale shows good face validity. The researcher developed the scale and the details of test development are given in chapter 4. The rough draft and the final draft of the scale is attached in the Appendix A and E.

## **Emotional Intelligence Scale**

Emotional intelligence scale was developed and standardized for measuring emotional intelligence. The measure consists of five main domains based on Goleman's (1995) theory of emotional intelligence as follows:

### 1. Self-awareness

Self-awareness is being aware of oneself. It is the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.

### 2. Self-regulation

Self-regulation is the ability to monitor and control our own behavior, emotions, or thoughts, altering them in accordance with the demands of the situation.

### 3. Motivation

Motivation - It is being motivated internally and so internally can take decision. Feeling should be managed through may be in this way.

### 4. Empathy

Empathy is the feeling and understanding the other person and providing help for them.

### 5. Social skills

Social skills is the skills used to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance.



Reliability of emotional intelligence scale is calculated by test-retest method and is found to be 0.82, for the total scale and reliability for each subtest are reported as self-awareness (0.50), self-regulation, (0.66), motivation (0.74), empathy (0.65), and social skills (0.63). The split –half reliability coefficients of the scale for different domains estimated are self-awareness (0.76), self-regulation (0.68), motivation (0.71), empathy (0.97), social skills (0.97),and that of the entire scale is 0.87. A copy of the scale is attached in Appendix B.

### **Achievement motivation scale**

Achievement motivation scale has been developed by Prathibha Deo and Asha Mohan in 2005. Achievement motivation is a variable which is used in many studies either as a main or secondary variable or as a moderator variable. The following factors provided the bases for the items in the scale of achievement motivation.

#### 1. Factors of Academic interest.

This include:

- Academic motivation
- Need achievement
- Academic challenge
- Achievement anxiety
- Importance of grade or marks
- Meaningfulness of daily school/college tasks
- Relevance of school /college to student's future goals
- Attitude towards education
- Work methods
- Attitude towards teachers

- Warmth of interpersonal relations
- College concern for the individual
- Implementation of educational objectives

2. Factors of general field of interest.

This include:

- Sports and athletics
- Fine arts and dramatics
- Dancing
- Music
- Painting
- Debates and orations etc.
- Boating
- Mountaineering
- Cross country races
- Sports domestic crafts
- Reading and writing
- Experimentation

3. Factors of Social interests.

The third factor consists of:

- Organizing and participating in social activities
- Arranging exhibitions, social functions, etc.

To sum up, items for the scale were based on Academic factors, Factors of general interest and Factors of social interest. The scale consists of fifty items. Reliability of the scale is established by the test-retest method and is 0.69. The scale

is sufficiently valid for use for measuring achievement motivation. A copy of the Achievement motivation scale is kept in the Appendix C.

### **Mental Health Status Scale**

Mental Health Status Scale has been developed by Gireesan and Sam Sananda Raj in 1988 for measuring the positive mental health status of the individuals. This refers to behavior, attitudes and feelings that represent an individual's level of personal effectiveness, success and satisfaction. This test has six subscales and each sub-section has twelve statements. The following are the six subscales.

- A. Attitudes towards self
- B. Self-actualization
- C. Integration
- D. Autonomy
- E. Perception of reality and
- F. Environmental mastery

The scale is reliable with good coefficient as reported by the scale developers. The split half reliability of each subscales vary between 0.73 to 0.89 and the test-retest reliability is also found to be significant and varied between 0.63 to 0.76 respectively. All these coefficients are found to be highly significant. Validity of the scale has been established by validating against another scale, measuring the same variable. The validity coefficient of each subscale is greater than 0.7 and hence the scale has fairly good validity. A copy of the scale is affixed in the Appendix D.

### **Personal Data Sheet**

The general information about the participants was included in the Personal Data Sheet. This consisted of age, sex, religion, socioeconomic status, place of residence, number of siblings, order of birth, type of family, district, education and occupation of father and mother, annual income, type of school management, syllabus and family structure.

### **Section C : Procedure**

The respondents of the present study included adolescents from different schools of Kerala State. Adolescents under the age group 13-19 years were selected from different Government, Aided and Private schools. The investigator approached each institution and fixed appointment with the authority. The request letter from the Head of the research institution was submitted for collecting data to the Principals of selected schools. The authorities cooperated and arranged their time table accordingly. Informed consent was obtained from parents prior to the study. The participants were given a brief introduction about the relevance and purpose of the study. Informed consent was taken from the participants and were assured confidentiality in data collection.

The Perceived Parenting Style Scale, Emotional Intelligence Scale, Achievement Motivation Scale, Mental Health Scale and the Personal Data Sheet were printed in a booklet form for convenience in administration. The instructions and guidelines for filling each measure were given at the top of the tool. The investigator also orally presented the instructions to the respondents. The instructions were the same for Perceived Parenting Style Scale and Achievement Motivation Scale. They are as follows 'These are some statements related to your day to day life. You have to read each statement carefully and put tick mark in any of the five option that suits you the best in the appropriate column. The options are

A-Always, B-Mostly, C-sometimes, D-Rarely and E-Never. Do not omit any statement.’ Instructions for Emotional Intelligence Scale and Mental Health Scale are similar and they are as follows “Some statement related to certain problems that we face in our daily life are given below. Indicate how far you agree or disagree with each statement with a (✓) mark in the response sheet against the item number of each statement, five choices A,B,C,D and E are given. A denotes ‘strongly agree’, B denotes ‘agree’, C ‘undecided’, D ‘disagree’ and E denotes ‘strongly disagree. Give the first response that comes to your mind using a tick mark.”

After completing the questionnaire, the investigator took special care to check whether the participant missed any item. If any omission found, the respondent was encouraged to complete it. The collected booklets were again checked and incomplete ones were excluded.

## **Scoring**

### **Perceived Parenting Style Scale**

The Perceived Parenting Style Scale is a five point scale which consists of 46 items. There are positive and negative items in the scale. A score of 5, 4, 3, 2 or 1 is given to the category A (always), B (Mostly), C (Sometimes), D (Rarely) or E (Never) for positive item. A Score of 1, 2, 3, 4 or 5 is given to the category A (always), B (Mostly), C (sometimes), D (Rarely) or E (Never) for a negative item. The total score is calculated. The maximum score obtained for the scale is 230 and minimum score is 46.

### **Emotional Intelligence Scale**

The responses to the items of Emotional Intelligence Scale has five point category in which a score of 5,4,3,2,1 is given to the responses ‘strongly agree’, ‘agree’, ‘undecided’ ‘disagree’ and ‘strongly disagree’ respectively for the items

which are positively worded and for the negative items scoring procedure is in the reverse order. A total of 30 items include five domains of emotional intelligence such as self-awareness, self-regulation, motivation, empathy and social skills; and each domain included six items in it. The maximum possible score is 150 and the minimum is 30.

### **Achievement Motivation Scale**

There are 37 positive items and 13 negative items in the Achievement Motivation Scale. A positive item carries the weight 4,3,2,1, and 0 for the response of always, Frequently, Sometimes, Rarely and Never respectively. The negative item is to be scored 0,1,2,3 and 4 for the same responses respectively. The minimum score obtained can be 0 and the maximum can be 200.

### **Mental Health Scale**

The scoring for the Mental Health Scale is done as follows. A score of 5,4,3,2 or 1, given to the category A,B,C,D or E, for a positive statement, and score of 1,2,3,4, or 5 is given to the category A,B,C,D or E, for a negative statement. The Scores for the subscales are calculated. The maximum scores obtained for each subscale is 60 and minimum score is 12. The maximum score for the whole test is 360 and minimum is 72.

## **Section D**

### **Statistical Techniques Used**

After data collection using appropriate tools, the collected data has to be organized and analyzed. Statistical analysis in psychology is an indispensable instrument for understanding the meaning of research outcomes. The purpose of statistical analysis is to reduce data to intelligible and interpretable form so that the relations of research problems can be studied and tested. Analysis means the

categorizing, ordering, manipulating, and summarizing of data to obtain answers to research questions (Kerlinger, 1986).

Data analysis includes the comparison of the outcomes on various treatments of the groups based on the goals of the research. Statistical analysis involves carrying out numerous closely related operations with the aim of summarizing the collected data and consolidating the outcomes in such a manner that they answer the research queries. Each statistical technique employed is based upon its own specific assumptions regarding the sample, population and research conditions.

The statistical techniques used for the analysis of the data were as follows:

- Descriptive statistics
- Analysis of Variance
- Correlation
- Regression

### **Descriptive statistics**

Descriptive statistics are procedures aimed at describing the data and is concerned with the numerical description of the particular group under investigation. Descriptive statistics is defined as “Set of statistical procedures used to organize, summarize and present the data collected in a research project” (Runyon et al.,1996). They provide a summary of results and include measures of central tendency and variability. These measures include graphs as well as mathematical calculations such as mean, median, mode, skewness, kurtosis, etc. Descriptive statistics helps to pay close attention to the data and examining them in detail before invoking more technically involved procedures.

## Analysis of Variance

“Analysis of variance is one of the most powerful tools of statistical analysis to test the hypothesis whether the means of several samples have significant difference or not. Analysis of variance furnishes a technique for testing simultaneously the significance of difference among several means” (Gupta, 1989). The analysis of variance has long enjoyed the status of being the most used statistical technique in psychological research. The use of Analysis of Variance is based on certain assumptions.

- The population from which the various samples derived are normally distributed.
- The population from which the samples are selected have same means and variances.
- The observations are to be independent of one another and have equal opportunity to occur.
- The contributions to total variance must be additive.

### One way analysis of variance

In one way analysis of variance, observations are classified into groups or samples on the basis of single criterion. In such an analysis of variance, there are ‘k’ samples, one from each of ‘k’ normal populations with common variance ( $\sigma^2$ ). variance means that each population has the same variance. The null hypothesis to be tested is :Ho:  $\mu_1 = \mu_2 = \mu_3 = \dots \mu_4$  that is, the means of the populations are equal.

H1: At least two of the  $\mu_i$  are not equal. If the hypothesis is rejected, we assume that ‘ $\mu$ ’ are significantly different. If it is accepted, we cannot say that  $\mu_i$  are identical, we can only say that they are not significantly different. The method to be employed utilizes a comparison between the variances computed in two different ways; one



variance will be computed as the variance between the samples ( $S_1^2$ ) and the second will be computed as the variance within the samples ( $S_2^2$ ). F ratio is computed with the variance between the sample means as the numerator and the variance within sample means as the denominator. The calculated value of F ratio is compared with the table value of F at 5% or 1% level of significance for given number of degrees of freedom. If  $F(\text{calculated}) > F_{0.05}$  or  $F_{0.01}$ , the null hypothesis is rejected, that means the difference between sample means is significant. If  $F(\text{calculated}) < F_{0.05}$  or  $F_{0.01}$ , the null hypothesis is accepted, that means the difference between the sample mean is not significant.

### **Two way analysis of variance**

The two way ANOVA compares the mean differences between groups that have been split on two independent variables (called factors). The primary purpose of a two way ANOVA is to understand if there is an interaction between the two independent variables on the dependent variables. Assumptions of two way analysis of variance are as follows:

- The population from which the various samples were selected must be normally or approximately normally distributed.
- The sample drawn must be independent.
- The population must have equal variance.
- Groups must have equal sample size.

Two way ANOVA involves analyzing the main effect and interaction effect among variables. The main effect part is similar to one way ANOVA in that it involves the independent variable one at a time. The interaction effect is the effect that one factor has on the other factor. F-test is done for each hypothesis and the F test is the mean square for each main effect and the interaction effect divided by the

within variance. There are three F ratios in a two way ANOVA, one for the column main effect, one for row effect and one for the interaction effect.

### **Three way analysis of variance**

The three way ANOVA is used to determine the interaction between three independent variables on a continuous dependent variable (that is,) if a three way interaction exists.

### **Correlation**

Correlation is concerned with investigating the relationships between naturally occurring variables such that movement in one variable is accompanied by the movement of another. Correlation is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations (Leedy & Ormrod, 2010). Correlation is a statistical technique which measures and analyses the degree or the extent to which two variables or phenomena fluctuate with reference to each other. It is the appropriate statistical tool for measuring the relationship and expressing it in brief formula when the relationship is of a quantitative nature. Based on the nature of the relationship between the variables, correlation may be

1. Positive or negative
2. Simple, partial or multiple
3. Linear or non-linear

#### **1. Positive or negative correlation**

In a direct or positive correlation the relationship is such that a high score on one variable is associated with a high score on the second variable and similarly, a low score on one relates to a low score on the other. It refers to the movement of

variables in the same direction. A negative correlation is an inverse relationship. High score on one variable is associated with low score on the other and vice versa.

## 2. Simple, partial or multiple correlation

This type of correlation depends upon the number of variables studied. When only two variables are studied, the analysis of the relationship is termed simple correlation. When the investigation involves the study of more than two variables in relation to their relationship with one another, it is called multiple correlation. In partial correlation more than two variables are studied considering the relationship of two among them by eliminating the effect of other variables from both.

## 3. Linear or non-linear correlation

The difference between linear and non-linear correlation depends on the constancy of ratio of change between the variables. The correlation is linear when the ratio of change between two variables is uniform. When the amount of change in one variable does not bear a constant ratio to the amount of change in the other variable, the correlation is called as non-linear correlation.

The most widely used method to measure the degree of relationship between two variables is Karl Pearson's coefficient of correlation. The coefficient of correlation is denoted by the symbol 'r'. Karl Pearson's coefficient of correlation is calculated by the following process.

- i) Arithmetic means of both series ( $\bar{X}$ ) and ( $\bar{Y}$ ) are calculated.
- ii) Deviations of the X series and Y series are computed from their respective arithmetic means for all individual values. The deviations are denoted by symbols  $d_x$  and  $d_y$

$$d_x = (X - \bar{X}), d_y = (Y - \bar{Y})$$

- iii) The deviations are squared and added to find out  $\sum d_x^2$  and  $\sum d_y^2$
- iv) The individual dx and dy values are multiplied ( $d_x d_y$ ) and their total ( $\sum d_x d_y$ ) is obtained.
- v) Standard deviation of both the series are computed from the following formula.

$$\sigma_x = \sqrt{\frac{\sum d_x^2}{N}} \quad \sigma_y = \sqrt{\frac{\sum d_y^2}{N}}$$

- vii) The coefficient of correlation is obtained from the following formula

$$r = \frac{\sum d_x d_y}{N\sigma_x\sigma_y} \quad \text{or} \quad \frac{\sum(X - \bar{X})(Y - \bar{Y})}{N\sigma_x\sigma_y}$$

Here  $r$  = Pearson's coefficient of correlation

$\sum d_x d_y$  = Total of the products of the deviation of values from the respective arithmetic means in both the series.

- $N$  = Number of items
- $\sigma_x$  = Standard deviation of X series
- $\sigma_y$  = Standard deviation of Y series

Pearson's coefficient of correlation ( $r$ ) varies between  $\pm 1$ . In case of perfect positive correlation. The result will be  $r = +1$ , in case of perfect negative correlation, the result will  $r = -1$ . If the result is '0' there is absence of correlation.

### Multiple Regression

The relation between a criterion variable and two or more predictor variables is called multiple correlation. Making predictions in this situation is called multiple regression. Multiple regression is aimed to examine the relation between dependent

(predicted) variable and several independent (predictor) variables. There are several types of multiple regression analyses such as standard, hierarchical, stepwise, set wise, etc.

### **Stepwise multiple regression**

Step wise multiple regression would be the question of what the best combination of independent (predictor) variables would to predict the dependent (predicted) variable.

In step wise regression, predictor variables are entered in to the regression equation one at a time based on statistical criteria. At each step in the predictor variable that contributes the most to the prediction equation in terms of increasing the multiple correlation,  $R$  is entered first. The process is continued only if additional variables add anything statistically to the regression equation. When no additional predictor variables add anything statistically meaningful to the regression equation, the analysis stops. Thus not all predictor variables may enter the equation in step wise regression process of a step wise multiple regression (Aron, Aron & Coups, 2006).

Step 1: Search all potential predictor variables and find the best predictor of the criterion variable.

Step 2: Test significance

If significant, → stop.

If significant, include this predictor variable in all further steps, and → continue.

Step 3: search all remaining potential predictor variables for the best single variable to combine with → stop those already included for predicting the criterion variable ----Stop.

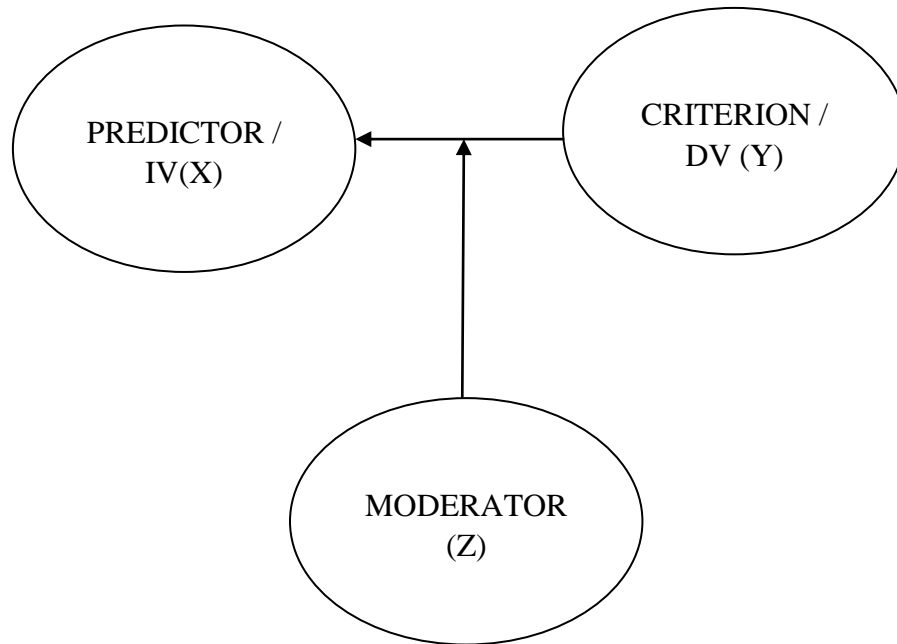
If no addition is significant, → Stop.

If an addition is significant, include this in all further steps, and → repeat step 3 to search for the next best remaining predictor variable.

Stepwise regression goes through a step by step procedure in a computer programme first picking out the single variable that accounts for the most variance in the criterion variable. If the proportion of the variance accounted for by this predictor is significant, the process goes on to the next step. The next step is to pick out the predictor variable that in combination with this first one has the highest  $R^2$ . The computer then checks to see whether this combination is a significant improvement over the best single predictor variable alone. If it is not, the process stops. If it is a significant improvement, the computer goes on. the next step is to pick out which of the remaining predictor variables, when combined with these first two, gives the highest  $R^2$ . Then this combination is checked to see if it is a significant improvement in prediction over and above just the first two predictors. The process continues until either all the predictor variables are included or adding any of the remaining ones does not give a significant improvement. This procedure is called “stepwise” because it proceeds one step at a time.

### **Moderate Regression**

In statistics, moderation occurs when the relationship between two variables depends on a third variable. The third variable is referred to as the moderator variable or simply the moderator. The effect of a moderating variable is characterized statistically as an interaction; that is a qualitative (e.g. sex, race, class) or quantitative (e.g. level of reward) variable that affect the direction and / or strength of the relation between dependent and independent variables. Moderate regression analysis is best explained with development of a model. The model is explained as below:

**Figure 1: Conceptual model of moderator effect**

Specifically, within a correlation analysis framework, a moderator is a third (Z) variable that affects the zero order correlation between two other variables (Y and X). In analysis of variance (ANOVA) terms a basic moderator effect can be represented as an interaction between a focal independent variable and a factor that specifies the appropriate conditions for its operation (Baron & Kenny, 1986).

**CHAPTER 4**  
**TEST DEVELOPMENT**

- PERCEIVED PARENTING STYLE SCALE



This chapter focusses the test development. “A psychological test is essentially an objective and standardized measure of a sample of behavior” (Anastasi & Urbina, 1997). Psychological test is a set of objective and standardized self-report questions whose responses are then scored and aggregated to attain a composite score (Zumbo et al. 2002). The purpose of test construction as a chapter in the present study is reliant on the non-availability of the research instrument and to trust on an appropriate measure to meet the requirements of the study.

The research instrument developed by the investigator is Perceived parenting style scale.

### **Perceived parenting style scale**

Parenting style is one of the most researched area in psychology. Researchers are mainly concerned with the styles and practices adopted by parents in rearing their children especially during the early years of development. Major focus of parenting in these years is to fit their children’s emerging needs and interests. Parenting generally gives the notion that one or more adults are primarily responsible for a child’s basic care, needs, support, protection, direction, and guidance. Basically most of the researchers who attempt to describe parenting styles rely on Diana Baumrind’s concept of parenting style. According to Baumrind (1991), the construct of parenting style is used to capture normal variations in parents’ attempt to control and socialize their children.

Parenting styles during adolescence period is perceived by parents as the most difficult years of child rearing as it is during this period individual, cognitive, social and emotional changes occurs together. Parents are confused whether to directly control the behavior of adolescents or simply to guide them. The variable under investigation is Perceived Parenting Styles during adolescence. Perceived

Parenting Styles focus on the ways in which children are brought up from the perspective of their own perception. Most of the measure of parenting styles are meant for parents only. Hence the investigator developed the Perceived Parenting Scale for adolescents.

The concept parenting style is viewed as a characteristic of a parent that changes the effectiveness of family socialization practices and children's receptiveness to such practices (Darling & Steinberg, 1993). Parenting styles are broad patterns of child rearing practices, values and behaviors. It describes the way parents rear and take care of their children which can have impact on the children's personality development and the ways in which they interact with social and close relations (Akhtar, 2012).

Diana Baumrind, one of the pioneers in the area of parenting styles, developed and described the comprehensive parenting typologies such as authoritative, authoritarian and permissive parenting style. According to Baumrind, the key element of the parenting is socializing the child according to the demands of society but keeping a sense of personal integrity. The initial works of Baumrind among parents, labelled as authoritative, authoritarian and permissive, according to the education levels of parents. Authoritative parenting is a combination of demandingness and responsiveness, authoritarian parent is demanding and unresponsive and permissive parent give children high level of freedom with no expectations from their children. This was the model established in the early 1980's in the field of children's development. Later on Maccoby and Martin (1983) transformed Baumrind's typologies to facilitate the researches to very different populations. Two underlying processes in parenting style was reflected from then: parental demandingness and parental responsiveness. Demandingness is referred as the number and type of demands made by the parents and responsiveness explained the contingency of the parenting reinforce. Maccoby and Martin differentiated two

types in permissive parenting style: permissive parent with a high level of affection but low level of demand (indulgent parent) and negligent parents identified with low level of both demandingness and responsiveness (neglectful parent).

### **Measurement and dimensions related to Perceived Parenting Styles Scale**

Investigator reviewed and analyzed existing measures of parenting styles to identify the core features of parenting.

The role of parents in the family environment primarily been to prepare children for adulthood through rules and disciplines. Understanding the importance of maintaining high quality parenting is particularly essential; during adolescence. Hence evolves the relevance of a measure of Perceived Parenting Style Scale for adolescents.

Investigator made an attempt to plunge into the previous researches to get an idea about the measures used to assess the parenting styles of adolescence. Most commonly used measures are studied.

Gerlsma, Arrindl, Van Derveen, and Emmelkamp in 1971 developed Perceived Parental Rearing Questionnaire (PPRSQ) which consists of 54 items with four primary factors such as Rejection, Emotional warmth, Overprotection and Favouring subjects. PPRSQ is a self-report measure to assess adolescent's recollection of their parental rearing behaviors.

Baumrind's Parenting Style Questionnaire developed in 1978 is a popularly used questionnaire consists of 30 questions. Based on the theory of Baumrind, the tool placed parenting styles in three sub-groups such as authoritarian, authoritative and permissive parenting styles.

Parental Bonding Instrument (PBI) developed by Parker, Tupling, and Brown in 1979 comprised of 25 items assessed adolescent's view about parenting

styles in two aspects- care and overprotective parenting style. This is a self-report questionnaire about retroactive experiences about parental behaviors. On the basis of the PBI scores, parenting styles were divided into affectionate constraint, optimal parenting, affectionless control and neglectful parenting (Herz & Gullane, 1999; Parker et al., 1979).

Perceived parenting styles are assessed using the self report measure of Family Functioning by Bloom developed in 1985. This tool measured three parenting styles, authoritative, permissive and authoritarian parenting. Each parenting style comprised of five items.

Parenting styles are assessed using a Dutch instrument developed by Beyers and Goossens in 1999. This tool was based on work by Steinberg and colleagues and it assessed two dimensions of parenting styles, support and strict control. Based on the score on a five point Likert scale, parents were classified as authoritative, authoritarian, indulgent or uninvolved.

Robinson, Mandelco, Olsen and Hart in 1995 designed the Parenting style scale which has three dimensions, authoritative, permissive and authoritarian parenting styles. It consists of 32 items and each item is rated on a five point Likert scale. The scale was later modified in 2001.

Perceived Parenting Scale developed by Bharadwaj, Sharma and Garg in 1998 placed eight models of parenting. The test assessed the role of mothering and fathering separately as well as parenting as a whole. The final form of the scale consists of 40 items which are related to the eight different models of parenting.

A very commonly used Parenting Style Questionnaire is Parental Authority Questionnaire developed by Buri in 1991. This tool consists of 30 items which is rated on a five-point Likert scale. The scale measured authoritative, permissive and authoritarian parenting styles for both the mother and the father.

Children's Perception of Parenting Scale was developed by Pyari, Kalra and Bhasin in 2005. It comprises of 44 items which covers six areas of parenting, democratic, autocratic, accepting, rejecting, overprotecting and over demanding.

Shaffer's parenting styles questionnaire developed in 1956 embodied four factors; authoritative, authoritarian, permissive and neglecting styles of parenting. The tool has been designed based on the kind of family relationships and children's interactions and experiences with parents. The questionnaire first time has been edited and used by Naghashian (1980) on the base of Shaffer's works.

Skinner, Johnson and Snyder (2005) made an attempt to identify the core features of Parenting style. "Parenting dimensions can be defined as the features, the qualities, the descriptive scheme used to capture the nature of parenting, represent one set of building blocks on which the study of parenting is built." They reported that parenting researchers have repeatedly suggested that three dimensions can be regarded as a set of core features of parenting style. They are:

- warmth versus rejection
- Structure versus chaos
- Autonomy support versus coercion

These three measures were suggested as the organizing dimensions for the children's report of Parental Behavior Inventory by Schaefer four decades ago (Schaefer, 1965). Hence these measures can be regarded as the "parent" of many parenting measures used today. Interestingly it is seen that some of the works on parenting attempts to distinguish these dimensions from one another.

### **Development of Perceived Parenting Style Scale**

Identifying and analyzing the core features of parenting styles serves as the base for the scale development. Test development is a relevant step while carrying

out a research. The scale was designed as five point Likert type rating scales. The literature review of the construct and advantages of Likert type of scale lead the investigator to choose the five point Likert scale. The process of development of a scale essentially involves four sections. They are a)Variable selection, b)Item formation, c)Item analysis and d)Item selection.

**a) Variable selection**

The hideous task in test construction is the selection of variables. After doing empirical research and theoretical reviews the investigator gained an insight into the relevant variables underlying parenting styles. Those variables which were highly related to parenting styles were then selected. They were as follows:

- Love, warmth and nurturance
- Response to the child's needs in either a supporting or rejecting manner
- The extent to which the child's opinion is sought and listened
- Discipline
- Punishment
- The manner in which the parent require maturity and responsible behavior from their children
- Control of child's behavior
- Monitor and impart clear standard's for their children's conduct
- Clear expectations for mature behavior combined with consistent and appropriate limit setting
- Emotional availability, support and genuine caring
- Freedom of choice for children
- Encourage children to actively discover, explore and articulate their views, goals and preference

- Interaction with children in which they are expected to express their views and opinions
- Acceptance of children
- Praising or blaming children
- Children constantly subjected to attention
- Strict orderliness, enforcement and severity of penalties
- Time spent with children
- Fostering dependency
- Positive evaluation
- Pushes child for rapid development
- Friendly and social family environment
- Restrictiveness
- Criticism
- Coordination of household chores
- Duration and intensity of contact
- The degree of affectionate interaction
- Interest in the child's daily activities
- Fostering individuality and self-regulation
- Consideration for child's personal feeling and privacy
- Respect for the child's point of view

The relevant dimensions were then subjected to the scrutiny of experts in the field of psychology. The investigator through in-depth discussions with them selected the most appropriate variables among the above listed ones which most addressed Parenting style milieu. These variables were then categorized into five dimensions. They are:

1. Parental responsiveness

2. Communication
3. Monitoring
4. Autonomy
5. Control

#### **b) Item formation**

The next phase in the development of Perceived Parenting Style scale was the preparation of items for the test. Formulating good items is a forerunner to developing a good psychometric test. A thorough literature survey has to be done by the researcher before starting item writing. Items are specific questions or problems that make up a test (Kaplan & Saccuzo,2009). The preparation of items for questionnaires required special caution and effort. Several aspects have to be remembered while preparing the items :

- An item should be phrased in such a manner that there is no ambiguity regarding its meaning.
- The item should not be too easy or too difficult.
- Keep the level of difficulty of the item appropriate for those who undertake the test.
- The items must possess discriminating power.
- Items should be relevant to the adolescents as well as all age groups.
- It should not be such that its meaning is dependent upon another item and/or it can be answered by referring to another item.
- Items should be self-sufficient or independent in itself.
- Item should be assignable to one of the five dimensions.



Having a thorough knowledge of the item formation stage in the development of the scale, the investigator prepared an umpteen number of items. The items were represented both in English and Malayalam (Malayalam being the mother tongue of Kerala). The list of items was then given to five experts from the field of psychology who were well versed with scale construction. Subject experts independently evaluated the items in the context of their clarity, readability level and their relevance for the construct. The investigator selected only the items which were rated most relevant. Test items were also shown to the experts from English and Malayalam literature to rectify any errors related to syntax. Final modification of the test items were done based on the suggestions from the experts regarding any kind of omissions, clarity of concept or easiness and ambiguity of language. Final draft of test items included 50 items constituting the five dimensions based on expert suggestions. The scale consists of items which include both positive and negative statements.

All the statements were to be answered in anyone of the five response categories with respective numerical weightage.

Response category	Numerical weightage Positive items	Numerical weightage Negative items
Always	5	1
Mostly	4	2
Sometimes	3	3
Rarely	2	4
Never	1	5

The five dimensions and the number of items constituting each dimension is listed below.

1. Parental responsiveness (12)

2. Communication (6)
3. Monitoring (11)
4. Autonomy (10)
5. Control (11)

### **Meaning of the five dimensions**

#### **1. Parental Responsiveness**

According to Baumrind (1967) Parental responsiveness refers to the degree in which the parent is responsive and supportive of the child's needs and demands. It can be condensed as the frequency of parental interactions which include being sensitive to children's needs, warmly supportive to their efforts and broadly interested in what they thinking, feeling and doing. It includes the degree to which parents respond to their child's needs in either a supporting or rejecting manner and the extent to which the child's opinion is sought and listened. Darling (1999) explained parental responsiveness as "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands". Nurture is a component in responsiveness which means to bring up, to raise, to tend to the child's upbringing. It involves facts like loving, caring, educating, feeding etc. so that the child can grow up into a balanced human being. It incorporates showing thought and attention and also supportive in the sense that parents provide encouragement or emotional help to the child, thus not leaving the child to struggle on his own. (Rohner,1976; Baumrind, 1991; Maccoby & Martin,1983; Sears et al, 1957; Grolnick & Ryan, 1989; Baldwin, 1948; Schaefer, 1959; Aunola, Stattin & Nurmi, 2000)

#### **2. Communication**

Communication means to share ideas, attitudes, opinions, etc. by means of verbal or written language or even body language. The communication for the

parents is that of listening and responding to the child and of surmising the mental state of the child almost by looking at his/her facial expressions or style of talking. Parent-child communication is defined as how often in the past year adolescents communicated with their parents about a variety of topics including personal problems or concerns (Cleveland, Gibbons, Gerrard, Pomery & Brody, 2005). Parent-adolescent communication is an important dimension because it serve as a protective factor for adolescent mental health and is highly correlated with positive adolescent outcomes.

### **3. Monitoring**

Parental monitoring has been defined as a concern for the regulation, supervision, and management of behavior, such that parents are aware of and regulatory of their children's whereabouts, companions, and activities (Pettit, Laird, Dodge, Bates, & Criss, 2001), or, more simply, as supervision of youth and communication between parent and youth. Parents' knowledge of their adolescents' whereabouts and companions are much important for reducing problem behaviors. During adolescence parents often rely upon their offspring to inform about their location and activities when away from home. Hence effective monitoring relies upon effective parent-adolescent communication.

### **4. Autonomy**

Autonomy means freedom to determine one's own actions or behavior. "Autonomy support refers to the degree to which parents value and use techniques which encourage independent problem solving, choice, and participation in decisions versus externally dictating outcomes, and motivating achievement through punitive disciplinary technique, pressure, or controlling rewards" (Grolnick & Ryan, 1989). It incorporates allowing children freedom of choice and expression to communicating genuine respect and deference. Autonomy includes interactions in

which children are expected to express their views and opinions and which are considered in planning and problem solving. (Walker, 2008; Barber, 1996; Deci & Ryan, 1985; Grolnick & Slowiaczek, 1994; Steinberg et al, 1989; Baumrind, 1967).

## **5. Control**

This refers to the degree of parental control and expectations of more mature and responsible behavior from a child. Parental control involves managing adolescent behavior and activities in an attempt to regulate their behavior and provides them with guidance for appropriate social behavior and conduct (Baumrind,1996). Parental control is demonstrated through a number of behaviors especially through discipline. Discipline can mean conditions imposed on the child usually for the improvement of self-control and it can be viewed as a systematic training in obedience resulting in the nurturance of improved behavior. Parental control involves clear expectations for mature behavior combined with consistent and appropriate limit setting. (Flammer, 1995; Kochanska, 1999; Schneiwind, 1995; Baumrind, 1991; Hoffman, 1970; Schaefer, 1959).

### **c) Item Analysis**

The third phase in the scale development was item analysis. Item analysis is a technique through which those items which are valid and suited to the purpose are selected and the rest are either eliminated or modified for the final composition of the test (Singh,2002). It aims at obtaining information regarding the item difficulty and the discriminatory power of the items. It provides a numerical assessment of item difficulty and discrimination.

**i) Pilot Study**

As a part of item analysis of Perceived parenting style scale, pilot study is required. The pilot study is carried out by administering the Perceived parenting style scale to 400 participants.

**ii) Participants**

The participants for the pilot study were 400 adolescents randomly selected from different parts of Kerala. Participants consists of both males and females from the age group of 13-19 years.

**iii) Administration**

Participants of the study were approached and a brief description of the scale was given to them. They were detailed about the purpose and relevance of the study. Then the investigator gave the Perceived parenting style scale to the randomly selected participants and they were asked to read carefully the instructions mentioned at the top of the scale. The respondents were given time to clarify any doubts regarding the scale before they started filling the scale. Completed scales were collected and verified by the investigator to find any incomplete ones.

**iv) Scoring**

The scale consists of both positive and negative items. A score of 5, 4, 3, 2 or 1 is given to the category A,B,C,D or E for positive item. A Score of 1,2,3,4 or 5 is given to the category A,B,C,D or E for a negative item. The total score calculated. The maximum score obtained for the scale is 250 and minimum score is 50.

**d) Item Selection**

Perceived parenting style scale consists of five dimensions, with a total of 50 items for item analysis. The response sheets were arranged in order of the criterion score(total score) in the ascending order of the scores obtained. Then 25 percent of

the participants with the lowest total score and 25 percent of the participants with the highest total score was taken. In the next step the respondents were classified into high score group and low score group, each group comprising 100 subjects. The 't' value was calculated to find out the significant difference between the low and high groups with regard to the items of the Perceived parenting style scale. The 't' values corresponding to the items are shown in the Table 15.

**Table 15 : 't' values of the 50 items of the Perceived parenting style scale**

Item No	't' value
1	11.563**
2	3.786**
3	4.003**
4	10.260**
5	6.834**
6	5.916**
7	4.111**
8	6.640**
9	7.535**
10	8.725**
11#	1.143
12	5.543**
13	8.023**
14	5.924**
15	3.808**
16	3.821**
17	5.529**
18	8.562**
19	9.784**
20	9.724**
21	7.671**
22	9.963**
23	3.940**

Item No	't' value
24	4.858**
25#	0.269
26	7.543**
27	9.526**
28	12.546**
29	6.378**
30	13.028**
31	7.411**
32	6.952**
33	3.485**
34	3.695**
35	13.318**
36	8.507**
37	10.083**
38#	1.079
39	7.287**
40	10.599**
41	9.764**
42	5.059**
43#	1.744
44	3.424**
45	8.647**
46	4.949**
47	6.441**
48	8.248**
49	7.877**
50	4.574**

\*\*0.01 level of significance

Note: Items removed from the final draft scale were shown in hash mark(#)

The 't' values represented in the table represents the level of significant difference between low and high group with respect to these 50 statements. If the 't'

value obtained is equal or greater than 1.96 (at 0.05 level of significance) and 2.58 (at 0.01 level of significance), significant difference can be inferred between two groups. From the Perceived Parenting Style Scale with 50 items, four items were avoided as they were not significant. The investigator included the remaining 46 items to prepare the final draft of the Perceived Parenting Style Scale. The draft scale copy and the original are attached in the appendix A and E.

### **Reliability**

For a scale to be of any value in psychological research, it should be reliable and valid. Reliability enables one to have some confidence in that the measure taken is close to the true measure. One means of determining whether the measure using is effective is to assess its reliability. Reliability refers to the consistency or stability of a measuring instrument (Jackson, 2009). Proper reliability indices should be ensured while constructing a test. The stability of a test is indicated by its reliability index. This means stability of test scores over time (test-retest), stability of item scores across items (internal consistency), or stability of ratings across raters, judges, of a person, object, event and so on (inter-rater reliability) (Kline, 2005). The present investigation assessed reliability using Cronbach Alpha and it was found to be 0.9.

### **Validity**

Validity is used to assess whether a measure is truthful or genuine. “Validity of a test is the degree to which the test actually measures what it purports to measure. Validity provides a direct check on how well the test fulfills its function” (Ann Anasatasi, 1997). The scale has good face validity.



# CHAPTER 5

## RESULT AND DISCUSSION

### SECTION 1

PRELIMINARY ANALYSIS

### SECTION 2

CORRELATION ANALYSIS BETWEEN PARENTING STYLES, EMOTIONAL INTELLIGENCE, ACHIEVEMENT MOTIVATION AND MENTAL HEALTH

### SECTION 3

EXAMINING THE INFLUENCE OF DEMOGRAPHIC VARIABLES ON ACHIEVEMENT MOTIVATION AND MENTAL HEALTH OF ADOLESCENTS.

### SECTION 4

ROLE OF SEX AND PERCEIVED PARENTING STYLE ON ACHIEVEMENT MOTIVATION AND MENTAL HEALTH OF ADOLESCENTS

### SECTION 5

ROLE OF SEX AND EMOTIONAL INTELLIGENCE ON ACHIEVEMENT MOTIVATION AND MENTAL HEALTH OF ADOLESCENTS

### SECTION 6

INFLUENCE OF PARENTING STYLES AND EMOTIONAL INTELLIGENCE ON ACHIEVEMENT MOTIVATION AND MENTAL HEALTH OF ADOLESCENTS

### SECTION 7

PARENTING STYLES AS MODERATOR ON THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACHIEVEMENT MOTIVATION AND ON THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND MENTAL HEALTH OF ADOLESCENTS.

## Section 1

### Preliminary Analysis

Preliminary analysis is a basic step in the Statistical Analysis which gives a concrete picture of the nature of distribution of variables in the investigation. This involves the basic descriptive statistics like arithmetic mean, median, mode, standard deviation, skewness and kurtosis.

### Arithmetic mean

Arithmetic mean or mean is the most frequently encountered measure of central tendency. It is the total of a set of measurements divided by the number of measurements in the set.

### Median

Median is another measure of central tendency which is that value which lies in the middle of a sample or population of values when they are arranged in order of magnitude. If the number of values is odd, the median is equal to the middle value. If the number of values is even, the median is equal to the mean of the two middle values (Daniel, 1977).

### Mode

Mode is another measure of central tendency. It is that value which appears most frequently in a set of data (Daniel, 1977).

### Standard deviation

The positive square root of variance is called the standard deviation. Variance of a set of data is obtained by subtracting each value from the mean of all the values, squaring each of the resulting differences, adding the squared differences, and dividing this total by the number of values less 1. The standard

deviation is expressed in the same units as the original observations and the mean, whereas the variance is expressed as units squared (Daniel, 1977).

### **Skewness**

The symmetry or asymmetry of frequency distribution is Skewness. If a distribution is asymmetrical and the larger frequencies tend to be concentrated toward the low end of the variable and smaller frequencies toward the high end, it is said to be positively skewed. If the opposite holds, the larger frequencies being concentrated toward the high end of the variable and the smaller frequencies toward the low end, the distribution is said to be negatively skewed (Fergusson, 1981).

### **Kurtosis**

Kurtosis refers to the flatness or peakedness of one distribution in relation to another. If one distribution is more peaked than another, it is known as leptokurtic. If it is less peaked, it is known as platykurtic. The normal distribution is known as mesokurtic, which falls between leptokurtic and platykurtic distributions (Fergusson, 1981).

Table 16 represents the basic descriptive statistics of variables such as Perception of Parenting Styles, Emotional Intelligence, Achievement Motivation and Mental Health.

**Table 16: Basic Descriptive Statistics of Variables under Investigation**

Variables	Mean	Median	Mode	SD	Skewness	Kurtosis
Perception of parenting style	108.06	108.50	111	15.138	0.565	1.664
Emotional intelligence	101.78	101.00	101	10.560	-0.030	0.172
Achievement motivation	129.05	122.00	111	21.712	0.107	-0.644
Mental health	245.15	251	211	32.075	-1.577	5.115

For the first independent variable, perception of parenting style, the arithmetic mean, median and mode are 108.06,108.50 and 111 respectively. This suggests that mean, median and mode are almost the same for the variable, with mode slightly high. Kurtosis value is 1.664 which indicate that measure of peakedness is slightly leptokurtic, but the value is small. Thus the variable perception of parenting style is found to be normally distributed among the population. Skewness value, which describes the symmetry of distribution is 0.565, suggest that the distribution is positively skewed. Since the value is close to zero, the distribution can be considered normal.

Considering the variable emotional intelligence ,the mean ,median and mode values are 101.78,101.00 and 101 respectively. This shows that the mean ,median and mode are equal. The value of kurtosis is 0.172 which suggests that the distribution is leptokurtic. Hence the magnitude is negligibly small, the distribution is mesokurtic. For emotional intelligence, skewness value is -0.030 which shows that the distribution is very slightly negatively skewed. So the distribution can be considered normal.

Regarding the dependent variable achievement motivation, the mean ,median and mode values are 129.05,122.00 and 111 respectively. The mean and median value are almost same but the mode value is less than the mean and median. According to the kurtosis value, which is -0.644 suggests that the distribution is platykurtic. Skewness for symmetry is 0.107 which describes that positively skewed distribution. Since the values of skewness and kurtosis is close to zero, the distribution can be considered normal.

The values of arithmetic mean, median and mode for the dependent variable mental health is 245.15,251 and 211 respectively. The mean and median value are almost equal. But the mode value is less than the mean and median value. Kurtosis value is 5.115 which indicate that the distribution is leptokurtic. The skewness

which gives the symmetry of the distribution is  $-1.577$  and this explains that the distribution is negatively skewed.

In view of these findings it can be validated that the distribution is considered as normal. Since most of the variables are not much deviated from the normality, the variables under investigation are suitable to adopt Parametric Techniques or Analysis.

## Section 2

### **Correlation analysis between perceived parenting styles, emotional intelligence, achievement motivation and mental health.**

Correlation analysis is carried to find out the relationship between the variables under investigation. Pearson correlation method is adopted for the study. Correlation analysis is carried out to identify the relation between perceived parenting styles, emotional intelligence, achievement motivation and mental health.

**Table 17: Correlation between Perceived Parenting Styles and Emotional Intelligence**

Variable	Perceived parenting styles
Emotional intelligence	-0.341**

\*\*significant at 0.01 level

The value of correlation coefficient obtained is  $-0.341$ , significant at 0.01 level which indicates that there is negative relation between perceived parenting styles and emotional intelligence. This shows that as the value of perceived parenting styles increases, the emotional intelligence of adolescents decreases. High score on perceived parenting styles indicates authoritarian parenting style. This outcome is consistent with the result of the study carried out by Abdollahi, Talib and Motalebi (2013) which revealed that negative associations existed between

affectionless control style and neglectful parenting with high ability of emotional intelligence. At the same time Joshy and Dutta (2015) in their study indicated that authoritarian parenting style is not at all correlated with the emotional intelligence.

**Table 18: Correlation between dimensions of Perceived Parenting Styles and Emotional Intelligence**

Dimensions of Perceived parenting styles	Emotional intelligence
Parental responsiveness	-0.203**
Communication	-0.008
Monitoring	-0.018
Autonomy	-0.096**
Control	-0.043

\*\*significant at 0.01 level.

The variable perception of parenting styles has five dimensions such as parental responsiveness, communication, monitoring, autonomy and control. The results of correlation analysis between the different dimensions of perception of parenting styles and emotional intelligence is demonstrated in table 3. The correlation analysis shows that the two dimensions of perception of parenting styles, parental responsiveness and autonomy are significantly negatively correlated with emotional intelligence. The remaining three dimensions does not have any significant relation with emotional intelligence. These findings clearly points out that as the parental responsiveness to every behavior of the adolescent increases, it tends to decrease their emotional intelligence. Perceived parenting styles scale used in the research clearly defined parental responsiveness as the degree to which parents respond to their child's needs in either a supporting or rejecting manner. Also granting more autonomy to children in the adolescent stage found to decrease their emotional intelligence. Alegre (2011) identified that parental responsiveness,

parental emotion-related coaching, and parental positive demandingness are related to children's higher emotional intelligence, while parental negative demandingness is related to children's lower emotional intelligence.

**Table 19 : Correlation between dimensions of Perceived Parenting Styles and components of Emotional Intelligence**

PPS \ EI	Self-awareness	Self-regulation	Motivation	Empathy	Social skills	Total
Parental responsiveness	0.007	-0.097**	0.007	-0.078*	-0.187**	-0.203**
Communication	-0.017	-0.012	0.016	-0.022	-0.039	-0.008
Monitoring	-0.039	0.011	-0.044	0.050	-0.022	0.018
Autonomy	-0.066*	-0.020	0.036	-0.041	-0.059	-0.096**
Control	-0.072*	-0.008	-0.022	-0.019	-0.029	-0.043
Total	-0.067	-0.178**	0.043	-0.172**	-0.242**	-0.341**

\*significant at 0.05 level.

\*\*significant at 0.01 level.

The table represents the relationship between different dimensions of perception of parenting styles with the components of emotional intelligence. Considering the parental responsiveness dimension, the three components of emotional intelligence, self-regulation (-0.097\*\*), empathy (-0.078\*) and social skills (-0.187\*\*) shows significant negative relation. The values are indicative that as the parental responsiveness increases, self-regulation, empathy and social skills components of emotional intelligence tend to become low. The communication and parental monitoring dimensions does not show any significant relation with any of the components of emotional intelligence. Regarding the autonomy dimension of parenting, it clearly represents a significant negative relationship with self-awareness (-0.066\*). Autonomy does not have significant relationship with other

components of emotional intelligence. Same result is seen in the case of control component. Considering the total value of perceived parenting styles, most of the components of emotional intelligence has a significant negative relationship. This clearly depicts that as the score on perceived parenting style increases, it is negatively correlated with most of the components of emotional intelligence and has a significant negative correlation with self-regulation (-0.178\*\*), empathy (-0.172\*\*) and social skills (-0.242\*\*). From this it can be assumed that strict authoritarian parenting tend to lower self-regulation, empathetic understanding and social skills components of emotional intelligence. These results are dependable with the findings of the study conducted by Ebrahimi, Kharbou, Ahadi and Hatami (2015) which exposed an inverse relationship between authoritarian parenting and emotion regulation. The researcher also identified a negative correlation between authoritarian parenting and self-regulation component of emotional intelligence.

**Table 20: Correlation between Perceived Parenting Styles and Mental Health**

Variable	Mental health
Perceived parenting styles	-0.178**

\*\*significant at 0.01 level.

The table illustrates the relationship between perception of parenting styles and mental health of adolescents. Parenting style has a significant negative correlation with the mental health (-0.178\*\*) of adolescents. Here also the value signifies that as the score on perceived parenting style increases, the mental health of adolescents lowers.



**Table 21 : Correlation between the dimensions of Perceived Parenting Styles and Mental Health**

Dimensions of Perceived parenting styles	Mental health
Responsiveness	-0.077*
Communication	-0.031
Monitoring	-0.033
Autonomy	-0.004
Control	0.025

\*significant at 0.05 level.

The table exhibits the relationship of various dimensions of Perceived parenting styles with the mental health of adolescents. Analyzing the values, the parental responsiveness dimension depicts a significant negative relationship with the mental health of adolescents. All other dimensions do show relationship but not significant. Contradictory to the finding, study by Jahan and Suri (2016) indicated a positive significant relationship between all the dimensions of parenting style of mother and mental health.

**Table 22: Correlation between the dimensions of Perceived Parenting Styles and dimensions of Mental Health**

PPS \ MH	Attitude toward self	Self actualization	Integration	Autonomy	Perception of reality	Environmental mastery
Responsiveness	-0.065*	-0.131**	-0.114**	-0.134**	-0.134**	-0.148**
Communication	0.005	0.019	-0.036	-0.039	0.008	-0.023
Monitoring	0.052	0.050	0.078*	0.018	0.035	0.057
Autonomy	0.003	-0.027	-0.047	0.001	-0.55	-0.109**
Control	0.012	0.036	0.011	-0.008	-0.027	-0.013
PPS Total	-0.237**	-0.200**	-0.235**	-0.233**	-0.266**	-0.280**

\*significant at 0.05 level

\*\*significant at 0.01 level.

The table embodies the relationship of the different dimensions of perceived parenting styles with the various dimensions of mental health. All the six dimensions of mental health had a significant relationship with the overall perceived parenting style value. The dimensions, attitude toward self (-0.237\*\*), self-actualization (-0.200\*\*), integration (-0.235\*\*), autonomy (-0.233\*\*), perception of reality (-0.266\*\*) and environmental mastery (-0.280\*\*) portrays a significant negative relationship with the perceived parenting style. This results illuminates the fact that as the score on perceived parenting style increases, it tends to diminish the score on all the dimensions of mental health of adolescents. High score on perceived parenting scale indicates authoritarian parenting style. Interestingly it is seen that the responsiveness dimension of parenting too has a clear negative relationship with all the dimensions of mental health. Being too much responsive to each and every move of the adolescent tend to lower their attitude toward self (-0.065\*), self-actualization (-0.131\*\*), integration (-0.114\*\*), autonomy (-0.134\*\*), perception of reality (-0.134\*\*) and environmental mastery (-0.148\*\*). Communication and control dimensions does not show any significant relationship with any of the subscales of mental health. The monitoring dimension of parenting has a significant relationship with the integration part of mental health (0.078\*). This quite fascinating result reveals that parental monitoring is a necessary element for the integration aspect of the mental health of adolescents. Also autonomy dimension of parenting is noticeably negatively correlated with the environmental mastery element of mental health. These results are consistent with the outcomes of the longitudinal study conducted by Smokowski, Cotter and Evans (2014). Their study revealed that current parenting practices are strongly associated with the current mental health outcomes. Negative current parenting was related to higher adolescent anxiety, depression and aggression and lower self-esteem. Also the results of the study by Khodabaksh, Kiani and Ahmedbookani (2014) found that permissive parenting style has significant positive relationship with mental health.

**Table 23: Correlation between Perceived Parenting Styles and Achievement Motivation**

Variable	Achievement motivation
Perceived parenting styles	-0.213**

\*\*significant at 0.01 level.

The table represents the relationship between perceived parenting styles and achievement motivation of adolescents. Perception of parenting styles has a significant negative relationship with the achievement motivation of adolescents. This discloses that authoritarian parenting style leads to diminished achievement motivation in adolescents. The results are opposed by the study of Parsasirst, Montazeri, Youseff, Subhi and Nen (2013) which exposed a positive relationship between authoritarian parents and academic achievements. Also the results of the study by Dehyadegari, Willems and Hobein (2012) specified that authoritarian parenting style has positive significant correlation with academic achievement, while permissive parenting style has negative correlation with academic achievement. But the outcomes of the study by Besharat, Azizi and Pousharifi (2011) epitomized that both authoritative and authoritarian parenting styles are negatively associated with academic achievement which negotiates with current study results.

**Table 24 : Correlation between the dimensions of Perceived Parenting Styles and Achievement Motivation.**

Dimensions of Perceived parenting styles	Achievement motivation
Responsiveness	-0.173**
Communication	0.026
Monitoring	-0.052
Autonomy	-0.071*
Control	0.028

\*significant at 0.05 level

\*\*significant at 0.01 level.

The table displays the relationship of various dimensions of perception of parenting styles with the achievement motivation of adolescents. Analyzing the relationship of different dimensions of parenting styles with achievement motivation, the parental responsiveness (-0.173\*\*) and autonomy (-0.071\*) dimensions has a significant relationship with achievement motivation. This findings envisages that parental responsiveness tends to minimize achievement motivation of adolescents. Fascinatingly it is seen that as adolescents are granted more autonomy, their need for achievement drops. The study by Lakshmi and Arora (2006) revealed that parental acceptance and encouragement were positively related with academic school success and academic competence. Research by Gottfried and Fleming (1994) demonstrated a correlation between parental involvement and children's educational development and subsequent intrinsic academic motivation. Wong (2008) found that parental involvement had a positive relation with an adolescent's successful academic performance.

**Table 25 : Correlation between the dimensions of Perceived Parenting Styles and domains of Achievement Motivation**

PPS \ AM	Academic	General	Social
Responsiveness	-0.159**	-0.040	-0.069*
Communication	0.021	-0.014	0.005
Monitoring	-0.046	-0.064*	-0.014
Autonomy	-0.041	-0.007	-0.010
Control	0.020	-0.61*	-0.010
PPS Total	-0.231**	0.013	0.067*

\*significant at 0.05 level

\*\*significant at 0.01 level.

The table discloses the relationship of various dimensions of perception of parenting styles with the factors of achievement motivation of adolescents. It is

evident from the table that responsiveness dimension of parenting has a significant relationship with the academic factors (-0.159\*\*) and social factors(-0.069\*) of achievement motivation. This result tends to validate the fact that more and more indulgence from the parents in the life of adolescents inclines to weaken their academic as well as social interest factors of achievement motivation. Parental monitoring dimension also has a noteworthy relationship with the general factors (-0.064\*) of achievement motivation. Of all the dimensions of parenting styles, control dimension demonstrates significant negative relationship with the general factor (-0.61\*) of achievement motivation. This relationship visibly envisions that increased control from the parents during adolescence shrinks their interests and motivation to indulge in general activities apart from academics. An integrative literature review by Newman, Harrison, Dashiff and Davies (2008) showed that parenting styles and behavior related to warmth, communication and disciplinary practices predict important mediators, including academic achievement and psychosocial adjustment which is consistent with the results.

**Table 26 : Correlation between Emotional Intelligence and Achievement Motivation**

Variable	Achievement motivation
Emotional intelligence	0.360**

\*\*significant at 0.01 level.

The table represents the relationship between emotional intelligence and achievement motivation of adolescents. The results express a significant relationship (0.360\*\*). Kolachina (2014) in their study found consistent results which revealed positive relationship between emotional intelligence and academic achievement among expatriate students. The same outcome was obtained in the study by Roy, Sinha and Suman (2013). Also the results of the study by Chamundeswari (2013)

exposed a positive significant correlation between emotional intelligence and academic achievement among the adolescents.

Academic achievement among adolescents are indicated by excellent performance in academic, social and general activities. Apart from good academic records, adolescents should be able to recognize self emotions, so that it does not become a stumbling to success for their endeavors. Hence emotional intelligence and the need to identify self should be noted not only for academic interest but also for future endeavors. High level of emotional intelligence help adolescents to calm their mind and thus to increase the absorption of information received during their learning processes. Hence emotional intelligence facilitate the learning process, improve career choice and likelihood of success and also enhance the probability of better personal and social adaptation in general.

**Table 27 : Correlation between components of Emotional Intelligence and Achievement Motivation**

Variable	Achievement motivation
Self-awareness	0.150**
Self-regulation	0.230**
Motivation	0.046
Empathy	0.177**
Social skills	0.230**

\*\*significant at 0.01 level.

The table signifies the relationship between components of emotional intelligence and achievement motivation. Of all the five components of emotional intelligence, self-awareness, self-regulation, empathy and social skills depicts a significant relationship with achievement motivation. Self-awareness is considered as the ability to inform themselves of interest to identify feelings and how it affects

performance and it is an important key to sensitize a person of his strength and weakness. Self-regulation focus on control of emotions. In disagreement with the results, the finding by Raineri (2010) revealed motivation component of emotional intelligence was more predictive of achievement. Rosenthal et al. (1977) has identified people with the ability to empathize as more successful in their work and social life. The results are supported by the study conducted by Maraichelvi and Rajan (2013) which indicated emotional intelligence in its four specified domains namely interpersonal awareness, intrapersonal awareness, interpersonal management and intrapersonal management found to be positively associated with academic performance.

**Table 28 : Correlation between components of Emotional Intelligence and domains of Achievement Motivation**

EI \ AM	Academic	General	Social
Self-awareness	0.129**	0.079*	0.150**
Self-regulation	0.244**	0.065*	0.230**
Motivation	0.058	0.005	0.046
Empathy	0.188**	0.006	0.177**
Social skills	0.255**	0.093**	0.230**
EI total	0.383**	0.090**	0.360**

\*significant at 0.05 level

\*\*significant at 0.01 level.

The table indicates the relationship between components of emotional intelligence and factors of achievement motivation. Most of the components of emotional intelligence illustrates significant relationship with the three factors of achievement motivation. Self-awareness, self-regulation, empathy and social skills factors are positively correlated with the academic, general and social interest

factors of achievement motivation. Emotional intelligence of adolescents is highly correlated with the academic factors of achievement motivation(0.383\*\*). Also emotional intelligence shows a good relationship with social domain(0.383\*\*) and general domain (0.090\*\*) of achievement motivation. The results are supported by Johnson (2009) who found that emotional intelligence enables the students to develop good social skills and to have social support which also help students to perform well in academics. Chow in 2006 identified that students' levels of empathy is positively associated with their academic motivation.

**Table 29: Correlation between Emotional Intelligence and Mental Health**

Variable	Mental health
Emotional intelligence	0.329**

\*\*significant at 0.01 level.

The table represents the relationship between emotional intelligence and mental health of adolescents. The value was found to be 0.329 which demonstrates significant relationship of emotional intelligence with the mental health of adolescents. The results of the study are consistent with the results obtained by Gupta and Kumar(2010). Moreover, Taylor (2001) stated that emotionally intelligent adolescents can cope better with life's challenges more effectively which in turn contribute to good mental and physical health.



**Table 30 : Correlation between components of Emotional Intelligence and Mental Health**

Variable	Mental health
Self-awareness	0.123**
Self-regulation	0.124**
Motivation	0.027
Empathy	0.161**
Social skills	0.204**
EI Total	0.329**

\*\*significant at 0.01 level.

The table represents the relationship between components of emotional intelligence and mental health of adolescents. All the components of emotional intelligence except motivation is significantly correlated with the mental health of adolescents. Intriguingly it is observed that the social skill component of emotional intelligence shows good relationship with mental health of adolescents than any other component.

**Table 31: Correlation between components of Emotional Intelligence and dimensions of Mental Health**

EI \ MH	Attitude toward self	Self actualization	Integration	Autonomy	Perception of reality	Environmental mastery
Self -awareness	0.109**	0.159**	0.208**	0.107**	0.227**	0.198**
Self -regulation	0.216**	0.209**	0.229**	0.234**	0.213**	0.248**
Motivation	-0.010	-0.062*	0.365	-0.006	-0.026	-0.028
Empathy	0.189**	0.214**	0.247**	0.180**	0.238**	0.270**
Social skills	0.211**	0.228**	0.276**	0.268**	0.260**	0.318**
EI Total	0.352**	0.351**	0.430**	0.391**	0.407**	0.480**

\*\*significant at 0.01 level.

Table 31 highlights the relationship of the components emotional intelligence with the subscales of adolescents. Except the motivation component of Emotional intelligence, all other components such as self-awareness, self-regulation, empathy and social skills has a significant relationship with the five subscales of mental health. Analyzing the values of the relationship of the subscales of mental health with emotional intelligence, all the subscales of mental health shows a very significant relationship with emotional intelligence. Environmental mastery (0.480), integration (0.430) and perception of reality (0.407) subscales are highly related with the emotional intelligence of adolescents. The social skill component of emotional intelligence has a good relationship with the environmental mastery subscale of mental health (0.318). The results are dependable on the study conducted by Shabani, Hassan, Ahmad and Baba (2012) which found that there is a significant relationship of emotional intelligence with mental health subscales. Additionally, Mehmood and Gulzar (2014) found that emotional intelligence is positively related to self-esteem and negatively related to depression among Pakistani adolescents.

**Table 32: Correlation between Achievement Motivation and Mental Health**

Variable	Mental health
Achievement motivation	0.178**

\*\*significant at 0.01 level.

Table 32 represents the relationship between achievement motivation and mental health. The result shows a significant relationship between achievement motivation and mental health. Study by Nisa, Qasim and Sehar (2017) found a significant positive correlation between psychological wellbeing and achievement motivation of adolescents. The findings are consistent with the studies conducted by Li, Lan, and Ju (2015) and Kaur (2013).

**Table 33 : Correlation between domains of Achievement Motivation and Mental Health**

Variable	Mental health
Academic	0.211**
General	0.052
Social	0.193**
AM Total	0.178**

\*\*significant at 0.01 level.

Table 33 illustrates the relationship between domains of achievement motivation and mental health. The academic domain (0.211) and the social interest domain (0.193) are significantly correlated with the mental health of adolescents.

**Table 34 : Correlation between domains of Achievement Motivation and dimensions of Mental Health**

AM \ MH	Attitude toward self	Self actualization	Integration	Autonomy	Perception of reality	Environmental mastery
Academic	0.252**	0.274**	0.263**	0.244**	0.296**	0.236**
General	0.064**	0.085**	0.084**	0.062**	0.014	0.047
Social	0.186**	0.236**	0.217**	0.199**	0.202**	0.211**
AM Total	0.240**	0.268**	0.242**	0.229**	0.245**	0.235**

\*\*significant at 0.01 level.

Table 34 demonstrates the relationship between domains of achievement motivation and subscales of mental health. All the subscales of mental health shows significant relationship with the achievement motivation. Academic interest domain of achievement motivation shows strong relationship with attitude toward self, self-actualization, integration, autonomy, perception of reality and environmental mastery subscales of mental health of adolescents. Among these perception of

reality (0.296) tend to show a high positive relationship with the academic interest domain of achievement motivation. General interest domain shows a significant relationship with the subscales attitude toward self, self-actualization, integration and autonomy. Whereas analyzing the social interest component of achievement motivation, all the six sub scales represent a good relationship. Of these, self-actualization subscale is highly related with the social interest domain of achievement motivation. Nagarathnamma (2007) found a positive relationship between mental health and academic achievement among high school students.

From this section it can be concluded that perceived authoritarian parenting style is negatively correlated with emotional intelligence. Among the dimensions of perception of parenting styles, parental responsiveness and autonomy are significantly negatively correlated with emotional intelligence. Also negative correlation between authoritarian parenting and self-regulation, empathy and social skills components of emotional intelligence is found in the present study. Authoritarian parenting style and mental health are negatively correlated. Achievement motivation is found more encouraged by authoritative and permissive parenting styles. Emotional intelligence is positively correlated with achievement motivation and most of the components of emotional intelligence also displayed positive relationship. Also achievement motivation of adolescents are positively correlated with their mental health.

### **Section 3**

This section illustrates the effect of demographic variables on achievement motivation and mental health of adolescents. Sex is a common variable used and other demographic variables are combined to identify their role on achievement motivation and mental health of adolescents.

#### **Role of Sex and Age on Achievement Motivation and Mental Health**

This fragment deals with the role of sex and age on the three domains of achievement motivation and overall achievement motivation. In the present study, 1042 adolescents were categorized into three age groups based on early, middle and late adolescence.

**Table 35: Two-way analysis of variance of Sex and Age on Achievement Motivation and its domains**

Variable	Main Effect Sex			Main Effect Age			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Academic Domain	21639.358	21639.358	15.522***	21941.522	10970.761	7.870***	56102.914	28051.457	20.122***
General interest	2309.578	2309.578	40.621***	494.512	247.256	4.349*	70.498	35.249	0.620
Social interest domain	5.429	5.429	0.369	221.708	110.854	7.529***	283.416	141.708	9.625***
Overall AM	2855.260	2855.260	6.318*	8333.303	4166.651	9.220***	12492.417	6246.209	13.821***

\*\*\* significant at 0.001 level of significance

\*significant at 0.05 level of significance

**Table 36: Mean and SD of Sex and Age on Achievement Motivation and its domains**

Variable	Age		Age 13-15yrs N=336	Age 16-17yrs N=374	Age 18-19yrs N=332	Total N=1042
	Sex					
Academic interest Domain	Male N=469	Mean SD	182.20 35.561	161.45 32.978	155.96 37.686	168.07 36.997
	Female N=573	Mean SD	170.60 42.187	183.13 38.844	173.71 36.539	176.31 39.253
	Total	Mean SD	176.88 39.110	173.57 37.892	167.19 37.89	172.60 38.455
General interest Domain	Male N=469	Mean SD	32.10 6.812	30.89 7.618	29.68 6.978	31.04 7.197
	Female N=573	Mean SD	28.40 7.414	27.87 7.656	27.31 8.327	27.81 7.845
	Total	Mean SD	30.40 7.320	29.20 7.776	28.18 7.930	29.26 7.727
Social interest domain	Male N=469	Mean SD	19.47 3.731	18.64 3.596	17.29 4.119	18.61 3.878
	Female N=573	Mean SD	18.13 3.762	19.25 3.472	18.45 4.313	18.66 3.897
	Total	Mean SD	18.85 3.799	18.98 3.536	18.02 4.273	18.63 3.887
Overall AM	Male N=469	Mean SD	135.10 21.018	124.23 18.686	120.88 19.123	127.58 20.626
	Female N=573	Mean SD	128.59 22.732	133.30 21.677	128.43 22.934	130.25 22.509
	Total	Mean SD	132.12 22.029	129.30 20.878	125.65 21.888	129.05 21.712

Table 35 illustrates the two-way analysis of sex and age on overall achievement motivation and its domains. The main effect of sex on academic domain is found to be 15.522 ( $P < 0.001$ ). This reveals that males and females differs significantly in the academic domain of achievement motivation. Regarding the main effect of age on academic interest domain, F value is found as 7.870 ( $P < 0.001$ ). This shows that the three age groups significantly differs in the academic interest domain of achievement motivation. The mean scores from table 36 demonstrates that mean value of age group 13-15 ( $M = 176.88$ ) is greater than age group 16-17 ( $M = 173.57$ ) and age group 18-19 ( $M = 167.19$ ). This sheds light on the fact that adolescents in the age group 13-15 has greater academic interest domain in achievement motivation than age group 16-17 and age group 18-19. With respect to the interaction effect, the F value is 20.122 ( $P < 0.001$ ). The findings suggest that male and female adolescents belonging to the three age-group category differs significantly in the academic interest domain of achievement motivation. The mean values depicted in table 36 revealed that female adolescents of age group 16-17 years has a greater academic interest than other groups.

The F value of the main effect of sex on general interest domain is 40.621 ( $P < 0.001$ ). This suggests a significant difference between males and females on the general interest domain of achievement motivation. The main effect of age groups on general interest domain is seen as F value 4.349 ( $P < 0.05$ ). The findings suggests a significant difference between the three age-groups of adolescents in the general interest domain of achievement motivation. Mean scores reveals that the mean value of age group 13-15 ( $M = 30.40$ ) is greater than that of age-group 16-17 ( $M = 29.20$ ) and age group 18-19 ( $M = 28.18$ ). Adolescents belonging to the category of age 13-15 years has a greater general interest than the other groups. No interaction effect is seen in the two-way analysis of sex and age on the general interest domain of achievement motivation.



The main effect of sex on social interest domain is shown in F value as 0.369 which portrays that male and female adolescents are similar in their social interest domain of achievement motivation. The F value for the main effect of the three age groups on social interest domain is 7.529 ( $P < 0.001$ ). The findings highlight that the three age-groups of adolescents significantly differs on the social interest domain of achievement motivation. It is evident that the mean scores of adolescent age group 16-17 years ( $M = 18.98$ ) is greater than mean scores of age group 13-15 ( $M = 18.85$ ) and age group 18-19 ( $M = 18.02$ ). This exhibits that adolescents under age group 16-17 has a considerable social interest with regard to the achievement motivation. While analyzing the interaction effect of sex and age on social interest domain, the F value is found as 9.625 ( $P < 0.001$ ). This result conveys that male and female adolescents in the three age category differs significantly on the social interest domain of achievement motivation. Analyzing the mean scores of the six groups, it is obvious that male adolescents of age group 13-15 years has a greater social interest domain of achievement motivation.

F value for the main effect of sex on overall achievement motivation is 6.318 ( $p < 0.05$ ). The results confirms that males and females differs significantly in their overall achievement motivation. Table 36 communicates that females have a greater mean value ( $M = 130.25$ ) than that of males ( $M = 127.58$ ). This asserts the finding that female adolescents have greater overall achievement motivation than male adolescents. With respect to the main effect of age on overall achievement motivation, the F value is seen as 9.220 ( $p < 0.001$ ). The result convinces that the three age groups of adolescents significantly differs in their overall achievement motivation. The result is backed up by the mean values narrated in table 36. The mean value of adolescent age group 13-15 years ( $M = 132.12$ ) is greater than that of age group 16-17 years ( $M = 129.30$ ) and age group 18-19 years ( $M = 125.65$ ). So it can be conferred that adolescents of age 13-15 years has greater overall achievement motivation than the other two age groups.

Regarding the interaction effect of sex and age on overall achievement motivation, the F value is found as 13.821( $p < 0.001$ ), which readily evince that adolescent males and females of the three age groups differs significantly in their overall achievement motivation. Navigating through the mean values, male adolescents of age group 13-15 years has a greater overall achievement motivation. The interaction effect is quite fascinating that only in general interest domain male adolescents have a greater value, not in any other domains. But when it comes to the combined interaction effect of sex and age on overall achievement motivation, adolescent boys under age 13-15 years has a greater achievement motivation. The findings are consistent with the results of the study by Şahin, Topkaya and Kurkcu (2016) which suggested that older adolescents' mastery and performance approach orientations were significantly lower than those of younger adolescents. Guan et al. (2006) reported no difference in achievement goal orientations with age in disagreement to these findings.

**Table 37 : Two-way ANOVA of Sex and Age on Mental Health and its dimensions**

Variable	Main Effect Sex			Main Effect Age			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Attitude toward self	3510.909	3510.909	18.362***	99.493	49.747	0.260	1619.917	809.958	4.236*
Self-actualization	2195.334	2195.334	12.472***	1161.473	580.737	3.299*	969.826	484.913	2.755
Integration	1150.777	1150.777	7.273*	181.957	90.978	0.575	1523.315	761.657	4.814*
Autonomy	1707.311	1707.311	9.345*	313.286	156.643	0.857	1928.339	964.170	5.277*
Perception of reality	9813.238	9813.238	58.151***	1124.146	562.073	3.331*	909.213	454.606	2.694
Environmental mastery	4024.625	4024.625	23.279***	482.552	241.276	1.396	164.897	82.448	0.477
Overall mental health	11431.978	11431.978	11.316*	7410.443	3705.222	3.668*	3904.946	1952.473	1.933

\*significant at 0.05 level of significance

\*\*\* significant at 0.001 level of significance

**Table 38: Mean and SD of Sex and Age on Mental Health and its dimensions**

Variable	Age		Age 13-15yrs N=336	Age 16-17yrs N=374	Age 18-19yrs N=332	Total N=1042
	Sex					
Attitude toward self	Male N=469	Mean SD	29.93 14.245	28.56 14.152	27.54 14.198	28.83 14.202
	Female N=573	Mean SD	30.29 13.504	32.78 13.770	34.17 13.267	32.62 13.579
	Total	Mean SD	30.09 13.891	30.92 14.078	31.73 13.967	30.91 13.985
Self-actualization	Male N=469	Mean SD	36.87 13.996	36.87 13.453	33.07 15.301	35.88 14.230
	Female N=573	Mean SD	37.33 12.359	39.90 11.755	38.44 13.264	38.68 12.508
	Total	Mean SD	37.08 13.254	38.56 12.606	36.47 14.262	37.42 13.377
Integration	Male N=469	Mean SD	38.25 13.129	36.61 13.794	35.19 14.099	36.88 13.647
	Female N=573	Mean SD	36.92 12.372	40.05 11.259	39.50 11.508	39.01 11.708
	Total	Mean SD	37.64 12.786	38.53 12.541	37.91 12.674	38.05 12.656
Autonomy	Male N=469	Mean SD	32.27 13.413	29.70 13.775	29.39 13.555	30.62 13.614
	Female N=573	Mean SD	31.22 13.365	35.19 12.976	32.78 14.007	33.24 13.537
	Total	Mean SD	31.79 13.382	32.77 13.593	31.53 13.918	32.06 13.628
Perception of reality	Male N=469	Mean SD	35.60 13.715	33.88 14.453	30.85 14.871	33.76 14.375
	Female N=573	Mean SD	39.30 11.095	40.54 11.036	39.24 13.051	39.73 11.825
	Total	Mean SD	37.29 12.699	37.60 13.066	36.16 14.310	37.04 13.363
Environmental mastery	Male N=469	Mean SD	35.98 14.543	36.56 14.040	35.64 15.093	36.10 14.488
	Female N=573	Mean SD	38.93 11.456	41.44 11.726	39.81 12.423	40.17 11.939
	Total	Mean SD	37.33 13.281	39.29 13.008	38.28 13.594	38.34 13.297
Overall mental health	Male N=469	Mean SD	243.16 33.137	241.68 30.553	238.93 29.672	241.54 31.340
	Female N=573	Mean SD	246.83 22.735	253.85 27.604	243.33 40.963	248.11 32.393
	Total	Mean SD	244.84 28.857	248.48 29.528	241.71 37.227	245.15 32.075

Table 37 implies the main effect and interaction effect of sex and age towards mental health and its dimensions. The F value for the main effect of sex on attitude toward self dimension is 18.362 ( $p < 0.001$ ). The value demonstrates that there is significant difference between male and female adolescents in the attitude toward self-dimension of mental health. The finding is backed up by the mean scores presented in table 38. Noticeably it is seen that the mean scores of females ( $M=32.62$ ) is greater than that of the mean scores of male adolescents ( $M=28.83$ ). So it can be distinctly stated that female adolescents have a high attitude toward self dimension of mental health. With regard to the main effect of age, F value is found as 0.260. This assures that the three age groups of adolescents are similar in their attitude toward self dimension of mental health. With regard to the interaction effect of sex and age on attitude toward self dimension of mental health, F value is seen as 4.236 ( $p < 0.05$ ).

This illustrates that male and female adolescents of the three age groups significantly differs each other in the attitude toward self dimension of achievement motivation. It is noticeable from the mean values that the female adolescents of age group 18-19 years of age has a commendable attitude toward self dimension of mental health.

The main effect of sex on self-actualization dimension is found in F value as 12.472 ( $p < 0.001$ ). This apparently points out that males and females differs considerably in the self-actualization dimension of mental health. Prominently it is evident from the table of mean and SD that the mean value of female adolescents ( $M=38.68$ ) is found as greater than that of male adolescents ( $M=35.88$ ). This discloses that female adolescents have high self-actualization than males. With respect to the main effect of age on self-actualization dimension, F value is found as 3.299 ( $p < 0.05$ ). This seemingly implies that adolescents of three age groups differs considerably in the self-actualization dimension of mental health. This is manifested

in table 38 in which the mean score of age group 16-17 years has a greater mean ( $M=38.56$ ) than age group 13-15 years ( $M=37.08$ ) and age group 18-19 years ( $M=36.47$ ). So it is obvious that adolescents of age group 16-17 years are high in self-actualization dimension of mental health. Sex and age is found to have no interaction effect on the self-actualization dimension of mental health.

The F value for the main effect of sex on integration dimension is found as 7.273 ( $p<0.05$ ). This figures out that male and female adolescents do differ significantly in the integration dimension of mental health. Mean scores depicted highlights that the mean score of females ( $M=39.01$ ) are greater than males ( $M=36.88$ ). This affirms that females have high integration in mental health than males. The F value for the main effect of age on integration dimension is 0.575. This demonstrates that the three adolescent age groups are similar in the integration dimension of mental health. With regard to the interaction effect of sex and age on integration dimension of mental health, the F value is found as 4.814 ( $p<0.05$ ). This justifies that male and female adolescents in the three age groups differs significantly on the integration dimension of mental health. Quite evidently it is grasped from the table of mean and SD that female adolescents of age group 16-17 years has an appreciably good integration dimension of mental health than any other groups.

F value for the main effect of sex on autonomy dimension is found as 9.345 ( $p<0.05$ ). The finding spotlight that males and females differs significantly in the autonomy dimension of mental health. Scrutinizing the mean values outlined, female adolescents has a greater mean ( $M=33.24$ ) than male adolescents ( $M=30.62$ ). This reveals that females have a higher autonomy dimension in mental health than male adolescents. Regarding the main effect of age on autonomy dimension of mental health, it is found that the three age groups are similar. With respect to the interaction effect of sex and age on autonomy dimension, F value is found as 5.277

( $p < 0.05$ ). This specifies that male and females of the three adolescent age groups considerably differs in the autonomy dimension of mental health. Mean values depicted in table 38 reveals that female adolescents of age 16-17 years have a considerable high autonomy dimension of mental health than other groups.

The main effect of sex on perception of reality dimension is observed in the F value as 58.121 ( $p < 0.001$ ). From this, it can be discerned that male and female adolescents differs significantly in the perception of reality dimension of mental health. Contemplating the mean values listed in the table 38, female adolescents has a greater mean value ( $M=39.73$ ) than male adolescents ( $M=33.76$ ). This affirms that female adolescents have a greater perception of reality dimension. F value for the main effect of age on the perception of reality dimension is found as 3.331( $p < 0.05$ ).The findings discloses that the three adolescent age groups significantly differs in this dimension. This is maintained by the mean values which signified that the mean value of age group 16-17 years ( $M=37.60$ ) is higher than that of age group 13-15 years ( $M=37.29$ ) and age group 18-19 years ( $M=36.16$ ). Thus it can be concluded that the adolescents of 16-17 years of age have a higher perception of reality than the other two groups. With respect to the two way analysis of sex and age on perception of reality dimension, no interaction effect is found.

The main effect of sex on environmental mastery dimension is found as F value 23.279 ( $p < 0.001$ ). This points out that male and female adolescents differs considerably on the environmental mastery dimension of mental health. Glazing to the mean values, female adolescents ( $M=40.17$ ) have a greater mean than that of males ( $M=36.10$ ). This hints to the inference that female adolescents have good environmental mastery in their mental health realm. With respect to the main effect of age on environmental mastery dimension, F value is seen as 1.396 which describes that the three age groups of adolescents are similar in their environmental

mastery dimension. No interaction effect has been found in the two way analysis of sex and age on environmental mastery dimension of mental health.

F value for the main effect of sex on overall mental health is 11.316 ( $p < 0.05$ ). This embodies that male and female adolescents do differs significantly in their overall mental health. The mean values narrated shows that female adolescents have a greater overall mental health ( $M=248.11$ ) than that of male adolescents ( $M=241.54$ ). The main effect of age on overall mental health is found in F value as 3.668 ( $p < 0.05$ ). This imparts that the three age groups of adolescents differs with regard to their overall mental health. It is found that the mean value of age group 16-17 years ( $M=248.48$ ) is greater than age group 13-15 years ( $M=244.84$ ) and age group 18-19 years ( $M=241.71$ ). This shows that adolescents of age group 16-17 years have a good overall mental health. Two way analysis of sex and age does not show any interaction effect on overall mental health.

It can be concluded that in all the dimensions of mental health and overall mental health, female adolescents surpassed male adolescents. Study by Guo et al in 2018 found that girls had a higher level of positive mental health than boys. Krishnakar, Chengti and Chidanand (2016) identified that male adolescents had better total mental health than females. Interestingly, adolescents of age group 16-17 years were found to have greater self-actualization, integration, autonomy, perception of reality dimensions and overall mental health. In contrast to this, Chhabra and Sodhi (2011) found in their study that psychological problems were significantly higher in middle adolescence. Sankar, Wani and Indumathi (2017) revealed in their study that 13-15 years old adolescents have high level of mental health than 16-19 years old adolescents which contradicted these findings. Regarding the interaction effect, female adolescents of 16-17 years had good integration, autonomy and perception of reality dimensions of mental health. But in attitude toward self dimension, female adolescents of 18-19 years outdone other



groups. In contrast, findings of the study by Sankar, Wani and Indumathi (2017) observed that 13-15 year old male adolescents had better mental health.

### **Sex and Order of Birth on Achievement Motivation and Mental Health**

This section deals with the two way analysis of sex and order of birth on domains of achievement motivation and dimensions of mental health. The role of birth order on achievement motivation of adolescents is not that much researched area. The three domains of achievement motivation viz. academic, general and social interest domains and their overall effect on achievement motivation is discoursed in this fragment.

**Table 39: Two-way analysis of variance of Sex and Order of Birth on Achievement Motivation and its domains**

Variable	Main Effect Sex			Main Effect Order of birth			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Academic Domain	17533.809	17533.809	12.070***	15403.199	7701.600	5.302*	2160.105	1080.052	0.743
General interest	2313.389	2313.389	40.443***	117.041	58.521	1.023	76.271	38.135	0.667
Social interest domain	0.294	0.294	0.019	5.608	2.804	0.185	22.064	11.032	0.728
Overall AM	1668.347	1668.347	3.568*	3632.557	1816.279	3.885*	1047.697	523.983	1.121

\*significant at 0.05 level of significance

\*\*\* significant at 0.001 level of significance

**Table 40: Mean and SD of Sex and Order of Birth on Achievement Motivation and its domains**

Variable	Order of birth		First born N=429	Second born N=223	Last born N=390	Total N=1042
	Sex					
Academic interest Domain	Male N=469	Mean SD	172.75 38.628	159.94 34.519	167.75 36.013	168.07 36.997
	Female N=573	Mean SD	177.51 39.797	170.07 39.335	178.65 38.378	176.31 39.253
	Total	Mean SD	175.46 39.305	165.57 37.533	173.48 37.624	172.60 38.455
General interest Domain	Male N=469	Mean SD	31.71 6.959	30.64 7.370	30.60 7.326	31.04 7.197
	Female N=573	Mean SD	27.88 8.144	28.23 7.282	27.46 7.831	27.81 7.845
	Total	Mean SD	29.53 7.879	29.30 7.402	28.95 7.747	29.26 7.727
Social interest domain	Male N=469	Mean SD	18.55 3.802	18.80 3.899	18.56 3.960	18.61 3.878
	Female N=573	Mean SD	18.89 3.838	18.35 4.039	18.57 3.883	18.66 3.897
	Total	Mean SD	18.74 3.821	18.55 3.975	18.56 3.915	18.63 3.887
Overall AM	Male N=469	Mean SD	130.52 21.641	124.60 18.808	126.23 20.248	127.58 20.626
	Female N=573	Mean SD	131.04 23.452	126.98 22.183	131.29 21.456	130.25 22.509
	Total	Mean SD	130.82 22.665	125.92 20.741	128.89 21.018	129.05 21.712

The influence of sex and order of birth on achievement motivation and its domains are discussed in table 3. F value for the main effect of sex on academic interest domain is found as 12.070 ( $p < 0.001$ ). The finding indicates that males and females differs significantly in this particular dimension. The influence of the order of birth on academic interest domain is found as F value 5.302 ( $p < 0.01$ ). The result is quite interesting that the order of birth of adolescents do have a significant effect on the academic interest domain of achievement motivation. The mean value for first born adolescents ( $M=175.46$ ) is found to be greater than the mean value of second born ( $M=165.57$ ) and last born ( $M=173.48$ ). Adolescents who are born first tend to be more academic oriented. It is found that second born adolescents are least academic oriented in their achievement motivation. No interaction effect of sex and order of birth is found on the academic interest domain of adolescents.

F value for the main effect of sex on general interest domain is 40.433 ( $p < 0.001$ ). This specifies that there is significant difference between males and females in their general interest domain of achievement motivation. The finding is quite fascinating that male adolescents have greater general interest in achievement motivation than female adolescents. Order of birth does not have any significant effect on the general interest domain of achievement motivation. Also interaction effect is not found between sex and order of birth on general interest domain of achievement motivation. Result indicates that there is no main effect of sex as well as order of birth on social interest domain of achievement motivation. This reveals that males and females are similar in the social interest domain. Also first born second born and last born also have same social interest domain of achievement motivation. No interaction effect is found between sex and order of birth on social interest domain of achievement motivation.

The F value for the main effect of sex on overall achievement motivation is 3.568 ( $p < 0.05$ ) which specifies that males and females differs significantly in their

overall achievement motivation. Analyzing the main effect of order of birth on overall achievement motivation, the F value is 3.885( $p < 0.05$ ). The outcome is assisted by the mean values of first born ( $M=130.82$ ), which is greater than the mean values of second born ( $M=125.92$ ) and last born ( $M=128.89$ ). Hence it is clear that first born adolescents do have a greater overall achievement motivation. Several researches argued that first born, second born and last born children may develop different personality characteristics. Even though Adler's classic notion suggested that first born are dethroned after a sibling is born, the results of the study favored first born. The outcome of the study is also validated by the findings of Ahamed (1998) that ordinal position had significant influence on achievement of adolescents while studying achievement motivation among adolescent boys and girls of various ordinal birth position. Here no interaction effect is found between sex and order of birth on overall achievement motivation of adolescents.

In the upcoming section the role of sex and order of birth on the six dimensions of mental health such as attitude toward the self, self-actualization, integration, autonomy, perception of reality and environmental mastery and also the effect of overall mental health is analyzed.

**Table 41: Two-way analysis of variance of Sex and Order of Birth on Mental Health and its dimensions**

Variable	Main Effect Sex			Main Effect Order of Birth			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Attitude toward self	3692.109	3692.109	19.213***	363.535	181.767	0.946	407.738	203.869	1.061
Self-actualization	1992.491	1992.491	11.265***	137.531	68.766	0.389	916.178	458.089	2.590
Integration	955.149	955.149	5.992*	363.843	181.922	1.141	48.600	24.300	0.152
Autonomy	1058.620	1058.620	5.750*	154.724	77.362	0.420	706.826	353.414	1.920
Perception of reality	7872.062	7872.062	46.211***	40.579	20.289	0.119	150.108	75.054	0.441
Environmental mastery	3324.579	3324.579	19.243***	338.339	169.169	0.979	381.025	190.513	1.103
Overall mental health	10630.294	10630.294	10.405*	1152.424	576.212	0.564	331.937	165.969	0.162

\*significant at 0.05 level of significance

\*\*\* significant at 0.001 level of significance

**Table 42: Mean and SD of Sex and Order of Birth on Mental Health and its dimensions**

Variable	Age		First born N=429	Second born N=223	Last born N=390	Total N=1042
	Sex					
Attitude toward self	Male N=469	Mean SD	29.48 14.346	27.62 14.271	28.82 14.054	28.83 14.202
	Female N=573	Mean SD	31.83 13.972	31.97 13.371	33.95 13.189	32.62 13.579
	Total	Mean SD	30.82 14.166	30.04 13.916	31.52 13.828	30.91 13.985
Self-actualization	Male N=469	Mean SD	37.36 13.641	35.015 14.506	34.80 14.603	35.88 14.230
	Female N=573	Mean SD	38.02 12.667	38.29 12.668	39.70 12.211	38.68 12.508
	Total	Mean SD	37.73 13.085	36.90 13.574	37.37 13.604	37.42 13.377
Integration	Male N=469	Mean SD	37.61 13.396	36.42 14.087	36.38 13.700	36.88 13.647
	Female N=573	Mean SD	39.63 11.376	37.85 12.255	38.97 11.765	39.01 11.708
	Total	Mean SD	38.76 12.313	37.22 13.088	37.74 12.768	38.05 12.656
Autonomy	Male N=469	Mean SD	30.21 13.624	32.85 13.107	29.84 13.814	30.62 13.614
	Female N=573	Mean SD	33.77 13.465	32.27 13.877	33.20 13.450	33.24 13.537
	Total	Mean SD	32.23 13.633	32.53 13.513	31.61 13.709	32.06 13.628
Perception of reality	Male N=469	Mean SD	33.52 14.187	34.02 14.375	33.86 14.635	33.76 14.375
	Female N=573	Mean SD	40.24 11.535	38.71 12.584	39.74 11.713	39.73 11.825
	Total	Mean SD	37.34 13.159	36.63 13.580	36.95 13.486	37.04 13.363
Environmental mastery	Male N=469	Mean SD	36.61 13.705	36.22 15.081	35.51 14.978	36.10 14.488
	Female N=573	Mean SD	40.78 11.987	38.11 12.810	40.69 11.238	40.17 11.939
	Total	Mean SD	38.98 12.907	37.27 13.864	38.23 13.380	38.34 13.297
Overall mental health	Male N=469	Mean SD	242.55 30.717	239.33 34.288	241.71 30.411	241.54 31.340
	Female N=573	Mean SD	247.82 34.323	246.36 29.858	249.50 31.582	248.11 32.393
	Total	Mean SD	245.55 32.883	243.24 32.019	245.81 31.236	245.15 32.075

The main effect and interaction effect of sex and order of birth on mental health and its dimensions is portrayed in table 41. F value for main effect of sex on attitude toward self dimension is 19.213 ( $p < 0.001$ ) which indicate significant difference between males and females. Analyzing the main effect of order of birth on attitude toward self dimension on mental health firstborn, second born and lastborn have similar attitude toward self dimension of mental health. Also no interaction effect is seen in the two way analysis of sex and order of birth on attitude toward self dimension of mental health. Birth order does not has a significant effect on self-actualization dimension of mental health. This points the fact that firstborn, second born and lastborn adolescents are similar in the self-actualization dimension of mental health. There is no interaction effect of sex and order of birth on self-actualization dimension of mental health.

Regarding the main effect of order of birth on integration dimension, it is found that firstborn, second born and lastborn does not vary in their integration dimension of mental health. Also no interaction effect is observed in the two way analysis of sex and order of birth on integration dimension of mental health. With regard to the main effect of order of birth on autonomy dimension firstborn, second born and lastborn does not differs significantly on the autonomy dimension. No interaction effect is found in the effect of sex and order of birth on the autonomy dimension of mental health.

With regard to the main effect of order of birth on perception of reality dimension, firstborn, second born and lastborn are similar in their perception of reality dimension of mental health. There is no interaction effect observed in the effect of sex and order of birth on the perception of reality dimension of adolescents. Birth order does not have any effect on the perception of reality dimension. This specifies that adolescents born in any order of birth does not vary in their perception of reality dimension of mental health. With regard to interaction effect, no



interaction effect is found in the two way analysis of sex and order of birth on perception of reality dimension of adolescents.

With respect to the main effect of order of birth on overall mental health, firstborn, second born and lastborn are similar in their overall mental health. No interaction effect is found in the two way analysis of sex and order of birth on the overall mental health of adolescents. Birth order demonstrates an effect on mental health during a sensitive period of human development like adolescence. The findings are consistent with the results of the study conducted by Hickman and Crossland in 2005. It has been found from the study by Liu, Sekine, Tatsuse, Hamanishi and Zheng (2015) that children with siblings had better mental health than those without siblings. Riordan, Selvaraj and Stark (2006); Gravseth, Mehlum and Bjerkedal (2010) in their studies found that birth order and suicide are related.

### **Role of sex and socioeconomic status on achievement motivation and mental health**

This segment deals with the two way analysis of sex and socioeconomic status on achievement motivation and mental health of adolescents. Adolescents are categorized as low, middle and high on the basis of their socioeconomic status.

**Table 43: Two-way analysis of variance of Sex and Socioeconomic status(SES) on Achievement Motivation and its domains**

Variable	Main Effect Sex			Main Effect SES			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Academic Domain	5266.237	5266.237	3.615*	10769.343	5384.672	3.696*	3452.886	1726.443	1.185
General interest	280.024	280.024	4.895*	69.854	34.927	0.611	117.139	58.569	1.024
Social interest domain	0.664	0.664	0.834	9.471	4.735	0.313	32.107	16.054	1.060
Overall AM	1301.613	1301.613	2.773	1449.809	724.904	1.544	1772.800	886.400	1.888

\*Significant at 0.05 level of significance

**Table 44: Mean and SD of Sex and Socioeconomic status (SES) on Achievement Motivation and its domains**

Variable	SES		Low SES N=74	Middle SES N=913	High SES N=55	Total N=1042
	Sex					
Academic interest Domain	Male N=469	Mean SD	168.10 37.042	168.65 37.188	160.38 34.617	168.07 36.997
	Female N=573	Mean SD	188.45 31.054	176.64 39.122	159.38 43.987	176.31 39.253
	Total	Mean SD	174.15 36.384	173.24 38.495	159.91 38.954	172.60 38.455
General interest Domain	Male N=469	Mean SD	31.67 6.243	31.05 7.308	29.83 7.373	31.04 7.197
	Female N=573	Mean SD	29.23 7.017	27.67 7.951	29.35 6.073	27.81 7.845
	Total	Mean SD	30.95 6.531	29.11 7.860	29.60 6.732	29.26 7.7270.
Social interest domain	Male N=469	Mean SD	18.13 40102	18.66 3.880	18.69 3.496	18.61 3.878
	Female N=573	Mean SD	19.32 4.016	18.67 3.846	17.81 4.775	18.66 3.897
	Total	Mean SD	18.49 4.086	18.67 3.858	18.27 4.134	18.63 3.887
Overall AM	Male N=469	Mean SD	126.35 21.422	127.84 20.481	126.28 21.719	127.58 20.626
	Female N=573	Mean SD	138.95 19.863	130.15 22.608	124.96 21.254	130.25 22.509
	Total	Mean SD	130.09 21.628	129.17 21.748	125.65 21.311	129.05 21.712

The role of sex and SES on the academic interest domain of achievement motivation is deliberated in table 43. The F value for the main effect of sex on academic interest domain is found as 3.615 ( $p < 0.05$ ). This reveals that male and female adolescents differs significantly in the particular domain. The main effect of SES on academic interest domain is given as F value 3.696 ( $p < 0.05$ ). The result points to the fact that adolescents from low, medium and high SES differs in their academic interest domain of achievement motivation. The mean value of low SES ( $M = 174.15$ ) is found to be greater than the mean values of medium ( $M = 173.24$ ) and high SES ( $M = 159.91$ ) groups. Interestingly it is observed that adolescents belonging to high SES has very low academic interest and those from low SES has a considerably high academic interest. The result of the study by Kuppuswamy (1980) contradicted this finding. He found that families with low socioeconomic status can't provide necessary facilities for their children which leads to low level of achievement motivation. No interaction effect is found between sex and SES on academic interest domain. Also research by Graetz in 1995 found that adolescents from low socioeconomic status did not performed academically as well as did adolescents from high socioeconomic families which is not in line with the results of the present study.

F value for the main effect of sex on general interest domain is 4.895 ( $p < 0.05$ ). This proposes that males and females do differs significantly in their general interest domain. This finding is true in Kerala scenario that adolescent boys have more general interest concerns than girls. Regarding the main effect of SES on general interest domain, adolescents from low, medium and high SES are similar in their general interest domain. Also no interaction effect is found in the two way analysis of sex and SES on general interest domain of achievement motivation.

With regard to the main effect of sex on social interest domain, males and females do not vary much in this particular achievement motivation realm. Also the

adolescents from low, medium and high SES are similar in their social interest domain. No interaction effect is also observed in the two way analysis of sex and SES on the social interest domain of achievement motivation.

With respect to the main effect of sex on overall achievement motivation of adolescents, the outcome indicates that males and females are similar in their overall achievement motivation. In the analysis of the main effect of SES also no significant difference is found. This shed light on the fact that adolescents from low, medium and high SES are similar in their overall achievement motivation. No interaction effect is found in the two way analysis of sex and SES on overall achievement motivation. Contradictory to the findings, the study by Chiu-HuiLan in 2004 found that socioeconomic status had a significant and positive effect on adolescent's academic achievement. Kuppuswamy (1980) identified that higher and middle socioeconomic status families provide better facilities to their children lead to high achievement motivation. Several studies reported a positive correlation between socioeconomic status and achievement motivation (Cassidy & Lynn,1991; Agrawal, 1974; Parikh, 1976).

Recent research studies showed no significant correlations between achievement motivation and SES. Studies carried out by Adsul and Kamble (2008), Crystal, Burns, and Barbara (2011) and Siddiqui and Parveen (2014) found any significant differences in achievement motivation across three levels of economic background of family. Conger, Conger and Elder (1997) identified that economic hardship negatively affected adolescent's school performance, especially among male adolescents.

**Table 45: Two-way analysis of Variance of Sex and Socioeconomic status (SES) on Mental Health and its dimensions**

Variable	Main Effect Sex			Main Effect SES			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Attitude toward self	464.511	464.511	2.420	1019.560	509.780	2.656	237.552	118.776	0.619
Self-actualization	909.329	909.329	5.127*	358.537	179.268	1.011	105.343	52.671	0.297
Integration	1292.926	1292.926	8.144*	375.143	187.571	1.181	623.728	311.864	1.964
Autonomy	297.068	297.098	1.607	17.626	8.813	0.048	48.750	24.375	0.132
Perception of reality	2370.903	2370.903	13.962***	643.638	321.819	1.895	9.824	4.912	0.029
Environmental mastery	1689.010	1689.010	9.784*	395.327	197.663	1.145	331.723	165.861	0.961
Overall mental health	2501.553	2501.553	2.465	5811.224	2905.612	2.863*	4851.224	2425.612	2.390

\*\*\*significant at 0.001 level of significance

\*Significant at 0.05 level of significance

**Table 46: Mean and SD of Sex and Socioeconomic status (SES) on Mental Health and its dimensions**

Variable	SES		Low SES N=74	Middle SES N=913	High SES N=55	Total N=1042
	Sex					
Attitude toward self	Male N=469	Mean SD	26.94 13.960	29.02 14.207	29.55 14.802	28.83 14.202
	Female N=573	Mean SD	26.77 13.928	32.79 13.572	34.08 12.750	32.62 13.579
	Total	Mean SD	26.89 13.855	31.19 13.962	31.69 13.931	30.91 13.985
Self-actualization	Male N=469	Mean SD	34.35 15.068	36.01 14.114	36.97 14.566	35.88 14.230
	Female N=573	Mean SD	38.00 13.259	38.53 12.523	42.15 11.471	38.68 12.508
	Total	Mean SD	35.43 14.561	37.46 13.274	39.42 13.333	37.42 13.377
Integration	Male N=469	Mean SD	34.42 14.900	37.28 13.324	35.93 15.508	36.88 13.647
	Female N=573	Mean SD	38.36 12.230	38.078 11.909	44.04 3.268	39.01 11.708
	Total	Mean SD	35.59 14.192	38.14 12.545	39.76 12.097	38.05 12.656
Autonomy	Male N=469	Mean SD	31.19 13.298	30.59 13.670	30.00 13.856	30.62 13.614
	Female N=573	Mean SD	32.09 13.976	33.30 13.508	32.88 14.250	33.24 13.537
	Total	Mean SD	31.46 13.413	32.15 13.636	31.36 13.989	32.06 13.628
Perception of reality	Male N=469	Mean SD	30.87 14.485	34.04 14.286	35.28 15.231	33.76 14.375
	Female N=573	Mean SD	37.14 14.436	39.74 11.816	41.65 9.393	39.73 11.825
	Total	Mean SD	32.73 14.658	37.32 13.221	38.29 13.095	37.04 13.363
Environmental mastery	Male N=469	Mean SD	33.04 14.127	36.29 14.616	39.03 12.866	36.10 14.488
	Female N=573	Mean SD	41.50 11.714	40.01 11.985	42.35 11.331	40.17 11.939
	Total	Mean SD	35.55 13.930	38.42 13.288	40.60 12.168	38.34 13.297
Overall mental health	Male N=469	Mean SD	239.27 24.195	242.02 31.715	239.24 37.824	241.54 31.340
	Female N=573	Mean SD	232.68 47.307	248.24 32.004	258.46 18.377	248.11 32.393
	Total	Mean SD	237.31 32.587	245.60 32.012	248.33 31.495	245.15 32.075

Table 45 represents the two way analysis of sex and SES on the attitude toward the self dimension of mental health. Concerning the main effect of sex on attitude toward self dimension, males and females found to be similar. Also adolescents from low, medium and high SES are found to have similar attitude toward the self dimension of mental health. Two way analysis does not exposes any interaction effect of sex and SES on attitude toward self dimension of mental health.

The F value for the main effect of sex on self actualization dimension is found as 5.127 ( $p < 0.05$ ). This outcome represents that males and females differs considerably in the self actualization dimension of mental health. The mean scores narrated in table 47 discloses that female adolescents have a greater ( $M = 38.68$ ) self actualization dimension than male adolescents ( $M = 35.88$ ). From the output of the main effect of SES on self actualization dimension, it is viewed that adolescents from low, medium and high SES does not vary. Also no interaction effect is observed in the two way analysis of sex and SES on self actualization dimension of mental health.

The two way analysis unveil the F value for the main effect of sex on integration dimension as 8.144 (0.05) which reveals that on this particular dimension male and female adolescents differs considerably. The mean scores acknowledged that female adolescents have a greater ( $M = 39.01$ ) integration dimension than male adolescents ( $M = 36.88$ ). Regarding the main effect of SES on integration dimension, it is evident from the analysis that adolescents from low, medium and high SES groups are seemingly similar. No interaction effect is observed in the two way analysis of sex and SES on the integration dimension of mental health.

The main effect of sex on autonomy dimension divulges that male and female adolescents are similar in their autonomy dimension of mental health. With respect to the main effect of SES on autonomy dimension also, adolescents from



low, medium and high SES are similar. No interaction effect is perceived in the two way analysis of sex and SES on autonomy dimension of mental health.

The main effect of sex on perception of reality dimension indicates that male and female adolescents differs significantly in the perception of reality dimension. Relating to the main effect of SES on perception of reality dimension, adolescents from low, medium and high SES are similar in their perception of reality dimension of mental health. No interaction effect is found in this two way analysis of sex and SES on perception on reality dimension of mental health.

The main effect of sex on environmental mastery dimension reveals that male and female adolescents differs significantly. The mean values rendered shows that females have a greater ( $M=40.17$ ) environmental mastery dimension than that of male adolescents ( $M=36.10$ ). The main effect of SES on environmental mastery dimension discloses that adolescents from low, middle and high SES are similar in the particular dimension. There is no interaction effect in the two way analysis of sex and SES on environmental mastery dimension of mental health of adolescents.

The two way analysis of sex and SES on overall mental health of adolescents reveals that male and female adolescents are similar in their overall mental health. With regard to the main effect of SES on overall mental health, the F value is found as 2.863 ( $p<0.05$ ). This indicates that adolescents from high SES has a greater ( $M=248.33$ ) overall mental health than adolescents from medium ( $M=245.60$ ) and low ( $M=237.31$ ) SES groups. There is no interaction effect in the two way analysis of sex and SES on overall mental health of adolescents. Studies have found correlations between low family SES and low mental health among adolescents (Amone-P'Olak, Burger, Ormel, Huisman, Verhulst & Oldehinkel, 2009; Hudson, 2005)

It can be concluded from this section that adolescents from low, middle and high socioeconomic status are similar in all the dimensions of mental health. Remarkably it is found that adolescents from high socioeconomic status has a better overall mental health than other groups. Bradly and Corwyn in 2002 stated that socioeconomic status has been emerged as one of the risk factors of mental health during childhood and adolescence. Research by Newacheck et al. (2003) demonstrated that adolescents from poor socioeconomic background had more emotional and behavioral problems compared to middle- and higher-income peers.

### **Sex and family type on achievement motivation and mental health**

This fragment mainly deals with the role of sex and type of family on the different domains of achievement motivation and different dimensions of mental health. Two types of family are focused such as nuclear family and joint family.

**Table 47: Two-way analysis of variance of Sex and Type of family on Achievement Motivation and its domains**

Variable	Main Effect Sex			Main Effect Type of family			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Academic Domain	11060.507	11060.507	7.553*	1834.543	1834.543	1.253	45.624	45.624	0.031
General interest	1895.357	1895.357	33.123***	40.591	40.591	0.709	7.090	7.090	0.124
Social interest domain	0.008	0.008	0.000	10.630	10.630	0.702	1.340	1.340	0.089
Overall AM	831.490	831.490	1.771	1398.834	1398.834	2.979	164.910	164.910	0.351

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 48 : Mean and SD of Sex and Type of family on Achievement Motivation and its domains**

Variable	Type of Family		Nuclear N=827	Joint N=215	Total N=1042
	Sex				
Academic interest Domain	Male N=469	Mean SD	167.21 37.129	171.01 36.564	168.07 36.997
	Female N=573	Mean SD	175.79 39.533	178.56 38.122	176.31 39.253
	Total	Mean SD	172.03 38.712	174.80 37.459	172.60 38.455
General interest Domain	Male N=469	Mean SD	30.89 7.042	31.58 7.709	31.04 7.197
	Female N=573	Mean SD	27.75 7.967	28.04 7.324	27.81 7.845
	Total	Mean SD	29.12 7.730	29.80 7.708	29.26 7.727
Social interest domain	Male N=469	Mean SD	18.53 3.743	18.87 4.313	18.61 3.878
	Female N=573	Mean SD	18.63 3.966	18.79 3.599	18.66 3.897
	Total	Mean SD	18.58 3.868	18.83 3.962	18.63 3.887
Overall AM	Male N=469	Mean SD	126.70 19.611	130.55 23.600	127.58 20.626
	Female N=573	Mean SD	129.89 22.497	131.78 22.600	130.25 22.509
	Total	Mean SD	128.50 21.329	131.17 23.057	129.05 21.712

The two way analysis of sex and type of family on academic interest domain of achievement motivation is sketched in table 47. F value for the main effect of sex on academic interest domain is 7.553 ( $p < 0.05$ ) which demonstrates that male and female adolescents differs significantly. The main effect of type of family also indicates that adolescents from nuclear and joint family are similar in their academic interest. There is no interaction effect of sex and type of family on the academic interest domain of achievement motivation.

F value for the effect of sex on general interest domain is 33.123 ( $p < 0.001$ ). This illustrates that male and female adolescents differs significantly in the general interest domain of achievement motivation. The main effect of type of family on general interest indicates that adolescents from nuclear and joint family are similar in their general interest domain of achievement motivation. No interaction effect is found in the two way analysis of sex and type of family on general interest domain of achievement motivation.

The F value for the main effect of sex on social interest domain shows that male and female adolescents are similar in their social interest domain. The main effect of type of family indicates that adolescents from nuclear and joint family are similar in their social interest domain of achievement motivation. There is no interaction effect of sex and type of family on social interest domain of achievement motivation.

The main effect of sex on overall achievement motivation reveals that male and female adolescents are similar in their overall achievement motivation. Also the analysis of the main effect of type of family demonstrates that adolescents from nuclear and joint family are similar in their overall achievement motivation. There is no interaction effect of sex and type of family on overall achievement motivation of adolescents.

**Table 49: Two-way analysis of Sex and Type of family on Mental Health and its dimensions**

Variable	Main Effect Sex			Main Effect Type of family			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Attitude toward self	1187.637	1187.637	6.189*	24.729	24.729	0.129	680.656	680.656	3.547*
Self-actualization	351.657	351.657	1.992	93.812	93.812	0.531	959.994	959.994	5.439*
Integration	377.186	377.186	2.368	0.061	0.061	0.000	205.004	205.004	1.287
Autonomy	643.935	643.935	3.502*	476.576	476.576	2.592	183.810	183.810	1.000
Perception of reality	5505.675	5505.675	32.368***	255.399	255.399	1.503	53.565	53.565	0.315
Environmental mastery	3174.473	3174.473	18.339***	62.141	62.141	0.359	36.666	36.666	0.212
Overall mental health	4596.830	4596.830	4.506*	17.573	17.573	0.017	915.378	915.378	0.897

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 50: Mean and SD of Sex and Type of family on Mental Health and its dimensions**

Variable	Type of family		Nuclear N=827	Joint N=215	Total N=1042
	Sex				
Attitude toward self	Male N=469	Mean SD	26.94 13.960	29.02 14.207	28.83 14.202
	Female N=573	Mean SD	26.77 13.928	32.79 13.572	32.62 13.579
	Total	Mean SD	26.89 13.855	31.19 13.962	30.91 13.985
Self-actualization	Male N=469	Mean SD	35.17 14.352	38.29 13.602	35.88 14.230
	Female N=573	Mean SD	38.98 12.492	37.35 12.546	38.68 12.508
	Total	Mean SD	37.32 13.464	37.82 13.060	37.42 13.377
Integration	Male N=469	Mean SD	36.62 13.491	37.74 14.194	36.88 13.647
	Female N=573	Mean SD	39.21 11.736	38.13 11.603	39.01 11.708
	Total	Mean SD	38.08 12.592	37.93 12.929	38.05 12.656
Autonomy	Male N=469	Mean SD	30.77 13.628	30.13 13.617	30.62 13.614
	Female N=573	Mean SD	33.75 13.424	31.04 13.864	33.24 13.537
	Total	Mean SD	32.44 13.587	30.59 13.717	32.06 13.628
Perception of reality	Male N=469	Mean SD	33.35 14.397	35.14 14.284	33.76 14.375
	Female N=573	Mean SD	39.60 12.011	40.27 11.024	39.73 11.825
	Total	Mean SD	36.87 13.463	37.72 12.978	37.04 13.363
Environmental mastery	Male N=469	Mean SD	36.34 14.319	35.27 15.087	36.10 14.488
	Female N=573	Mean SD	40.20 12.048	40.06 11.515	40.17 11.939
	Total	Mean SD	38.51 13.221	37.67 13.594	38.34 13.297
Overall mental health	Male N=469	Mean SD	241.09 31.145	243.08 32.091	241.54 31.340
	Female N=573	Mean SD	248.60 32.951	245.96 29.918	248.11 32.393
	Total	Mean SD	245.31 32.370	244.53 30.980	245.15 32.075

The F value for the main effect of sex on attitude toward the self dimension is 6.189 ( $p < 0.05$ ). This reveals that male and female adolescents significantly differs in this dimension. The main effect of type of family on attitude toward the self dimension shows that adolescents from nuclear and joint family are similar in this dimension of mental health. The F value for the interaction effect of sex and type of family is 3.547 ( $p < 0.05$ ). This indicate that male and female adolescents from nuclear and joint family differs significantly in their attitude toward self dimension of mental health. From the mean table, it is obvious that female adolescents from nuclear family possess greater attitude toward self dimension of mental health.

The F value for the main effect of sex on self actualization dimension reveals that male and female adolescents are similar in this dimension. The main effect of type of family on self actualization dimension shows that adolescents from nuclear and joint are similar in this dimension of mental health. The F value for the interaction effect of sex and type of family is 5.439 ( $p < 0.05$ ). This shows that male and female adolescents from nuclear and joint family differs significantly in the self actualization dimension of mental health. It is evident from the mean table that female adolescents from nuclear family do have greater self actualization dimension of mental health than others.

The F value for the main effect of sex on integration dimension represent that male and female adolescents are similar in the integration dimension. The main effect of the type of family on integration dimension shows that the adolescents from the nuclear and joint family are similar in their integration dimension of mental health. There is no interaction effect in the two way analysis of sex and type of family on integration dimension of mental health.

The F value for the main effect of sex on autonomy dimension is 3.502 ( $p < 0.05$ ). This indicates that male and female adolescents differs significantly in the autonomy dimension. The main effect of type of family on autonomy dimension



reveals that adolescents from the nuclear and joint family does not vary in their autonomy dimension. No interaction effect is found in the two way analysis of sex and type of family on autonomy dimension of mental health

The F value for the two way analysis of sex on perception of reality dimension of mental health is 32.68 ( $p < 0.001$ ). This signifies that male and female adolescents significantly differs in the perception of reality dimension of mental health. The main effect of type of family on perception of reality dimension shows that the adolescents from the two types of family are similar in their integration dimension of mental health. There is no interaction between sex and type of family on perception of reality dimension of mental health.

The main effect of sex on environmental mastery dimension is found F value as 18.339 ( $p < 0.001$ ). This specifies that male and female adolescents differs significantly in this dimension. The main effect of type of family on environmental mastery dimension discloses that adolescents from nuclear and joint family are similar in the particular dimension. No interaction effect is observed in the two way analysis of sex and type of family on environmental mastery dimension.

The F value for the main effect of sex on overall mental health is 4.506 ( $p < 0.05$ ). This indicates that male and female adolescents differs significantly in their overall mental health. Female adolescents possess greater overall mental health than male adolescents. Adolescents from the nuclear and joint family are found to be similar in their overall mental health. No interaction effect is found in the two way analysis of sex and type of family on overall mental health of adolescents.

Hence it can be concluded that female adolescents from nuclear family possess greater attitude toward self and self actualization dimensions than other groups. Family is regarded as the first and continues to be the immediate social setting for any individual. Family becomes crucial in considering the Bio-Psycho-

Social mode of the mental health. The social or environmental factors that play a role in individual's mental health. The findings of the study highlights the advantage of nuclear families such as increased personal freedom and space to grow, expression and exploration, educational demands, and thus reduction in the levels of stress and dependence.

### **Sex and school management on achievement motivation and mental health**

This section deals with the two way analysis of sex and school management on domains of achievement motivation and dimensions of mental health. The data focused on three management levels; Government, aided and private schools .

**Table 51: Two-way analysis of variance of Sex and School management on Achievement Motivation and its Domains**

Variable	Main Effect Sex			Main Effect School Management			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Academic Domain	21378.101	21378.101	14.936***	8516.811	4258.405	2.975*	29798.499	14899.250	10.409***
General interest	2304.672	2304.672	40.456***	180.268	90.134	1.582	219.254	109.627	1.924
Social interest domain	0.256	0.256	0.017	129.219	64.609	4.372*	283.006	141.503	9.575***
Overall AM	2739.276	2739.276	5.934*	2682.230	1341.115	2.905*	7752.623	3876.312	8.398***

\*significant at 0.05 level of significance

\*\*\*significant at 0.001 level of significance

**Table 52: Mean and SD of Sex and School management on Achievement Motivation and its Domains**

Variable	School Management		Govt N=274	Aided N=473	Private N=295	Total N=1042
	Sex					
Academic interest Domain	Male N=469	Mean SD	163.90 36.085	169.50 37.275	170.07 37.406	168.07 36.997
	Female N=573	Mean SD	189.41 35.413	174.26 38.770	167.90 40.761	176.31 39.253
	Total	Mean SD	176.93 37.897	172.36 38.211	168.97 39.085	172.60 38.455
General interest Domain	Male N=469	Mean SD	31.39 6.948	30.91 7.592	30.90 6.932	31.04 7.0197
	Female N=573	Mean SD	27.59 8.285	27.18 7.647	29.19 7.669	27.81 7.845
	Total	Mean SD	29.45 7.879	28.67 7.833	30.04 7.351	29.26 7.727
Social interest domain	Male N=469	Mean SD	17.97 4.106	18.94 3.392	18.77 4.199	18.61 3.878
	Female N=573	Mean SD	19.44 3.183	18.93 3.959	17.41 4.115	18.66 3.897
	Total	Mean SD	18.72 3.370	18.93 3.739	18.08 4.205	18.63 3.887
Overall AM	Male N=469	Mean SD	125.66 19.942	128.38 20.961	128.29 20.832	127.58 20.626
	Female N=573	Mean SD	137.33 20.101	128.89 22.920	126.18 22.505	130.25 22.509
	Total	Mean SD	131.62 20.823	128.69 22.137	127.23 21.682	129.05 21.712

Table 51 deals with the main effect and interaction effect of the sex and school management on achievement motivation and its domains. The F value for the main effect of sex is 14.936 ( $p < 0.001$ ). This demonstrates that males and females significantly differs in their academic interest domain and females possess greater academic interest than male adolescents. With respect to the main effect of school management on academic interest domain F value is 2.975 ( $p < 0.05$ ). The result illustrates that adolescents under the three school management differs significantly in their academic interest domain of achievement motivation. The finding is backed by the mean scores depicted in table 52. The mean scores of the adolescents under Government school management is greater ( $M=176.93$ ) than aided ( $M=172.36$ ) and private ( $M=168.97$ ) school management. This clearly points to the fact that adolescents under Government schools retain good academic interest domain of achievement motivation. Regarding the interaction effect of sex and school management, F value is seen as 10.409 ( $p < 0.001$ ). This demonstrates that male and female adolescents under the three school management differs significantly in their academic interest domain of achievement motivation. Quite interestingly it is evident that female adolescents from Government schools hold a greater academic interest domain than other groups. The result is highly dependable in the Kerala context where Government is keenly focusing on the educational development.

F value for the main effect of sex on general interest domain is 40.456 ( $p < 0.001$ ). This reveals that males and females differs significantly in their general interest domain of achievement motivation. The adolescents under Government, aided and private school management are similar in their general interest domain. No interaction effect is found in the role of sex and school management on general interest domain of achievement motivation.

The main effect of sex on social interest domain reveals that male and female adolescents are similar in their social interest domain. The F value for the main effect of school management on social interest domain is found as 4.372 ( $p < 0.05$ ). This indicates that three school management system differs significantly in their social interest domain. The finding is supported by the mean values which highlights that adolescents from aided schools has a greater mean ( $M=18.93$ ) than Government ( $M=18.72$ ) and private ( $M=18.08$ ) school management. This evidently points the fact that adolescents under aided school management do hold a considerably good social interest domain of achievement motivation. With respect to the interaction effect of sex and social interest domain, F value is 9.575 ( $p < 0.001$ ). The finding indicate that male and female adolescents from the three school management differs significantly in their social interest domain. It is obvious from the result that female adolescents in Government schools hold greater social interest domain of achievement motivation than other aided and private school management. This highlights the role of Kerala Government focusing on female adolescents' social and educational development.

The role of sex and school management on overall achievement motivation is found and the F value for the main effect of sex is 5.934 ( $p < 0.05$ ). It describes that male and female adolescents differs significantly in their overall achievement motivation. Regarding the main effect of school management on overall achievement motivation, F value is 2.905 ( $p < 0.05$ ). The result discloses that the adolescents from the three school management systems significantly differs in their overall achievement motivation. The mean scores indicates that the adolescents from government schools have greater overall achievement motivation ( $M=131.62$ ) than adolescents from aided ( $M=128.69$ ) and private ( $M=127.23$ ) school management. The findings are quite relevant in Kerala context where the Government is readily putting forth all exertions for the upbringing of schools under government sector.

Opposing to this finding Chauhan (2016) found that no significant difference existed between private and government school students in their achievement motivation. The study of Bashir and Majeed (2016) found that adolescent girls from private school have higher achievement motivation and parental encouragement as compared to government school adolescent girls which is contradictory to the current findings.

With respect to the interaction effect of sex and school management on overall achievement motivation, F value is 8.398 ( $p < 0.05$ ). This envisages that male and female adolescents from Government, aided and private school management differs significantly in their overall achievement motivation. Intriguingly it is seen that female adolescents from government schools possess greater overall achievement motivation than other groups of adolescents. The present result in consonance with the result of Gupta and Suman (2017) who also reported that there exists no significant interaction effect of type of school and gender on academic achievement of the senior secondary school students.

**Table 53: Two-way analysis of Sex and School management on Mental Health and its dimensions**

Variable	Main Effect Sex			Main Effect School Management			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Attitude toward self	4355.854	4355.854	22.712***	228.741	114.370	0.596	952.436	476.218	2.483
Self- actualization	1906.884	1906.884	10.727*	28.540	14.270	0.080	72.505	36.253	0.204
Integration	1390.663	1390.663	8.733*	330.770	165.385	1.039	228.169	114.084	0.716
Autonomy	1964.282	1964.282	10.670*	547.584	273.792	1.487	255.849	127.924	0.695
Perception of reality	8945.076	8945.076	52.708***	511.188	255.594	1.506	377.349	188.674	1.112
Environmental mastery	4159.373	4159.373	24.040***	179.147	89.574	0.518	334.546	167.273	0.967
Overall mental health	13518.474	13518.474	13.261***	1109.725	554.862	0.544	2247.385	1123.692	1.102

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance



**Table 54: Mean and SD of Sex and School management on Mental Health and its dimensions**

Variable	School management	Mean SD	Govt N=274	Aided N=473	Private N=295	Total N=1042
	Sex					
Attitude toward self	Male N=469	Mean SD	26.87 13.788	29.87 13.975	29.27 14.773	28.83 14.202
	Female N=573	Mean SD	33.41 13.778	31.75 13.734	33.54 13.070	32.62 13.579
	Total	Mean SD	30.21 14.142	31.00 13.846	31.43 14.079	30.91 13.985
Self-actualization	Male N=469	Mean SD	35.57 13.756	36.04 14.658	35.96 14.189	35.88 14.230
	Female N=573	Mean SD	39.12 12.323	38.77 12.678	38.08 12.413	38.68 12.508
	Total	Mean SD	37.39 13.140	37.68 13.556	37.03 13.341	37.42 13.377
Integration	Male N=469	Mean SD	37.18 13.403	37.07 13.440	36.35 14.203	36.88 13.647
	Female N=573	Mean SD	40.66 10.971	38.29 12.144	38.82 11.452	39.01 11.708
	Total	Mean SD	38.96 12.323	37.80 12.678	37.60 12.925	38.05 12.656
Autonomy	Male N=469	Mean SD	30.93 13.962	30.17 13.226	30.92 13.861	30.62 13.614
	Female N=573	Mean SD	35.28 13.009	32.46 13.910	32.80 13.194	33.24 15.537
	Total	Mean SD	33.15 13.634	31.55 13.673	31.87 13.538	32.06 13.628
Perception of reality	Male N=469	Mean SD	32.45 14.293	33.23 14.739	35.66 13.869	33.76 14.375
	Female N=573	Mean SD	40.09 11.425	39.39 12.539	40.05 10.806	39.73 11.825
	Total	Mean SD	36.35 13.439	36.93 13.781	37.87 12.586	37.04 13.363
Environmental mastery	Male N=469	Mean SD	35.92 14.020	36.03 14.471	36.35 15.020	36.10 14.488
	Female N=573	Mean SD	41.64 11.445	40.06 11.959	39.00 12.288	40.17 11.939
	Total	Mean SD	38.84 13.064	38.45 13.155	37.69 13.749	38.34 13.297
Overall mental health	Male N=469	Mean SD	240.40 28.778	242.09 31.111	241.88 33.970	241.54 31.340
	Female N=573	Mean SD	250.52 33.566	245.61 35.386	250.60 24.064	248.11 32.393
	Total	Mean SD	245.57 31.667	244.20 33.753	246.28 29.660	245.15 32.075

Table 53 illustrates the two way analysis of variance of sex and school management on Achievement Motivation and its domains. The main effect of sex on attitude toward the self dimension is shown in F value as 22.712 ( $p < 0.001$ ). This represents that male and female adolescents significantly differs in this dimension. Concerning the main effect of school management, the adolescents from Government, aided and private school management system are similar in the attitude toward the self dimension of mental health. There is no interaction effect in the two way analysis of sex and school management on attitude toward the self dimension of mental health.

The F value for the main effect of sex on self actualization is 10.727 ( $p < 0.05$ ). This indicates that male and female adolescents differs significantly in this dimension. The main effect analysis of school management on self actualization dimension exposes that adolescents from Government, aided and private schools are similar in the particular dimension. No interaction effect is observed in the two way analysis of sex and school management on self actualization dimension.

The main effect of sex on integration dimension is found in F value as 8.733 ( $p < 0.05$ ). This represents that male and female adolescents significantly differs in the integration dimension. The main effect of school management on integration dimension shows that the adolescents from the three systems of school management are similar in their integration dimension of mental health. No interaction effect is found in the two way analysis of sex and school management on integration dimension of mental health

The F value for the main effect of sex on autonomy dimension is 10.670 ( $p < 0.05$ ). This clearly indicates that male and female adolescents do differs significantly in this dimension. Adolescents from three different school management does not vary in their autonomy dimension. No interaction effect is found in the two

way analysis of sex and school management on autonomy dimension of mental health.

In the two way analysis of sex and school management on perception of reality dimension, F value for the main effect of sex on perception of reality dimension is 52.708 ( $p < 0.001$ ) which represents that male and female adolescents significantly differs in the perception of reality dimension of mental health. The main effect of school management on perception of reality dimension shows that the adolescents from the three systems of school management are similar in their integration dimension of mental health. There is no interaction between sex and school management on perception of reality dimension of mental health.

The F value for the main effect of sex on environmental mastery is 24.040 ( $p < 0.001$ ). This specifies that male and female adolescents differs significantly in this dimension. The main effect analysis of school management on environmental mastery dimension discloses that adolescents from Government, aided and private schools are similar in the particular dimension. No interaction effect is observed in the two way analysis of sex and school management on environmental mastery dimension.

F value for the main effect of sex on overall mental health is 13.261 ( $p < 0.001$ ) which indicates that male and female adolescents differs significantly in their overall mental health. Females possess greater overall mental health than males. Adolescents from the Government, aided and private school management are similar in their overall mental health. No interaction effect is found in the two way analysis of sex and school management on overall mental health

Therefore it can be concluded that male and female adolescents from Government, aided and private school management are similar in all the dimensions of mental health and overall mental health.

### **Sex and school syllabus on achievement motivation and mental health**

The two way analysis of variance of sex and school syllabus on domains of achievement motivation and dimensions of mental health is carried out. Adolescents studying under state and CBSE school syllabus are included in the data.

**Table 55: Two-way analysis of variance of Sex and School syllabus on Achievement Motivation and its domains**

Variable	Main Effect Sex			Main Effect School syllabus			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Academic Domain	10.453	10.453	0.007	270.787	270.787	0.188	29929.491	29929.491	20.830***
General interest	1256.996	1256.996	22.177***	498.849	498.849	8.801*	91.514	91.514	1.615
Social interest domain	99.682	99.682	6.722*	16.589	16.589	1.119	311.496	311.496	21.005***
Overall AM	189.459	189.459	0.408	8.012	8.012	0.017	6646.555	6646.555	14.306***

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 56: Mean and SD of Sex and School syllabus on Achievement Motivation and its domains**

Variable	School syllabus		State N=832	CBSE N=210	Total N=1042
	Sex				
Academic interest Domain	Male N=469	Mean SD	165.42 37.332	177.52 34.315	168.07 36.997
	Female N=573	Mean SD	179.05 38.249	164.39 41.479	176.31 39.253
	Total	Mean SD	173.05 38.427	170.83 38.608	172.60 38.455
General interest Domain	Male N=469	Mean SD	30.83 7.282	31.82 6.868	31.04 7.197
	Female N=573	Mean SD	27.35 7.827	29.81 7.636	27.81 7.845
	Total	Mean SD	28.88 7.782	30.80 7.321	29.26 7.727
Social interest domain	Male N=469	Mean SD	18.38 3.864	19.43 3.836	18.61 3.878
	Female N=573	Mean SD	18.97 3.834	17.29 3.892	18.66 3.897
	Total	Mean SD	18.71 3.856	18.34 4.002	18.63 3.887
Overall AM	Male N=469	Mean SD	126.14 20.585	132.67 20.051	127.58 20.626
	Female N=573	Mean SD	131.39 22.423	125.30 22.312	130.25 22.509
	Total	Mean SD	129.08 21.777	128.91 21.502	129.05 21.712

Table 55 demonstrates the two way analysis of sex and school syllabus on achievement motivation and its domains. The main effect of sex on academic interest domain reveals that male and female adolescents are similar in their academic interest domain. The main effect of school syllabus also indicates that adolescents from state and CBSE syllabus are similar in their academic interest. The F value for the interaction effect is 20.830 ( $p < 0.001$ ). It is obvious from the result

that male and female adolescents from state and CBSE school syllabus significantly differs in their academic interest domain of achievement motivation. The finding is supported by the mean data which reveals that females from state syllabus have a greater academic interest domain than other groups.

F value for the effect of sex on general interest domain is 22.177 ( $p < 0.001$ ). This illustrates that male and female adolescents differs significantly in the general interest domain of achievement motivation. The main effect of school syllabus on general interest is found in F value as 8.801 ( $p < 0.05$ ). The mean values narrated in table 56 indicates that adolescents from CBSE syllabus have a greater mean ( $M=30.80$ ) than adolescents from state syllabus ( $M=28.88$ ). Interestingly this points out that adolescents from CBSE syllabus possess greater general interest in achievement motivation than adolescents from state syllabus. No interaction effect is found in the two way analysis of sex and school syllabus on general interest domain of achievement motivation.

The F value for the main effect of sex on social interest domain is 6.722 ( $p < 0.05$ ). The result represents significant difference between male and female adolescents in the social interest domain. The main effect of school syllabus indicates that adolescents from state and CBSE school syllabus are similar in their social interest domain of achievement motivation. The F value for the interaction effect is 21.005 ( $p < 0.001$ ). This demonstrates that male and female adolescents from state and CBSE school syllabus differs significantly in the social interest domain. Surprisingly it is evident from the table 56 that the mean value of male adolescents from CBSE syllabus is greater than other groups. This reveals that male adolescents studying under CBSE syllabus retains greater social interest domain of achievement motivation.

The main effect of sex on overall achievement motivation reveals that male and female adolescents are similar in their overall achievement motivation. Also the analysis of the main effect of school syllabus demonstrates that adolescents from state and CBSE school syllabus are similar in their overall achievement motivation. The F value for the interaction effect of sex and school syllabus is 14.306 ( $p < 0.001$ ). This reveals that male and female adolescents from state and CBSE syllabus differs significantly in their overall achievement motivation. The mean values suggests that male adolescents from CBSE school syllabus hold greater overall achievement motivation than other groups.

It can be concluded from this section that academic interest is more for female adolescents learning state syllabus and adolescents from CBSE syllabus has greater general interest domain of achievement motivation. Another fascinating finding is that male adolescents learning CBSE syllabus has greater social interest as well as good overall achievement motivation. This sheds light to the fact that adolescents from CBSE schools are exposed to updated syllabus and generate the need to achieve in them. More accountability of teachers and more dedication and devotion to duty are the reasons that account for such findings in non-Government schools. These results are in line with the study by Sita Chetri (2014).



**Table 57: Two-way analysis of variance of Sex and School syllabus on Mental Health and its dimensions**

Variable	Main Effect Sex			Main Effect School syllabus			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Attitude toward self	2013.258	2013.258	10.463*	68.669	98.669	0.513	57.752	57.752	0.300
Self-actualization	1517.333	1517.333	8.560*	244.878	244.878	1.381	15.169	15.169	0.086
Integration	940.310	940.310	5.896*	16.486	16.486	0.103	25.680	25.680	0.161
Autonomy	540.831	540.831	2.936	53.297	53.297	0.289	304.434	304.434	1.653
Perception of reality	4898.544	4898.544	28.958***	952.492	952.492	5.631*	190.045	190.045	1.123
Environmental mastery	2391.349	2391.349	13.811***	1.394	1.394	0.008	40.927	40.927	0.236
Overall mental health	7211.905	7211.905	7.078*	2286.360	2286.360	2.244	6.561	6.561	0.006

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 58: Mean and SD of Sex and School syllabus on Mental Health and its dimensions**

Variable	School syllabus		State N=832	CBSE N=210	Total N=1042
	Sex				
Attitude toward self	Male N=469	Mean SD	28.53 14.022	29.88 14.847	28.83 14.202
	Female N=573	Mean SD	32.59 13.650	32.77 13.330	32.62 13.579
	Total	Mean SD	30.80 13.953	31.35 14.135	30.91 13.985
Self-actualization	Male N=469	Mean SD	35.68 14.122	36.59 14.658	35.88 14.230
	Female N=573	Mean SD	38.39 12.798	39.91 11.129	38.68 12.508
	Total	Mean SD	37.20 13.456	38.28 13.055	37.42 13.377
Integration	Male N=469	Mean SD	36.89 13.481	36.82 14.289	36.88 13.647
	Female N=573	Mean SD	38.87 11.902	39.58 10.860	39.01 11.708
	Total	Mean SD	38.00 12.651	38.22 12.704	38.05 12.656
Autonomy	Male N=469	Mean SD	30.45 13.443	31.23 14.256	30.62 13.614
	Female N=573	Mean SD	33.60 13.533	31.68 13.509	33.24 13.537
	Total	Mean SD	32.21 13.576	31.46 13.849	32.06 13.628
Perception of reality	Male N=469	Mean SD	33.00 14.486	36.46 13.705	33.76 14.375
	Female N=573	Mean SD	39.48 12.239	40.80 9.802	39.73 11.825
	Total	Mean SD	36.63 13.651	38.67 12.048	37.04 13.363
Environmental mastery	Male N=469	Mean SD	35.97 14.286	36.55 15.248	36.10 14.488
	Female N=573	Mean SD	40.24 12.041	39.84 11.537	40.17 11.939
	Total	Mean SD	38.36 13.239	38.23 13.553	38.34 13.297
Overall mental health	Male N=469	Mean SD	240.69 30.034	244.58 35.592	241.54 31.340
	Female N=573	Mean SD	247.45 33.965	250.95 24.323	248.11 32.393
	Total	Mean SD	244.48 32.450	247.83 30.471	245.15 32.075

Table 57 depicts the two-way analysis of variance of sex and school syllabus on mental health and its dimensions. The F value for the main effect of sex on attitude toward the self dimension is 10.463 ( $p < 0.05$ ). This reveals that male and female adolescents significantly differs in this dimension . The main effect of school syllabus on attitude toward the self dimension shows that adolescents from state and CBSE school syllabus are similar in this dimension of mental health. There is no interaction effect observed in the two way analysis of sex and school syllabus on attitude toward self dimension of mental health.

The F value for the main effect of sex on self actualization dimension is 8.560 ( $p < 0.05$ ). This reveals that females have a greater ( $M = 38.68$ ) self actualization dimension of mental health than male adolescents ( $M = 35.88$ ). The main effect of school syllabus on self actualization dimension shows that adolescents from state and CBSE school syllabus are similar in this dimension of mental health. There is no interaction effect observed in the two way analysis of sex and school syllabus on self actualization dimension of mental health.

F value for the main effect of sex on integration dimension is 5.896 ( $p < 0.05$ ) and this represents that male and female adolescents significantly differs in the integration dimension. The main effect of school syllabus on integration dimension shows that the adolescents from the state and CBSE school syllabus are similar in their integration dimension of mental health. There is no interaction effect in the two way analysis of sex and school syllabus on integration dimension of mental health.

F value for the main effect of sex on autonomy dimension indicates that male and female adolescents are similar in this dimension. Adolescents from the state and CBSE school syllabus does not vary in their autonomy dimension. No interaction effect is found in the two way analysis of sex and school syllabus on autonomy dimension of mental health.

The main effect of sex on perception of reality dimension is found in F value as 28.958 ( $p < 0.001$ ). This represents that male and female adolescents significantly differs in the perception of reality dimension of mental health. The F value for the main effect of school syllabus on perception of reality dimension is 5.631 ( $p < 0.05$ ). This specifies that the adolescents from the two school syllabus significantly differs in their perception of reality dimension of mental health. From table 58 it is clear that adolescents from CBSE syllabus holds more ( $M=38.67$ ) of perception of reality dimension of mental health than adolescents from state syllabus ( $M=36.630$ ). There is no interaction between sex and school syllabus on perception of reality dimension of mental health.

The F value for the main effect of sex on environmental mastery is 13.811 ( $p < 0.001$ ) and this specifies that male and female adolescents differs significantly in this dimension. The mean values demonstrates that females have more ( $M=40.17$ ) environmental mastery dimension than males ( $M=36.10$ ). The main effect of school syllabus on environmental mastery dimension discloses that adolescents from state and CBSE school syllabus are similar in the particular dimension. No interaction effect is observed in the two way analysis of sex and school syllabus on environmental mastery dimension.

The main effect of sex on overall mental health is found in F value as 7.708 ( $p < 0.05$ ). This indicates that male and female adolescents differs significantly in their overall mental health. Females possess greater overall mental health than males. Adolescents from the state and CBSE school syllabus does not vary in their overall mental health. This shows they are similar in their overall mental health. No interaction effect is found in the two way analysis of sex and school syllabus on overall mental health.

Hence from the results it can be concluded that adolescents learning CBSE syllabus had a greater perception of reality dimension. No significant difference is observed in any of the other dimensions.

**Sex and Family Income on achievement motivation and mental health of adolescents.**

**Table 59: Two way analysis of variance of Sex and Family income on Achievement Motivation and its domains**

Variable	Main Effect Sex			Main Effect Family income			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Academic Domain	11311.948	11311.948	7.824*	1599.841	399.960	0.277	28716.269	7179.067	4.966*
General interest	1171.966	1171.966	20.774***	635.033	158.758	2.814*	557.141	139.285	2.469*
Social interest domain	1.664	1.664	0.111	20.760	5.190	0.346	212.138	53.035	3.536*
Overall AM	835.711	835.711	1.782	340.137	85.034	0.181	4482.989	1120.747	2.390*

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 60 : Mean and SD of Sex and Family income on Achievement Motivation and its domains**

Variable	Family income		Income (below 50000) N=99	Income (50000-1 lakh) N=261	Income (1-3 lakh) N=328	Income (3-5 lakh) N=278	Income (above 5 lakh) N=76	Total N=1042
	Sex							
Academic interest Domain	Male N=469	Mean SD	153.98 35.707	168.97 36.006	166.83 36.778	170.65 35.972	177.02 42.038	168.07 36.997
	Female N=573	Mean SD	187.91 36.115	173.86 37.230	177.53 37.504	176.56 42.534	160.94 42.142	176.31 39.253
	Total	Mean SD	173.52 39.534	171.84 36.738	172.51 37.492	173.92 39.781	169.62 42.576	172.60 38.455
General interest Domain	Male N=469	Mean SD	31.05 7.724	30.47 7.165	31.89 7.029	30.49 7.280	31.05 7.148	31.04 7.197
	Female N=573	Mean SD	28.26 6.463	26.16 7.901	27.64 7.998	28.59 8.000	31.63 6.589	27.81 7.845
	Total	Mean SD	29.44 7.123	27.94 7.884	29.64 7.840	29.44 7.732	31.32 6.857	29.26 7.727
Social interest domain	Male N=469	Mean SD	18.00 4.114	18.59 3.643	18.47 3.964	18.53 3.775	20.00 4.093	18.61 3.878
	Female N=573	Mean SD	19.82 3.117	18.42 3.788	18.91 3.621	18.42 4.320	17.54 4.501	18.66 3.897
	Total	Mean SD	19.05 3.668	18.49 3.723	18.71 3.786	18.47 4.079	18.87 4.431	18.63 3.887
Overall AM	Male N=469	Mean SD	123.86 20.490	126.82 19.422	127.42 20.647	127.72 20.218	133.56 24.449	127.58 20.626
	Female N=573	Mean SD	135.37 21.241	128.93 21.391	130.45 21.554	130.73 25.042	124.60 21.516	130.25 22.509
	Total	Mean SD	130.48 21.591	128.06 20.587	129.02 21.155	129.38 23.025	129.43 23.428	129.05 21.712

Table 59 illustrates the two way analysis of variance of Sex and family income on Achievement Motivation and its domains. The F value for the main effect of sex is 7.824 ( $p < 0.05$ ) and this shows that females possess more academic interest than male adolescents. The main effect of income on academic interest domain

reveals that adolescents from the five category of income groups are similar in their academic interest domain of achievement motivation. Regarding the interaction effect of sex and income on academic interest domain, the F value is found as 4.966( $p < 0.05$ ). This clearly points out that male and female adolescents from different income groups differs significantly in their academic interest domain. From the mean values depicted in table 60 it is obvious that female adolescents from income group 1(below Rs.50000) secures greater academic interest domain of achievement motivation than other groups.

The F value for the main effect of sex on general interest domain is 20.774 (0.001) and male adolescents have a greater mean ( $M=31.04$ ) than female adolescents ( $M=27.81$ ). The main effect of income on general interest domain is found in F value as 2.814 ( $p < 0.05$ ). This evidently points out that adolescents from different income groups differs significantly in their general interest domain of achievement motivation. The mean values signifies that adolescents from income group above 5 lakhs have more general interest domain ( $M=31.32$ ) than all other groups. With respect to the interaction effect of sex and income on general interest domain, F value is 2.469 ( $p < 0.05$ ). This describes that male and female adolescents from the five income groups do differs significantly in their general interest domain of achievement motivation. From the mean values it is obvious that the mean value of male adolescents from income group 3(1-3 lakh) is found to have a greater mean ( $M=31.89$ ) than all other groups.

The main effect of sex on social interest domain demonstrate that male and female adolescents are similar in their social interest domain of achievement motivation. The F value for the main effect of income groups on social interest domain reveals that the five income groups are similar in their social interest domain of achievement motivation. While analyzing the interaction effect of sex and income on social interest domain, the F value is found as 3.536 ( $P < 0.05$ ). This result



conveys that male and female adolescents from the five income group category differs significantly on the social interest domain of achievement motivation. Analyzing the mean scores of the ten groups, it is obvious that male adolescents from income category above five lakhs possess greater social interest domain of achievement motivation than other groups.

F value for the main effect of sex on overall achievement motivation demonstrates that male and female adolescents are similar in their overall achievement motivation. With respect to the main effect of income on overall achievement motivation, the F value signifies that the five income groups of adolescents are similar in their overall achievement motivation. In contrast to the findings, Hauser, Simmons, and Pager (2000) in their study found that low-income adolescents have reduced achievement motivation and much higher risk of educational failure.

Regarding the interaction effect of sex and income on overall achievement motivation, the F value is found as 2.390 ( $p < 0.05$ ), which readily evince that adolescent males and females of the five income groups differs significantly in their overall achievement motivation. Navigating through the mean values, female adolescents from income group below 50000 has a greater overall achievement motivation than other groups. Opposing this finding Adsul, Kamble and Sangli (2008) found that caste, gender and economic background of family does not jointly affect the achievement motivation of college students.

To sum up, greater general and social interest domains of achievement motivation is demonstrated among adolescents from high income group. Contradictory to this, female adolescents from low income group have better academic interest. Another fascinating finding is that male adolescents from high income group have better social interest domain and male adolescents from income group 1-3 lakhs have greater general interest domain of achievement motivation.

**Table 61: Two way analysis of variance of Sex and Family income on mental health and its dimensions**

Variable	Main Effect Sex			Main Effect Family income			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Attitude toward self	1841.101	1841.101	9.693*	2520.483	630.121	3.317*	1138.454	284.613	1.498
Self- actualization	899.411	899.411	5.122*	1345.467	336.367	1.913	1547.626	386.907	2.204
Integration	1023.041	1023.41	6.453*	1325.318	331.330	2.090	547.763	136.941	0.864
Autonomy	737.499	737.499	4.048*	2123.746	530.937	2.914*	1265.162	316.291	1.736
Perception of reality	5749.693	5749.693	34.365***	3241.794	810.449	4.844*	775.702	193.926	1.159
Environmental mastery	2816.354	2816.354	16.613***	3472.587	868.147	5.121***	1078.100	269.525	1.590
Overall mental health	9385.790	9285.790	9.163*	7437.124	1859.281	1.835	5760.079	1440.020	1.421

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 62 : Mean and SD of Sex and Family income on Mental Health and its dimensions**

Variable	Family income		Income (below 50000) N=99	Income (50000-1 lakh) N=261	Income (1-3 lakh) N=328	Income (3-5 lakh) N=278	Income (above 5 lakh) N=76	Total N=1042
	Sex							
Attitude toward self	Male N=469	Mean SD	27.10 13.620	28.90 13.835	26.60 13.603	30.77 14.873	32.85 14.803	28.83 14.202
	Female N=573	Mean SD	30.28 15.111	30.50 13.557	33.14 13.384	34.84 13.154	33.34 12.677	32.62 13.579
	Total	Mean SD	28.93 14.512	29.84 13.669	30.07 13.858	33.03 14.068	33.08 13.776	30.91 13.985
Self-actualization	Male N=469	Mean SD	35.00 15.164	36.79 13.400	33.66 14.657	36.32 14.287	41.44 12.231	35.88 14.230
	Female N=573	Mean SD	40.04 11.723	36.93 13.140	38.52 12.616	40.08 11.746	38.74 13.312	38.68 12.508
	Total	Mean SD	37390 13.453	36.87 13.223	36.23 13.806	38.40 13.052	40.20 12.726	37.42 13.377
Integration	Male N=469	Mean SD	34.83 14.479	37.29 13.051	35.78 14.046	37.72 13.290	39.46 13.864	36.88 13.647
	Female N=573	Mean SD	38.93 11.859	37.07 12.156	38.75 12.244	40.68 11.015	41.49 8.301	39.01 11.708
	Total	Mean SD	37.19 13.123	37.16 12.510	37.36 13.185	39.36 12.150	40.39 11.609	38.05 12.656
Autonomy	Male N=469	Mean SD	32.69 13.401	30.69 13.648	27.92 13.232	32.01 13.610	34.27 13.954	30.62 13.614
	Female N=573	Mean SD	36.81 12.191	31.37 13.891	33.11 13.485	34.17 13.529	32.17 13.585	33.24 13.537
	Total	Mean SD	35.06 12.816	31.08 13.768	30.67 13.596	33.21 13.583	33.30 13.734	32.06 13.628
Perception of reality	Male N=469	Mean SD	33.24 13.823	31.84 14.724	31.82 14.105	35.86 14.458	40.27 12.508	33.76 14.375
	Female N=573	Mean SD	39.63 12.224	38.25 12.690	39.98 11.989	40.20 11.403	43.03 6.900	39.73 11.825
	Total	Mean SD	36.92 13.244	35.60 13.906	36.15 13.629	38.27 13.012	41.54 10.341	37.04 13.363
Environmental mastery	Male N=469	Mean SD	37.36 14.613	35.69 13.626	33.48 15.088	37.15 14.731	42.54 11.312	36.10 14.488
	Female N=573	Mean SD	44.98 7.118	38.99 12.419	39.46 12.087	39.81 12.733	42.60 9.897	40.17 11.939
	Total	Mean SD	41.75 11.517	37.62 13.010	36.65 13.883	38.62 13.699	42.57 10.614	38.34 13.297
Overall mental health	Male N=469	Mean SD	241.55 25.797	241.96 27.695	237.32 27.256	244.31 36.079	247.90 42.180	241.54 31.340
	Female N=573	Mean SD	252.91 29.358	242.24 33.713	249.41 30.673	249.11 35.790	255.03 18.570	248.11 32.393
	Total	Mean SD	248.09 28.333	242.13 31.307	243.73 29.696	246.97 35.933	251.18 33.437	245.15 32.075

The main effect and interaction effect of sex and income on mental health and its dimensions is depicted in table 61. The F value for the main effect of sex on attitude toward self dimension is 9.693( $p < 0.05$ ) and female adolescents have a high attitude toward self dimension of mental health. With regard to the main effect of income, F value is found as 3.317( $p < 0.05$ ). This assures that the adolescents from the five income groups differs significantly in their attitude toward self dimension of mental health. Glancing through the mean values, adolescents from income group above five lakhs have a greater attitude toward self dimension of mental health. F value for the interaction effect of sex and income on attitude toward self dimension of mental health reveals that male and female adolescents of the five income groups are similar in their attitude toward self dimension of mental health.

The main effect of sex on self-actualization dimension is found in F value as 5.122 ( $p < 0.05$ ). This unveils that female adolescents have high self-actualization than males. The F value for the main effect of income on self-actualization dimension implies that adolescents of the different income groups are similar in the self-actualization dimension of mental health. Sex and income is found to have no interaction effect on the self-actualization dimension of mental health.

The F value for the main effect of sex on integration dimension is found as 6.453 ( $p < 0.05$ ). This figures out that male and female adolescents do differ significantly in the integration dimension of mental health and females have high integration in mental health than males. The F value for the main effect of family income on integration dimension demonstrates that the adolescents from the five income group are similar in the integration dimension of mental health. There is no interaction effect of sex and income on integration dimension of mental health.

The main effect of sex on autonomy dimension is found in F value as 4.048 ( $p < 0.05$ ) and this reveals that females have a higher autonomy dimension in mental health than male adolescents. Concerning the main effect of income on autonomy

dimension of mental health, F value is seen as 2.914( $p < 0.05$ ). From this, it can be pointed that the adolescents from the five income groups differs significantly in their autonomy dimension of mental health. And it is observed from table 62 that adolescents belonging to income below 50000 possess more autonomy dimension( $M=35.06$ ) of mental health than other groups. No interaction effect is found in the two way analysis of sex and income on autonomy dimension of mental health

The main effect of sex on perception of reality dimension is observed in the F value as 34.365 ( $p < 0.001$ ). Hence it can be discerned that male and female adolescents differs significantly in the perception of reality dimension of mental health with female adolescents possessing greater perception of reality dimension. F value for the main effect of income on the perception of reality dimension is found as 4.844( $p < 0.05$ ). This reveals that the adolescents from the five income groups significantly differs in this dimension. This is sustained by the mean values implied in table 62, in which the mean value of income group above 5 lakh ( $M=41.54$ ) is higher than that of other four income groups. With respect to the two way analysis of sex and income on perception of reality dimension, no interaction effect is observed.

F value for the main effect of sex is found as 16.613 ( $p < 0.001$ ) and mean values suggest that female adolescents has good environmental mastery in their mental health realm. With respect to the main effect of family income on environmental mastery dimension, F value is seen as 5.121( $p < 0.001$ ) which describes that the five income groups of adolescents differs significantly in their environmental mastery dimension. Mean values narrated in table 62 demonstrates that adolescents from income group above 5 lakh has a greater environmental mastery ( $M=42.57$ ) dimension than other groups. No interaction effect has been

found in the two way analysis of sex and income on environmental mastery dimension of mental health.

F value for the main effect of sex on overall mental health is 9.163 ( $p < 0.05$ ). This symbolize that male and female adolescents do differs significantly in their overall mental health suggesting female adolescents with a greater overall mental health ( $M=248.11$ ) than that of male adolescents( $M=241.54$ ). The main effect of income on overall mental health imparts that the adolescents from five income groups are similar in their overall mental health. Two way analysis of sex and income does not show any interaction effect on overall mental health.

Therefore, it can be concluded that in the two way analysis of variance of sex and family income on mental health of adolescents, it is found that adolescents from more than 5 lakhs income group has greater attitude toward self, autonomy, perception of reality and environmental mastery dimensions than other groups. Sharma and Dua (2011) found in their study that male adolescents from high income group had better mental health than other groups which is contrary to the findings.

### **Sex and Residence of father on Achievement Motivation and Mental Health**

The two way analysis of variance of sex and residence of father on domains of achievement motivation and dimensions of mental health is carried out in this segment. The analysis is based on whether the father is residing with the adolescent or staying away from them.

**Table 63: Two-way analysis of variance of Sex and Residence of father on Achievement Motivation and its domains**

Variable	Main Effect Sex			Main Effect residence of father			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Academic Domain	7781.986	7781.986	5.334*	2642.045	2642.045	1.811	4353.359	1353.359	2.984
General interest	2600.342	2600.342	45.488***	10.350	10.350	0.181	100.186	100.186	1.753
Social interest domain	3.806	3.806	0.252	16.420	16.420	1.087	33.540	33.540	2.221
Overall AM	782.438	782.438	1.668	1234.718	1234.718	2.631	490.547	490.547	1.045

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 64: Mean and SD of sex and residence of father on Academic Interest Domain of Achievement Motivation**

Variable	Residence of father		Residential father N=754	Non residential father N=288	Total N=1042
	Sex				
Academic interest Domain	Male N=469	Mean SD	167.79 38.614	168.80 32.728	168.07 36.997
	Female N=573	Mean SD	178.50 36.813	170.34 40.473	176.31 39.253
	Total	Mean SD	173.74 38.954	169.62 37.017	172.60 38.455
General interest Domain	Male N=469	Mean SD	30.78 7.329	31.70 6.840	31.04 7.197
	Female N=573	Mean SD	27.93 7.734	27.46 8.154	27.81 7.845
	Total	Mean SD	29.20 7.683	29.43 7.849	29.26 7.727
Social interest domain	Male N=469	Mean SD	18.57 3.880	18.69 3.888	18.61 3.878
	Female N=573	Mean SD	18.84 3.940	18.16 3.744	18.66 3.897
	Total	Mean SD	18.72 3.913	18.41 3.814	18.63 3.887
Overall AM	Male N=469	Mean SD	127.84 20.979	126.93 19.778	127.58 20.626
	Female N=573	Mean SD	131.32 22.526	127.34 22.274	130.25 22.509
	Total	Mean SD	129.77 21.907	127.15 21.114	129.05 21.712

Two-way analysis of variance of sex and residence of father on Achievement Motivation and its domains is depicted in table 63. The main effect of sex on academic factor demonstrates that male and female adolescents differs in their academic domain of achievement motivation. But with regard to the effect of residence of father on academic domain, male and female adolescents are similar.



This reveals that whether the father is staying with the adolescent or not, their academic interest domain does not vary. Also no interaction effect is seen in the two way analysis of sex and residence of father on academic interest domain of achievement motivation.

F value for the effect of sex on general interest domain illustrates that male and female adolescents differs significantly in the general interest domain of achievement motivation. The main effect of residence of father on general interest domain indicates that adolescents residing with father and away from father are similar in their general interest domain of achievement motivation. No interaction effect is found in the two way analysis of sex and residence of father on general interest domain of achievement motivation

F value for the main effect of sex on social interest domain shows that male and female adolescents are similar in their social interest domain. The main effect of residence of father indicates that adolescents residing with father and away from father are similar in their social interest domain of achievement motivation. There is no interaction effect of sex and residence of father on social interest domain of achievement motivation.

The main effect of sex on overall achievement motivation reveals that male and female adolescents are similar in their overall achievement motivation. Also the analysis of the main effect of residence of father demonstrates that adolescents residing with father and away from father are similar in their overall achievement motivation. There is no interaction effect of sex and residence of father on overall achievement motivation of adolescents.

**Table 65: Two-way analysis of Sex and Residence of father on Mental Health and its dimensions**

Variable	Main Effect Sex			Main Effect residence of father			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Attitude toward self	3641.895	3641.895	18.929***	0.048	0.048	0.000	167.502	167.502	0.871
Self- actualization	1565.387	1565.387	8.841*	479.460	479.460	2.708	5.103	5.103	0.029
Integration	1054.120	1054.120	6.613*	86.043	86.043	0.540	14.282	14.282	0.090
Autonomy	1039.219	1039.219	5.645*	313.562	313.562	1.703	132.800	132.800	0.721
Perception of reality	7903.514	7903.514	46.538***	356.656	356.656	2.100	37.329	37.329	0.220
Environmental mastery	4048.739	4048.739	23.404***	71.194	71.194	0.412	120.369	120.369	0.696
Overall mental health	6773.335	6773.335	6.641*	491.464	491.464	0.482	789.376	789.376	0.774

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 66: Mean and SD of Sex and Residence of father on Mental Health and its dimensions**

Variable	Residence of father		Residential father N=754	Non residential father N=288	Total N=1042
	Sex				
Attitude toward self	Male N=469	Mean SD	29.09 14.300	28.17 13.985	28.83 14.202
	Female N=573	Mean SD	32.38 13.661	33.27 13.378	32.62 13.579
	Total	Mean SD	30.92 14.035	30.90 13.876	30.91 13.985
Self-actualization	Male N=469	Mean SD	35.40 14.697	37.08 12.966	35.88 14.230
	Female N=573	Mean SD	38.31 12.828	39.68 11.573	38.68 12.508
	Total	Mean SD	37.02 13.757	38.47 12.287	37.42 13.377
Integration	Male N=469	Mean SD	36.77 13.557	37.15 13.917	36.88 13.647
	Female N=573	Mean SD	38.76 12.003	39.67 10.875	39.01 11.708
	Total	Mean SD	37.88 12.747	38.50 12.426	38.05 12.656
Autonomy	Male N=469	Mean SD	30.74 13.652	30.31 13.564	30.62 13.614
	Female N=573	Mean SD	33.79 13.480	31.75 13.626	33.24 13.537
	Total	Mean SD	32.43 13.632	31.08 13.592	32.06 13.628
Perception of reality	Male N=469	Mean SD	33.51 14.295	34.40 14.609	33.76 14.375
	Female N=573	Mean SD	39.26 12.287	41.00 10.399	39.73 11.825
	Total	Mean SD	36.71 13.514	37.93 12.940	37.04 13.363
Environmental mastery	Male N=469	Mean SD	36.15 14.451	35.97 14.635	36.10 14.488
	Female N=573	Mean SD	39.81 12.091	41.16 11.498	40.17 11.939
	Total	Mean SD	38.18 13.307	38.74 13.284	38.34 13.297
Overall mental health	Male N=469	Mean SD	240.54 32.434	244.04 28.384	241.54 31.340
	Female N=573	Mean SD	248.22 32.320	247.81 32.694	248.11 32.393
	Total	Mean SD	244.81 32.573	246.05 30.769	245.15 32.075

Table 65 illustrates the two-way analysis of sex and residence of father on mental health and its dimensions. The F value for the main effect of sex on attitude toward the self dimension is 18.929 ( $p < 0.001$ ) and the mean values reveals that females have a greater ( $M = 32.62$ ) attitude toward the self dimension of mental health than male adolescents ( $M = 28.83$ ). The main effect of residence of father on attitude toward the self dimension shows that adolescents residing with father and away from father are similar in this dimension of mental health. There is no interaction effect observed in the two way analysis of sex and residence of father on attitude toward self dimension of mental health.

F value for the main effect of sex on self actualization dimension is 8.841 ( $p < 0.05$ ) with females having a greater ( $M = 38.68$ ) self actualization dimension of mental health than male adolescents ( $M = 35.88$ ). The main effect of residence of father on self actualization dimension shows that adolescents staying with father and away from father are similar in this dimension of mental health. There is no interaction effect observed in the two way analysis of sex and residence of father on self actualization dimension of mental health.

The main effect of sex on integration dimension is found in F value as 6.613 ( $p < 0.05$ ). This represents that male and female adolescents significantly differs in the integration dimension and females have more ( $M = 39.01$ ) integration than male adolescents ( $M = 36.88$ ). The main effect of residence of father on integration dimension shows that the adolescents staying with father and away from father are similar in their integration dimension of mental health. There is no interaction effect in the two way analysis of sex and residence of father on integration dimension of mental health.

F value for the main effect of sex on autonomy dimension is 5.645 ( $p < 0.05$ ). This indicates that male and female adolescents differs significantly in this dimension. Adolescents residing with father and away from father does not depict

any difference in their autonomy dimension. No interaction effect is found in the two way analysis of sex and residence of father on autonomy dimension of mental health.

F value for the main effect of sex on perception of reality dimension is 46.538 ( $p < 0.001$ ). This represents that male and female adolescents significantly differs in the perception of reality dimension of mental health. The F value for the main effect of residence of father on perception of reality dimension specifies that the adolescents residing with father and away from father are similar in their integration dimension of mental health. There is no interaction between sex and residence of father on perception of reality dimension of mental health.

F value for the main effect of sex on environmental mastery is 23.404 ( $p < 0.001$ ). This specifies that male and female adolescents differs significantly in this dimension. The main effect of residence of father on environmental mastery dimension discloses that adolescents residing with father and away from father are similar in the particular dimension. No interaction effect is observed in the two way analysis of sex and residence of father on environmental mastery dimension.

The two way analysis of sex and residence of father on overall mental health of adolescents is seen in F value as 6.641 ( $p < 0.05$ ). This indicates that male and female adolescents differs significantly in their overall mental health. Females possess greater overall mental health than males. Adolescents residing with father and away from father does not vary in their overall mental health. This shows that they are similar in their overall mental health. No interaction effect is found in the two way analysis of sex and residence of father on overall mental health.

### **Sex and both/single parent on Achievement Motivation and Mental Health**

This section focus on the two way analysis of sex and both/single parent on domains of achievement motivation and dimensions of mental health. Adolescents living with single parent and both parents are included in the analysis.

**Table 67: Two-way analysis of Sex and living with both/single parent on Achievement Motivation and its domains**

Variable	Main Effect Sex			Main Effect both/single parent			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Academic Domain	8462.302	8462.302	5.782*	2065.419	2065.419	1.411	1088.204	1088.204	0.744
General interest	980.168	980.168	17.133***	1.063	1.063	0.019	57.067	57.067	0.998
Social interest domain	22.718	22.718	1.504	28.443	28.443	1.883	24.668	24.668	1.633
Overall AM	1046.341	1046.341	2.223	138.249	138.249	0.294	184.082	184.082	0.391

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 68: Mean and SD of sex and living with both/single parent on Achievement Motivation and its domains**

Variable	Both/single parent		Both parents N=979	Single parent N=63	Total N=1042
	Sex				
Academic interest Domain	Male N=469	Mean SD	31.00 7.233	31.85 6.660	31.04 7.197
	Female N=573	Mean SD	27.88 7.792	26.75 8.637	27.81 7.845
	Total	Mean SD	29.28 7.699	28.94 8.197	29.26 7.727
General interest Domain	Male N=469	Mean SD	31.00 7.233	31.85 6.660	31.04 7.197
	Female N=573	Mean SD	27.88 7.792	26.75 8.637	27.81 7.845
	Total	Mean SD	29.28 7.699	28.94 8.197	29.26 7.727
Social interest domain	Male N=469	Mean SD	18.69 3.831	17.33 4.472	18.61 3.878
	Female N=573	Mean SD	18.66 3.905	18.61 3.834	18.66 3.897
	Total	Mean SD	18.67 3.870	18.06 4.134	18.63 3.887
Overall AM	Male N=469	Mean SD	127.77 20.637	124.44 20.571	127.58 20.626
	Female N=573	Mean SD	130.23 22.614	130.47 21.175	130.25 22.509
	Total	Mean SD	129.12 21.767	127.89 20.967	129.05 21.712

The two-way analysis of sex and living with both/single parent on Achievement Motivation and its domains is demonstrated in table 67. The F value for the main effect of sex on academic interest domain is 5.782 ( $p < 0.05$ ) which demonstrates that male and female adolescents differs in their academic domain of achievement motivation. But with regard to the effect of living with both/single parent on academic domain, male and female adolescents are similar. This demonstrates that whether the adolescent is living with both parents or single parent, their academic interest domain does not vary. Also no interaction effect is



seen in the two way analysis of sex and living with both/single parent on academic interest domain of achievement motivation.

The main effect of sex on general interest domain of achievement motivation is found in F value as 17.133 ( $p < 0.001$ ) which illustrates that male and female adolescents differs significantly in the general interest domain of achievement motivation. The main effect of living with both/ single parent on general interest domain indicates that adolescents living with single parent and both parents are similar in their general interest domain of achievement motivation. No interaction effect is found in the two way analysis of sex and living with both/ single parent on general interest domain of achievement motivation

The F value for the main effect of sex on social interest domain shows that male and female adolescents are similar in their social interest domain. The main effect of living with both/single parent on social interest domain indicates that adolescents living with both parents and single parent are similar in their social interest domain of achievement motivation. There is no interaction effect of sex and living with both/single parent on social interest domain of achievement motivation.

The main effect of sex on overall achievement motivation reveals that male and female adolescents are similar in their overall achievement motivation. Also the analysis of the main effect of living with both/single parent reveals that adolescents living with both parents and single parents are similar in their overall achievement motivation. There is no interaction effect of sex and living with both/single parent on overall achievement motivation of adolescents.

**Table 69: Two-way analysis of variance of Sex and living with both/single parent on Mental Health and its dimensions**

Variable	Main Effect Sex			Main Effect both/single parent			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Attitude toward self	2245.831	2245.831	11.693*	117.980	117.980	0.614	439.033	439.033	2.286
Self- actualization	1071.501	1071.501	6.736*	56.996	56.996	0.358	354.322	354.322	2.227
Integration	1071.501	1071.501	6.736*	56.996	56.996	0.358	354.322	354.322	2.227
Autonomy	542.535	542.535	2.940	4.503	4.503	0.024	14.372	14.372	0.078
Perception of reality	2643.516	2643.516	15.534***	0.384	0.384	0.002	45.859	45.859	0.269
Environmental mastery	2352.906	2352.906	13.648***	313.480	313.480	1.818	399.105	399.105	2.315
Overall mental health	327.698	327.698	0.323	4067.869	4067.869	4.007*	1343.351	1343.351	1.323

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 70: Mean and SD of Sex and living with both/single parent on Mental Health and its dimensions**

Variable	Residence of father		Both parents N=979	Single parent N=63	Total N=1042
	Sex				
Attitude toward self	Male N=469	Mean SD	29.07 14.204	24.89 13.830	28.83 14.202
	Female N=573	Mean SD	32.54 13.557	33.86 14.039	32.62 13.579
	Total	Mean SD	30.97 13.954	30.02 14.543	30.91 13.985
Self-actualization	Male N=469	Mean SD	36.02 14.295	33.56 13.151	35.88 14.230
	Female N=573	Mean SD	38.56 12.492	40.47 12.785	38.68 12.508
	Total	Mean SD	37.41 13.389	37.51 13.293	37.42 13.377
Integration	Male N=469	Mean SD	36.96 13.624	35.48 14.211	36.88 13.647
	Female N=573	Mean SD	38.79 11.834	42.25 9.173	39.01 11.708
	Total	Mean SD	37.96 12.699	39.35 11.983	38.05 12.656
Autonomy	Male N=469	Mean SD	30.67 13.656	29.89 13.128	30.62 13.614
	Female N=573	Mean SD	33.23 13.522	33.44 13.954	33.24 13.537
	Total	Mean SD	32.07 13.636	31.92 13.614	32.06 13.628
Perception of reality	Male N=469	Mean SD	33.81 14.395	33.00 14.288	33.76 14.376
	Female N=573	Mean SD	39.67 11.726	40.64 13.368	39.73 11.825
	Total	Mean SD	37.02 13.316	37.37 14.178	37.04 13.363
Environmental mastery Overall mental health	Male N=469	Mean SD	36.11 14.523	35.81 14.161	36.10 14.488
	Female N=573	Mean SD	39.86 11.986	44.81 10.292	40.17 11.939
	Total	Mean SD	38.17 13.316	40.95 12.807	38.34 13.297
	Male N=469	Mean SD	241.75 31.787	238.19 22.993	241.54 31.340
	Female N=573	Mean SD	248.93 30.489	235.75 52.390	248.11 32.393
	Total	Mean SD	245.69 31.272	236.79 42.103	245.15 32.075

Table 69 shows the two-way analysis of variance of sex and living with both/single parent on mental health and its dimensions. The F value for the main effect of sex on attitude toward the self dimension is 11.693 ( $p < 0.005$ ) and this reveals that male and female adolescents differs significantly in this dimension. The main effect of living with both/single parent on attitude toward the self dimension shows that adolescents residing with both parents and single parent are similar in this dimension of mental health. There is no interaction effect observed in the two way analysis of sex and living with both/single parent on attitude toward self dimension of mental health

F value for the main effect of sex on self actualization dimension is 7.306 ( $p < 0.05$ ). This reveals that there is significant difference between male and female adolescents in this dimension. The main effect of living with both/single parent on self actualization dimension shows that adolescents living with both parents and single parent are similar in this dimension of mental health. There is no interaction effect observed in the two way analysis of sex and living with both/single parent on self actualization dimension of mental health.

F value for the main effect of sex on integration dimension is 6.736 ( $p < 0.05$ ). This embodies that male and female adolescents significantly differs in the integration dimension and females have more ( $M = 39.01$ ) integration than male adolescents ( $M = 36.88$ ). The main effect of living with both/single parent on integration dimension shows that the adolescents staying with both parents and single parent are similar in their integration dimension of mental health. There is no interaction effect in the two way analysis of sex and living with both/single parent on integration dimension of mental health.

The main effect of sex on autonomy dimension indicated that male and female adolescents are similar in this dimension. Adolescents living with both parents and single parent are similar in their autonomy dimension. No interaction

effect is found in the two way analysis of sex and living with both/single parent on autonomy dimension of mental health.

The main effect of sex on perception of reality dimension is found in F value as 15.534 ( $p < 0.001$ ). This represents that male and female adolescents significantly differs in the perception of reality dimension of mental health. The main effect of living with both/single parent on perception of reality dimension specifies that the adolescents residing with both parents and single parent are similar in their integration dimension of mental health. There is no interaction between sex and living with both/single parent on perception of reality dimension of mental health.

F value for the main effect of sex on environmental mastery is 13.648 ( $p < 0.001$ ). This signifies that male and female adolescents differs significantly in this dimension. The main effect of living with both/single parent on environmental mastery dimension discloses that adolescents living with both parents and single parent are similar in the particular dimension. No interaction effect is observed in the two way analysis of sex and living with both/single parent on environmental mastery dimension.

The main effect of sex on overall mental health indicates that male and female adolescents are similar in their overall mental health. F value for the main effect of living with both/single parent is 4.007 ( $p < 0.05$ ). This points the fact that adolescents living with both parents and single parent differs significantly in their overall mental health. Mean values depicted in table 70 reveals that adolescents living with both parents have a greater ( $M = 245.69$ ) overall mental health than adolescents living with single parent ( $M = 236.79$ ). The findings highlight the fact that presence of both parents fosters mental health of adolescents. No interaction effect is found in the two way analysis of sex and living with both/single parent on overall mental health of adolescents.

## Section 4

This segment of investigation identifies the effect of demographic variable sex and perceived parenting style on achievement motivation and mental health of adolescents.

### **Role of sex and perceived parenting styles on achievement motivation and its domains**

Among the 1042 sample, 469 participants are males and 573 participants are females. The perception of parenting scale classified the parenting styles perceived by adolescents as Authoritarian, authoritative and permissive parenting styles. The achievement motivation scale has three major domains viz. Academic interest domain, general interest domain and social interest domain. In this section, two-way ANOVA is carried out to analyze the role of sex and the three perceived parenting styles on achievement motivation and its three domains.

**Table 71 : Two way analysis of Sex and Perceived Parenting Styles (PPS) on Achievement Motivation and its domains**

Variable	Main Effect Sex			Main Effect PPS			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Academic Domain	6758.067	6758.069	4.766*	44575.047	22287.523	15.718***	941.683	470.841	0.332
General interest	1139.290	1139.290	19.954***	234.148	117.074	2.051	28.336	14.168	0.248
Social interest domain	1.306	1.306	0.087	146.013	73.006	4.870*	11.091	5.546	0.370
Overall AM	357.68	357.8658	0.787	15836.607	7918.304	17.421***	194.850	97.425	0.214

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 72 : Mean and SD of Sex and PPS on Achievement Motivation and its domains**

Variable	PPS		Permissive N=163	Authoritative N=765	Authoritarian N=114	Total N=1042
	Sex					
Academic interest Domain	Male N=469	Mean SD	176.33 38.025	170.42 36.958	151.15 31.809	168.07 36.997
	Female N=573	Mean SD	186.78 42.663	175.20 37.613	158.19 37.601	176.31 39.253
	Total	Mean SD	183.90 41.584	173.00 37.364	153.81 34.118	172.60 38.455
General interest Domain	Male N=469	Mean SD	30.80 8.168	31.39 7.113	29.51 6.851	31.04 7.197
	Female N=573	Mean SD	28.16 7.882	27.83 7.748	26.56 8.697	27.81 7.845
	Total	Mean SD	28.89 8.024	29.47 7.664	28.39 7.697	29.26 7.727
Social interest domain	Male N=469	Mean SD	19.27 4.136	18.74 3.750	17.54 4.191	18.61 3.878
	Female N=573	Mean SD	19.37 3.656	18.52 3.869	17.95 4.588	18.66 3.897
	Total	Mean SD	19.34 3.782	18.62 3.813	17.69 4.330	18.63 3.887
Overall AM	Male N=469	Mean SD	132.58 22.999	128.86 20.710	118.03 15.436	127.58 20.626
	Female N=573	Mean SD	136.08 23.476	129.78 21.773	118.72 22.175	130.25 22.509
	Total	Mean SD	135.12 23.328	129.36 21.280	118.29 18.179	129.05 21.712

Table 71 illustrates the two way analysis of sex and perceived parenting styles on achievement motivation and its domains. F value obtained for the main effect of sex on academic interest domain of achievement motivation is 4.766 ( $P < 0.05$ ). This result indicates that males and females differs significantly in the academic interest domain of achievement motivation. Female adolescents has a greater mean than male adolescent samples which clearly signifies that females are



more academically oriented than males which fosters their achievement motivation. Dubey and Srivasatava (2013) in their study identified that girls were more future oriented with more achievement motivation. Regarding the main effect of perceived parenting styles on academic interest domain, the F value is found to be 15.718 ( $P < 0.001$ ). It is evident from the result that the three groups of perceived parenting styles such as authoritarian, authoritative and permissive parenting styles differ significantly on the academic interest domain. Interestingly, it is seen that the low group, which is the permissive parenting group has a greater mean ( $M = 183.90$ ) than the other two groups. Having a glance at the means of authoritative and authoritarian parenting style groups, authoritative group has a greater mean ( $M = 173.00$ ) than the authoritarian group ( $M = 153.81$ ). Permissive style of parenting which does not force any restrictions and control on the adolescents yield greater academic interest domain of achievement motivation. The results were supported by the study of Ogunleye, Omirin and Balogun (2013) in which they found there was no significant difference in the academic performances of males and females owing to different parental styles. The interaction effect of sex and perceived parenting style on academic domain was carried out and the F value is found not significant.

F value for the main effect of sex on the general interest domain is found to be 19.954 ( $P < 0.01$ ). This signifies that males and females do differ significantly in the general interest factor of achievement motivation. This is a quite interesting result which demonstrates greater general interest for male sample than female group. This gives a clear picture of the status of the achievement motivation nature of Kerala adolescents. The main effect of perceived parenting style on the general interest factor shed light on the fact that the three parenting style groups does not differ significantly in the general interest domain of achievement motivation. Sex and perception of parenting styles showed no significant interaction with the general interest factor of achievement motivation.

The main effect of sex on social interest factor of achievement motivation revealed that there is no significant difference between males and females. The F value for the main effect of parenting styles on social interest domain is found to be 4.870 ( $P < 0.05$ ). This demonstrates that the three groups of perceived parenting styles differs significantly with respect to the social interest domain of achievement motivation. Based on the mean values of the three groups of parenting styles, it depicts that permissive parenting style has a greater mean ( $M = 19.34$ ) than the other two groups. The result is so fascinating to the point that permissive style promotes social interest domain of achievement motivation. Mean values of authoritarian styles are found to be low ( $M = 17.69$ ) which reveals that very strict and disciplined parenting decreases the interest in the social domain of achievement motivation. The interaction effect of sex and perception of parenting styles on social interest domain of achievement motivation does not show any significant effect.

Analyzing the main effect of sex on overall motivation, the F value is found not significant. Supporting this result, Nagarathanamma and Rao (2007) found that there was no significant difference between boys and girls with regard to their achievement motivation. Kaushik and Rani (2005) also concluded the same finding. Contrary to this, Adsul, Kamble and Sangli (2008) found that male students were found to be have a high achievement motivation than female students. They reported female students have a below average level of achievement motivation. Lynn in 1982 estimated the relationship of achievement motivation and gender and found that high motivated students of both genders received most awards. Liu and Zhu (2009) also found significant differences among male and female senior high school students in achievement motivation. Study by Maheswari and Aruna (2016) found a significant difference in achievement motivation of male and female adolescents with females having better achievement motivation. Akram (2017), Chaturvedi

(2009) and Chauhan (2016) also identified that adolescent boys had better achievement motivation than adolescent girls.

Considering the main effect of perceived parenting styles in overall achievement motivation, the F value is found as 17.421 ( $P < 0.05$ ) which illustrates a significant difference between the three groups of parenting styles in their overall achievement motivation. Based on the mean values obtained in the table 72, fascinatingly, it is seen that permissive parenting style nurtures the overall achievement motivation of adolescents. If adolescents are given their own freedom and identity, achievement motivation can be flourished to a greater extent.

No interaction effect is seen among sex and perceived parenting styles on the overall achievement motivation of adolescents. Contrary to this finding, Gupta and Mehtani (2017) found significant effect of parenting style and gender on academic achievement of senior secondary school students .

### Role of Sex and Perceived Parenting Styles on Mental Health and its dimensions

**Table 73: Two way Analysis of Sex and Perceived Parenting Styles on Mental Health and its dimensions**

Variable	Main Effect Sex			Main Effect PPS			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Attitude toward self	2319.977	2319.977	12.560***	6041.734	3020.867	16.355***	830.314	415.157	2.248
Self- actualization	1055.035	1055.035	6.060*	2916.996	1458.498	8.378***	196.827	98.414	0.565
Integration	327.303	327.303	2.114	4469.058	2234.529	14.435***	76.970	38.485	0.249
Autonomy	437.355	437.355	2.457	5615.749	2807.874	15.773***	250.777	125.389	0.704
Perception of reality	3153.982	3153.982	19.207***	5944.360	2972.180	18.100***	77.696	38.848	0.237
Environmental mastery	858.505	858.505	5.186*	7803.442	3901.721	23.570***	510.532	255.266	1.542
Overall mental health	1418.522	1418.522	1.416	21997.743	10998.871	10.983***	926.877	463.439	0.463

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 74 : Mean and SD of Sex and Perceived Parenting Styles on Mental Health and its dimensions**

Variable	PPS		permissive N=163	authoritative N=765	authoritarian N=114	Total N=1042
	Sex					
Attitude toward self	Male N=469	Mean SD	35.02 13.814	29.19 14.304	23.07 11.861	28.83 14.202
	Female N=573	Mean SD	38.05 12.125	31.23 13.607	31.05 13.622	32.62 13.579
	Total	Mean SD	37.21 12.643	30.29 13.961	26.08 13.085	30.91 13.985
Self-actualization	Male N=469	Mean SD	39.84 13.469	36.13 14.094	32.15 14.713	35.88 14.230
	Female N=573	Mean SD	42.47 11.491	37.80 12.476	36.65 13.701	38.68 12.506
	Total	Mean SD	41.74 12.084	37.03 13.265	33.85 14.445	37.42 13.377
Integration	Male N=469	Mean SD	42.18 10.484	37.05 13.706	32.68 13.975	36.88 13.647
	Female N=573	Mean SD	43.03 9.233	38.21 12.009	35.56 12.429	39.01 11.708
	Total	Mean SD	42.79 9.569	37.67 12.825	33.76 13.430	38.05 12.656
Autonomy	Male N=469	Mean SD	34.47 13.808	30.93 13.525	26.66 13.171	30.62 13.614
	Female N=573	Mean SD	38.50 12.237	32.40 13.412	26.81 13.843	33.24 13.537
	Total	Mean SD	37.39 12.775	31.72 13.476	26.72 13.368	32.06 13.628
Perception of reality	Male N=469	Mean SD	39.98 11.875	33.94 14.376	28.93 14.320	33.76 14.375
	Female N=573	Mean SD	43.90 9.793	39.01 11.839	35.14 13.792	39.73 11.825
	Total	Mean SD	42.82 10.519	36.67 13.305	31.27 14.383	37.04 13.363
Environmental mastery	Male N=469	Mean SD	44.53 10.297	36.12 14.452	30.61 14.496	36.10 14.488
	Female N=573	Mean SD	44.12 10.408	39.52 11.943	35.56 13.193	40.17 11.939
	Total	Mean SD	44.23 10.347	37.95 13.260	32.47 14.166	38.34 13.297
Overall mental health	Male N=469	Mean SD	251.58 41.463	242.41 30.922	230.89 22.118	241.54 31.340
	Female N=573	Mean SD	251.94 46.171	248.41 26.927	234.72 32.111	248.11 32.393
	Total	Mean SD	251.84 44.820	245.64 28.975	232.33 26.263	245.15 32.075

The two way interaction of sex and perceived parenting styles on mental health and its dimensions is represented in table 73. The F value for the main effect of sex is found to be 12.560 ( $P < 0.001$ ). This imparts that the male and females adolescents differ significantly in the attitude toward self dimension of mental health. This emphasizes that females adolescents tend to have good attitude toward themselves which contributes to their mental health. Regarding the main effect of parenting styles on the attitude toward self dimension of mental health, F value is 16.355 ( $P < 0.001$ ) which denotes that the three types of parenting styles differs significantly. Here also, interestingly, it is revealed that the mean value of permissive style of parenting ( $M=37.21$ ) is greater than the mean value of authoritative ( $M=30.29$ ) and authoritarian ( $M=26.08$ ) styles of parenting. Adolescence is a period during which children crave for more freedom and want to express themselves more. The results are indicative that permissive style of parenting contributes to better attitude toward the self dimension of mental health. And also strict, disciplined authoritarian parenting styles tend to reduce the attitude toward self component of mental health. There is no interaction effect of sex and parenting style on the attitude toward self component of mental health.

F value for the main effect of sex on parenting style is 6.060 ( $P < 0.05$ ) which demonstrates significant difference in the self actualization dimension of mental health between male and female adolescents. The independent effect of parenting styles on self-actualization dimension of mental health generated the F value 8.378 ( $P < 0.0001$ ). This affirms that there is significant difference between the three groups of parenting styles in the self-actualization component. With reference to the mean values accomplished from the table 74, it can be ascertained that permissive parenting styles have a greater mean value ( $M=41.74$ ) as compared to authoritative ( $M=37.03$ ) and authoritarian parenting styles ( $M=33.85$ ). Here also permissive style of parenting which is an easy-going and liberal nature bestows self actualization

among adolescent children. At the same time authoritarian styles tend to withhold self actualization dimension of mental health of adolescents. There is no interactive effect of sex and parenting styles on the self actualization dimension of mental health.

The main effect of sex on integration dimension is identified as not significant. In view of the main effect of parenting styles on the integration dimension of mental health, F value is obtained as 14.435 ( $P < 0.001$ ). Accordingly the three styles of parenting differs significantly on the integration dimension of mental health. It is clear from the table 74 that the mean value of permissive style of parenting ( $M=42.79$ ) is greater than that of authoritative ( $M=37.67$ ) and authoritarian styles ( $M=33.76$ ). In the case of integration dimension of mental health also, permissive parenting style surpass democratic and authoritarian parenting style. No interaction effect is evident in the two-way analysis of sex and parenting styles on the mental health of adolescents.

The main effect of sex on autonomy dimension is found to be not significant. Analyzing the independent effect of perception of parenting styles on autonomy dimension of mental health, the F value is found to be 15.773 ( $P < 0.000$ ). This noticeably indicates that there is significant difference between the three groups of parenting styles in the autonomy dimension of mental health. Mean scores depicted in table 74 signifies that permissive parenting styles has a greater mean ( $M=37.39$ ) as compared to the mean values of authoritative ( $M=31.72$ ) and authoritarian (26.72). The results are clearly indicative that permissive parenting contributes more to the autonomy dimension of mental health of the adolescents than the other two groups. F value for the interaction effect is found not significant. This specifies that the six groups are similar in the autonomy dimension of mental health of adolescent.

Regarding the perception of reality dimension of mental health, the F value of the main effect of sex is found to be 19.207 ( $P < 0.0001$ ) and the results evidently illustrates that males and females differs significantly. F value for the main effect of perceived Parenting styles on perception of reality dimension is found to be 18.100 ( $P < 0.001$ ). The results obviously justifies that the three styles of perceived parenting significantly differs on the perception of reality domain of mental health. Of the three perceived parenting styles, permissive parenting styles has a greater mean score ( $M=42.82$ ) than the authoritative ( $M=36.67$ ) and authoritarian ( $M=31.27$ ) mean values. The findings apparently discloses that permissive parenting styles during adolescence enriches the way in which they perceive reality which is a major dimension of mental health. No interaction effect is found out in the interaction analysis of sex and perceived parenting style on perception of reality dimension of mental health

The main effect of sex on environmental mastery dimension is marked by the F value as 5.186 ( $P < 0.05$ ) which specifies that male adolescents and female adolescents differs significantly. With regard to the main effect of perceived parenting styles on environmental mastery dimension of mental health, the F value is found to be 23.570 ( $P < 0.0001$ ). This clearly purports that there is significant difference between the three groups of perceived parenting styles with respect to the environmental mastery dimension. Surveying through table 74, permissive parenting style has a greater mean ( $M=44.23$ ) as equated with the authoritative ( $M=37.95$ ) and authoritarian ( $M=32.47$ ) parenting styles. Undoubtedly this results signifies that during adolescence permissive parenting styles grants greater mastery of the environment in which adolescent lives which can boost up their mental health. There is no interaction effect evident in the two-way analysis of sex and perceived parenting styles on the environmental mastery dimension of mental health.

F value for the main effect of sex on overall mental health is found not significant. Referring to the main effect of perceived parenting styles on overall mental health of adolescents, the F value is found as 10.983 ( $P < 0.001$ ). This



epitomizes that the three groups of perceived parenting style significantly differs in their overall mental health. This finding is noticeably visible in the mean scores illustrated in table 74. Authoritarian parenting style has a lower mean score ( $M=232.33$ ) as compared to the authoritative (245.64) and permissive (251.84) parenting styles. Permissive parenting styles nurture the overall mental health of adolescents. Permissive parenting styles make fewer demands for their adolescent children. These help adolescents to regulate their behavior, not controlling much, and using only minimal amounts of punishment. No interaction effect between sex and perceived parenting styles on the overall mental health is identified in the two-way analysis.

From this segment, it can be concluded that permissive parenting styles as perceived by the adolescents fosters achievement motivation and mental health of adolescents

## Section 5

This section is concerned with examining the effect of demographic variable sex and emotional intelligence on achievement motivation and mental health of adolescents.

### **Role of Sex and Emotional Intelligence on Achievement Motivation of adolescents**

Among the 1042 sample, 469 participants are males and 573 participants are females. They are categorized into three groups such as low, moderate and high emotional intelligence groups based on mean and SD. The achievement motivation scale has three major domains viz. academic interest domain, general interest domain and social interest domain. Two-way ANOVA is carried out to analyze the role of sex and three levels of emotional intelligence on adolescent achievement motivation and its three domains.

**Table 75: Two way analysis of variance of Sex and Emotional Intelligence (EI) on Achievement Motivation and its domains**

Variable	Main Effect Sex			Main Effect EI			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Academic Domain	979.322	979.322	0.751	164792.454	82396.227	63.197*	9787.827	4893.913	3.754*
General interest	1788.900	1788.900	31.454*	507.709	253.855	4.464**	24.118	12.059	0.212
Social interest domain	3.330	3.330	0.236	1092.478	546.239	38.704*	14.737	7.368	0.522
Overall AM	73.643	73.643	0.173	45950.733	22975.366	53.830*	1157.428	578.714	1.356

\*Significant at 0.05 level of significance

\*\*Significant at 0.01 level of significance

**Table 76: Mean and SD of Sex and Emotional Intelligence (EI) on Achievement Motivation and its domains**

Variable	PPS		EI (Low) N=163	EI (Moderate) N=765	EI (High) N=114	Total 1042
	Sex					
Academic interest Domain	Male N=469	Mean SD	156.16 31.594	164.50 35.632	196.80 34.755	168.07 36.997
	Female N=573	Mean SD	148.66 32.963	175.36 36.598	201.25 41.791	176.31 39.253
	Total	Mean SD	152.66 32.333	170.64 36.556	199.23 38.693	172.60 38.455
General interest Domain	Male N=469	Mean SD	29.79 7.253	31.12 7.147	31.96 7.310	31.04 7.197
	Female N=573	Mean SD	25.67 8.504	27.93 7.711	28.70 7.854	27.81 7.845
	Total	Mean SD	27.87 8.096	29.32 7.632	30.18 7.759	29.26 7.727
Social interest domain	Male N=469	Mean SD	16.80 4.123	18.63 3.770	20.33 3.335	18.61 3.878
	Female N=573	Mean SD	16.15 3.970	18.65 3.763	20.50 3.514	18.66 3.897
	Total	Mean SD	16.50 4.050	18.64 3.764	20.42 3.424	18.63 3.887
Overall AM	Male N=469	Mean SD	118.13 18.606	126.80 19.441	140.70 21.784	127.58 20.626
	Female N=573	Mean SD	114.82 18.440	129.95 21.336	143.00 23.744	130.25 22.509
	Total	Mean SD	116.59 18.532	128.58 20.580	141.95 22.829	129.05 21.712

Table 75 demonstrates two way analysis of variance of sex and emotional intelligence on the achievement motivation and its domains. The main effect of sex on the academic interest domain is found to be not significant. With regard to the main effect of emotional intelligence on academic interest domain, the F value is

shown as 63.197 ( $P < 0.001$ ). The low, moderate and high emotional intelligence group do vary in the academic interest sphere of achievement motivation of adolescents. Glancing through the mean and SD represented in table 76, it is evident that the adolescents with high emotional intelligence has a greater mean ( $M = 199.23$ ) than the low ( $M = 152.66$ ) and moderate ( $M = 170.64$ ) emotional intelligence groups. This highlights that adolescents with high emotional intelligence has greater academic interest in achievement motivation than the other two groups. F value for the interaction effect is 3.754 ( $p < 0.05$ ) which is significant. This reveals that male and female adolescents in the three groups of emotional intelligence significantly differs in the academic interest domain of achievement motivation. The mean values demonstrated in the table indicates that female adolescents with high emotional intelligence has more academic interest ( $M = 201.25$ ) than other groups.

F value for the main effect of sex on general interest domain is found to be 31.454 ( $p < 0.05$ ). This indicates that males and females differ significantly in the general interest domain of adolescent achievement motivation. Adolescent males have more general interest than female adolescents in the achievement motivation realm. Considering the main effect of emotional intelligence on general interest domain, the F value is found as 4.464 ( $p < 0.05$ ). This truly indicates that the adolescents with low, moderate and high emotional intelligence differs significantly in their general interest factor of achievement motivation. Noticing at the mean values illustrated in table 76, adolescents with high emotional intelligence has a greater mean value ( $M = 30.18$ ) than adolescents with moderate ( $M = 29.32$ ) and low emotional intelligence ( $M = 27.87$ ). There is no interaction effect of sex and emotional intelligence on the general interest factor of achievement motivation.

The main effect of sex on social interest domain is found as F value 0.236. This reveals that males and females are similar in the social interest domain of achievement motivation. With regard to the main effect of emotional intelligence on

social interest domain, F value is found as 38.704 ( $p < 0.05$ ). This finding clearly envisage a clear significant difference between the three groups of adolescents. Adolescents with high emotional intelligence has a greater mean ( $M = 20.42$ ) as compared to moderate ( $M = 18.64$ ) and low ( $M = 16.50$ ) adolescent groups. The results endorses that adolescents with high emotional intelligence has high social interest in achievement motivation. No interaction effect is found between sex and emotional intelligence on social interest domain of achievement motivation.

F value for the main effect of sex on overall achievement motivation discloses that male and female adolescents are similar in their overall achievement motivation. Pertaining to the main effect of emotional intelligence on overall achievement motivation, the F value is found to be 53.830 ( $p < 0.05$ ). The results indicates that adolescents with low, moderate and high emotional intelligence differs significantly in the overall achievement motivation. Adolescents with high emotional intelligence found to have greater overall achievement motivation ( $M = 22.829$ ) as compared to the moderate ( $M = 20.580$ ) and low ( $M = 18.523$ ) emotional intelligence groups. This envisages that adolescents with high emotional intelligence tend to have good overall achievement motivation. Sex and emotional intelligence has no interaction effect on overall achievement motivation of adolescents.

Hence, it can be concluded that adolescents with high emotional intelligence are found to have greater academic, general, and social interest domains and good overall achievement motivation than other low and moderate emotional intelligence groups.

### Role of Sex and Emotional Intelligence on Mental Health of adolescents

**Table 77: Sex and emotional intelligence on mental health and its dimensions**

Variable	Main Effect Sex			Main Effect EI			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Attitude toward self	1695.949	1695.949	9.433*	13572.542	6786.271	37.746***	6.489	3.244	0.018
Self- actualization	733.855	733.855	4.427*	12319.548	6159.774	37.155***	369.959	184.980	1.116
Integration	858.486	858.486	6.152*	19878.922	9939.461	71.233***	937.405	468.703	3.359*
Autonomy	1578.329	1578.329	9.387***	15768.625	7884.313	46.890***	1040.606	520.303	3.094*
Perception of reality	3627.110	3627.110	23.724***	17761.100	8880.550	58.085***	821.759	410.880	2.687
Environmental mastery	1863.761	1863.761	12.417***	24086.630	12043.315	80.235***	150.695	75.348	0.502
Overall mental health	6582.975	6582.975	6.842*	61554.410	30777.205	31.988***	874.510	437.255	0.454

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 78 : Mean and SD of Sex and Emotional Intelligence on Mental Health and its dimensions**

Variable	PPS		EI (Low) N=163	EI (Moderate) N=765	EI (High) N=114	Total N=1042
	Sex					
Attitude toward self	Male N=469	Mean SD	22.01 12.070	28.74 14.004	36.04 13.789	28.83 14.202
	Female N=573	Mean SD	25.54 13.248	32.34 13.346	39.19 12.112	32.62 13.579
	Total	Mean SD	23.66 12.707	30.77 13.743	37.76 12.954	30.91 13.985
Self-actualization	Male N=469	Mean SD	30.79 13.802	35.01 14.500	45.10 8.204	35.88 14.230
	Female N=573	Mean SD	34.67 13.343	38.01 12.521	44.96 9.429	38.68 12.508
	Total	Mean SD	32.60 13.677	36.71 13.491	45.03 8.865	37.42 13.377
Integration	Male N=469	Mean SD	26.16 13.171	37.12 13.339	46.44 5.850	36.88 13.647
	Female N=573	Mean SD	32.59 13.656	38.57 11.546	45.87 6.764	39.01 11.708
	Total	Mean SD	29.15 13.717	37.94 12.370	46.13 6.351	38.05 12.656
Autonomy	Male N=469	Mean SD	24.04 12.432	30.89 13.366	35.94 13.429	30.62 13.614
	Female N=573	Mean SD	25.25 12.984	32.44 13.484	43.10 7.564	33.24 13.537
	Total	Mean SD	24.60 12.657	31.77 13.446	39.84 11.187	32.06 13.628
Perception of reality	Male N=469	Mean SD	25.49 13.238	33.31 14.096	44.16 10.087	33.76 14.375
	Female N=573	Mean SD	32.79 13.683	39.56 11.445	45.63 9.146	39.73 11.825
	Total	Mean SD	28.89 13.885	36.84 13.031	44.96 9.582	37.04 13.363
Environmental mastery	Male N=469	Mean SD	25.79 13.568	36.24 14.077	45.71 9.791	36.10 14.488
	Female N=573	Mean SD	30.70 13.433	40.02 11.565	47.79 6.260	40.17 11.939
	Total	Mean SD	28.08 13.677	38.38 12.847	46.84 8.097	38.34 13.297
Overall mental health	Male N=469	Mean SD	223.10 15.763	242.43 27.829	255.83 46.651	241.54 31.340
	Female N=573	Mean SD	233.70 20.117	247.81 28.868	260.08 48.510	248.11 32.393
	Total	Mean SD	228.04 18.624	245.47 28.528	258.15 47.567	245.15 32.075

Table 77 represents the two way analysis of sex and emotional intelligence on mental health and its dimensions. With regard to the main effect of emotional intelligence on attitude toward self dimension, the F value is found to be 37.746 ( $p < 0.001$ ). This clearly shows that low, moderate and high emotional intelligence groups differs significantly in this dimension. The mean values represented in table 78 specifies that adolescents with high emotional intelligence has greater attitude toward self dimension ( $M=37.76$ ) of mental health than adolescents with moderate ( $M=30.77$ ) and low ( $M=23.66$ ) emotional intelligence. No interaction effect is found in the two way analysis of sex and emotional intelligence on attitude toward self dimension of mental health of adolescents.

In view of the main effect of emotional intelligence on self-actualization, F value is found to be 37.155 ( $P < 0.001$ ). The three adolescent groups with low, moderate and high emotional intelligence groups differs significantly in the self-actualization. From the table 78, it is evident that adolescents with high emotional intelligence has a greater mean ( $M=45.03$ ) than the moderate ( $M=36.71$ ) and low emotional intelligence ( $M=32.60$ ) group. This reveals that adolescents with high emotional intelligence has greater self-actualization dimension of mental health. Sex and emotional intelligence does not shows any interaction effect on the self-actualization dimension of mental health.

With respect to the main effect of emotional intelligence on integration, F value is 71.233 ( $P < 0.001$ ). This envisages that the adolescents with low, moderate and high emotional intelligence do differ significantly. The mean value depicts that the adolescents with high emotional intelligence ( $M=461.13$ ) has greater integration dimension of mental health than the moderate ( $M=37.94$ ) and low ( $M=29.15$ ) group. Regarding the interaction between sex and emotional intelligence on the integration dimension, the F value is found to be 3.359 ( $P < 0.05$ ). This clearly represents that males and females with low, moderate and high emotional intelligence groups



significantly differs in the integration dimension of mental health. And from these groups, male adolescents with high emotional intelligence ( $M=46.44$ ) has a greater integration dimension.

As far as the main effect of emotional intelligence on autonomy dimension is considered, the F value is found to be 46.890 ( $P<0.001$ ). This validates that the three groups of adolescents with low, moderate and high emotional intelligence do differs significantly in their autonomy dimension of mental health. Navigating through the mean values, adolescents with high emotional intelligence tend to have greater mean ( $M=39.84$ ) than the moderate ( $M=31.77$ ) and low ( $M=24.60$ ) groups. This results construes that adolescents with high emotional intelligence has a considerable autonomy as far their mental health is considered. The F value for the interaction effect of sex and emotional intelligence on autonomy dimension of mental health is found as 3.094 ( $P<0.05$ ). The results indicates that the adolescent males with high, moderate and low emotional intelligence significantly differs from the adolescent females with high, moderate and low emotional intelligence. From the table it is evident that female adolescents with high emotional intelligence( $M=43.10$ ) has a greater autonomy dimension of mental health.

The main effect of emotional intelligence on perception of reality is evidenced in the F value as 58.085 ( $P<0.001$ ). The results reveals that the adolescents with low, moderate and high emotional intelligence differs significantly in the perception of reality dimension of mental health. Viewing the mean values, it is evident that adolescents with high emotional intelligence has a greater mean ( $M=44.96$ ) than adolescents with moderate ( $M=36.84$ ) and low ( $M=28.89$ ) emotional intelligence. It can be interpreted that adolescents with high emotional intelligence has a good perception of reality with regard of their mental health. No interaction effect is seen in the two-way interaction of sex and emotional intelligence on perception of reality dimension of mental health of adolescents.

With regard to the main effect of emotional intelligence on environmental mastery of mental health, the F value is found to be 80.235 ( $P < 0.001$ ). In this dimension also the three groups of adolescents differs significantly and adolescents with high emotional intelligence has a good environmental mastery than other groups. No interaction effect is identified.

The main effect of sex on overall mental health is found in the F value as 6.842 ( $p < 0.05$ ) and this points out that male and female adolescents differs significantly in their overall mental health. This focus upon the finding that female adolescents has good overall mental health as compared to male adolescents. The results are contradicted by the findings of the study by Gupta and Kumar (2010) that male students were better than female students in terms of mental health. With respect to the main effect of emotional intelligence on overall mental health, the F value is found to be 31.988 ( $p < 0.001$ ), which resolves that adolescents with high, moderate and low emotional intelligence significantly differs each other with respect to their overall mental health. The difference is pointed out in the table 78 in which the mean value of adolescents with high emotional intelligence has a greater mean ( $M = 258.15$ ) than adolescents with moderate ( $M = 245.47$ ) and low ( $M = 228.04$ ) emotional intelligence. The results are clearly suggestive of the finding that adolescents with high emotional intelligence tend to have good mental health. Two way analysis of sex and emotional intelligence on overall mental health does not show any significant interaction effect.

Hence, from this segment of investigation, it is found that adolescents with high emotional intelligence possess better attitude toward self, self actualization, integration, autonomy, perception of reality and environmental mastery dimensions and good overall mental health.

## Section 6

This segment is examining the effect of Perceived Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on achievement motivation and mental health of adolescents.

### **Role of Perceived Parenting Styles and Emotional Intelligence on Achievement Motivation and its domains.**

This section mainly deals with the two-way analysis of emotional intelligence and perception of parenting styles on the three domains of achievement motivation and overall achievement motivation. Based on the emotional intelligence scale, adolescents are classified into three groups: low, moderate and high emotional intelligence groups. Perception of parenting styles is classified upon perceived parenting upon authoritarian, authoritative and permissive parenting styles. The impact of these three perceived parenting styles and the three levels of emotional intelligence on academic, general and social interest domains of achievement motivation were analyzed. The two-way analysis of adolescents with these three styles of perceived parenting and three levels of emotional intelligence on achievement motivation and its domains are discussed.

**Table 79: Two way analysis of variance of Perceived parenting styles and Emotional intelligence on Achievement Motivation and its domains**

Variable	Main Effect EI			Main Effect PPS			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Academic Domain	50347.887	25173.943	19.269***	8801.083	4400.541	3.368*	408.426	102.107	0.078
General interest	70.801	35.400	0.595	31.586	15.793	0.265	130.965	32.471	0.550
Social interest domain	315.525	157.762	11.173***	27.989	13.994	0.991	19.189	4.797	0.340
Overall AM	16183.167	8091.584	19.179***	2008.823	1004.412	2.381	480.646	120.162	0.285

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 80: Mean and SD of Perceived Parenting Styles and Emotional Intelligence on Achievement Motivation and its domains**

Variable	EI		EI (Low) N=163	EI(Moderate) N=765	EI (High) N=114	Total 1042
	PPS					
Academic interest Domain	Permissive N=163	Mean SD	159.20 24.050	177.18 39.300	201.23 42.854	183.90 41.584
	Authoritative N=765	Mean SD	156.14 31.065	171.30 36.316	198.89 36.596	173.00 37.364
	Authoritarian N=114	Mean SD	141.85 35.781	156.62 31.135	186.83 36.130	153.81 34.118
	Total	Mean SD	152.66 32.333	170.64 36.556	199.23 38.693	172.60 38.455
General interest Domain	Permissive N=163	Mean SD	30.30 6.667	28.49 7.744	29.38 8.819	28.89 8.024
	Authoritative N=765	Mean SD	28.09 8.139	29.49 7.642	30.65 7.217	29.47 7.664
	Authoritarian N=114	Mean SD	26.59 8.356	29.11 7.416	29.83 6.555	28.39 7.697
	Total	Mean SD	27.87 8.096	29.32 7.632	30.18 7.759	29.26 7.727
Social interest domain	Permissive N=163	Mean SD	17.90 2.644	18.89 3.918	20.47 3.467	19.34 3.782
	Authoritative N=765	Mean SD	16.38 3.960	18.67 3.717	20.42 3.218	18.62 3.813
	Authoritarian N=114	Mean SD	16.38 4.606	18.11 3.919	20.00 6.229	17.69 4.330
	Total	Mean SD	16.50 4.050	18.64 3.764	20.42 3.424	18.63 3.887
Overall AM	Permissive N=163	Mean SD	121.00 12.552	132.46 21.878	142.79 25.393	135.12 23.328
	Authoritative N=765	Mean SD	118.28 18.908	129.01 20.545	141.63 21.758	129.36 21.280
	Authoritarian N=114	Mean SD	110.97 18.228	119.92 16.548	139.67 18.063	118.29 18.179
	Total	Mean SD	116.59 18.532	128.58 20.580	141.95 22.829	129.05 21.712

Table 79 represents the main effect and interaction effect of emotional intelligence and perceived parenting styles on achievement motivation and its domains. F value for the main effect of emotional intelligence on academic domain is found as 19.269 ( $P < 0.001$ ). This points out that adolescents with low, moderate and high emotional intelligence differs significantly in their academic interest domain of achievement motivation of adolescents. When the mean scores has been analyzed in the table 80, it is evident that adolescents with high emotional intelligence has a greater mean score ( $M = 199.23$ ) than the moderate ( $M = 170.64$ ) and low ( $M = 152.66$ ) emotional intelligence group. In view of the main effect of perceived parenting styles on academic interest domain, F value is found to be 3.368 ( $P < 0.05$ ). This portrays that the three groups of perceived parenting styles significantly differs in their academic domain. Table 80 depicts that the mean value of permissive parenting styles has a greater mean ( $M = 183.90$ ) than authoritative ( $M = 173.00$ ) and authoritarian ( $M = 153.81$ ) parenting styles. In contrary to this finding, Dehyadegary et al. (2012) found that authoritative parenting style has positive significant correlation with academic achievement and at the other hand permissive parenting style has negative correlation with academic achievement. There is no interaction effect in the two-way analysis of emotional intelligence perceived parenting styles on academic interest domain of achievement motivation. Several studies shown that academic achievement of adolescents is influenced by the family socialization processes of supervision, acceptance, autonomy, conflict and demandingness (Dornbush, Ritter, Liederman, Roberts & Fraleigh, 1987; Wiest, Wong & Kreil, 1998)..

F value for the main effect of emotional intelligence on general interest domain is found to be 0.595. The result indicates that the three groups of adolescents with low, moderate and high emotional intelligence are similar in the general interest area of achievement motivation. Similarly, the main effect of perceived parenting

style on general interest domain is given by the F value as 0.265. This indicates that adolescents with the authoritarian, authoritative and permissive style of perceived parenting are similar in their general interest domain of achievement motivation. Two-way analysis of emotional intelligence and perceived parenting styles does not show any interaction effect on the general interest domain of achievement motivation of adolescents.

F value for the main effect of emotional intelligence on social interest domain is found to be 11.173 ( $P < 0.001$ ). The results signifies that the three groups of adolescents with low, moderate and high emotional intelligence differs significantly in their social interest domain of achievement motivation. The mean score depicted in the table 80 reveals that the adolescents with high emotional intelligence has a greater mean ( $M = 20.42$ ) than the moderate ( $M = 18.64$ ) and low ( $M = 16.50$ ) emotional intelligence group of adolescents. With respect to the main effect of perceived parenting style on the social interest of achievement motivation, the F value is 0.991. The results reveals that the social interest domain of achievement motivation is similar for adolescents with authoritarian, authoritative and permissive perceived parenting styles. No interaction effect has been found in the two way analysis of emotional intelligence perceived parenting styles on social interest domain of achievement motivation of adolescents.

The F value for the main effect of emotional intelligence on overall achievement motivation is 19.179 ( $P < 0.001$ ). The results suggests that the adolescents with low, moderate and high emotional intelligence differs significantly in their overall achievement motivation. In view of the mean scores displayed in table 52, the mean scores of adolescents with high emotional intelligence has a greater mean ( $M = 141.95$ ) than the moderate ( $M = 128.58$ ) and the low emotional intelligence groups. This indicates that adolescents with high emotional intelligence has greater overall achievement motivation. All these findings indicate that along

with academic intelligence, emotional intelligence also plays a strong role the life of adolescents. Adolescents who are emotionally competent are able to manage their own feelings well, recognize, and respond effectively to the feelings of others, can tolerate frustration better, and are less impulsive and more focused during the adolescent transition period.

With respect to the main effect of perceived parenting styles on overall achievement motivation, F value is found to be 2.381. The result indicates that the adolescents with perceived authoritarian, authoritative and permissive parenting styles are similar in their overall achievement motivation. The mean values displayed in table 80 reveals that adolescents with perceived permissive parenting styles has a slightly greater mean than authoritative and authoritarian parenting styles. But it is not statistically significant. Consistently the study by Babu in 2015 found that permissive parenting styles lead to academic success of adolescents. Contradictory to the findings of the study, Paulson(1994) identified that adolescent's reports of parenting were found to significantly predicted their achievement outcome. The study by Onate, Ulloa and Maluenda in 2013 revealed that family factors have significant effects on achievement goals and academic motivation of students. Dubey and Srivastava (2013) found that amongst the four parental factors, parental approval emerged as the most significant predictor of achievement motivation. A finding consistent with the present study was that parents who were perceived as being more acceptant and using less restrictive psychological control tended to have adolescents with higher academic success and competence (Lakshmi & Arora, 2006). Inam, Nomaan and Abiodullah (2016) found that students whose parents were fully authoritative, fully permissive or those who were using a mix of authoritative and permissive parenting styles showed significantly better academic results than the students whose parents were permissive in actions only. Spera (2005) in a review of the relationship among



parenting practices, parenting styles and adolescent school achievement indicated that authoritative parenting style is often associated with higher levels of student achievement. The results of the study by Cramer (2002) didn't supported the view that the authoritative parenting style would be positively related to children's intrinsic motivation. Regarding the interaction effect of emotional intelligence and perceived parenting styles on overall achievement motivation, no effect is found.

### **Role of Perceived Parenting Styles and Emotional Intelligence on Mental Health and its dimensions**

The two-way analysis of three styles of perceived parenting and three levels of emotional intelligence on the mental health of adolescents and its six dimensions has been carried out in this section. The main effect and interaction effect on the six dimensions of mental health and overall mental health is accomplished.

**Table 81: Perceived Parenting Styles and Emotional intelligence on Mental Health and its dimensions**

Variable	Main Effect EI			Main Effect PPS			Interaction effect		
	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value	Sum of Squares	Mean Square	F Value
Attitude toward self	2262.150	1131.075	6.406*	2442.825	1221.413	6.917*	2080.490	520.122	2.946
Self- actualization	4867.861	2433.931	14.712***	41.145	20.572	0.124	1303.18	325.779	1.969
Integration	5777.265	2888.633	20.748**	776.844	388.422	2.790	655.341	163.835	1.177
Autonomy	3835.195	1917.598	11.488***	1666.801	833.401	4.993*	767.761	191.940	1.150
Perception of reality	3160.443	1580.221	10.059***	2883.368	1441.684	9.177***	1003.026	250.757	1.596
Environmental mastery	8877.683	4438.842	29.673***	922.506	461.253	3.083*	775.533	193.883	1.296
Overall mental health	17236.631	8618.315	9.041***	4155.696	2077.848	2.180	10804.873	2701.218	2.834*

\*Significant at 0.05 level of significance

\*\*\*Significant at 0.001 level of significance

**Table 82: Mean and SD of Perceived Parenting Styles and Emotional intelligence on Mental Health and its dimensions**

Variable	PPS		EI (Low) N=163	EI (Moderate) N=765	EI (High) N=114	Total N=1042
	Sex					
Attitude toward self	Permissive N=163	Mean SD	30.40 14.206	36.76 12.484	39.36 12.343	37.21 12.643
	Authoritative N=765	Mean SD	21.91 12.096	30.37 13.695	37.44 13.124	30.29 13.961
	Authoritarian N=114	Mean SD	26.15 13.094	25.84 13.201	28.67 13.574	26.08 13.085
	Total N=1042	Mean SD	23.66 12.707	30.77 13.743	37.76 12.954	30.91 13.985
Self-actualization	Permissive N=163	Mean SD	28.70 16.432	40.93 11.961	45.74 9.251	41.74 12.084
	Authoritative N=765	Mean SD	32.66 13.014	36.44 13.433	44.63 8.922	37.03 13.265
	Authoritarian N=114	Mean SD	33.59 14.705	33.07 14.618	45.00 3.162	33.85 14.445
	Total N=1042	Mean SD	32.60 13.677	36.71 13.491	45.03 8.865	37.42 13.377
Integration	Permissive N=163	Mean SD	32.80 13.820	41.87 9.967	46.42 5.372	42.79 9.569
	Authoritative N=765	Mean SD	28.63 13.646	37.62 12.551	46.29 6.344	37.67 12.825
	Authoritarian N=114	Mean SD	29.41 14.106	35.18 12.815	41.00 12.017	33.76 13.430
	Total N=1042	Mean SD	29.15 13.717	37.94 12.370	46.13 6.351	38.05 12.656
Autonomy	Permissive N=163	Mean SD	26.20 16.047	35.86 13.231	42.38 8.756	37.39 12.775
	Authoritative N=765	Mean SD	24.39 12.337	31.61 13.288	39.15 11.740	31.72 13.476
	Authoritarian N=114	Mean SD	24.68 12.782	27.51 13.623	28.50 14.460	26.72 13.368
	Total N=1042	Mean SD	24.60 12.657	31.77 13.446	39.84 11.187	32.06 13.628
Perception of reality	Permissive N=163	Mean SD	37.20 13.983	41.67 10.652	46.04 8.702	42.82 10.519
	Authoritative N=765	Mean SD	28.41 13.625	36.54 13.043	45.06 9.012	36.67 13.305
	Authoritarian N=114	Mean SD	27.65 14.116	32.73 14.087	33.83 18.280	31.27 14.383
	Total N=1042	Mean SD	28.89 13.885	36.84 13.031	44.96 9.582	37.04 13.363

Variable	PPS		EI (Low) N=163	EI (Moderate) N=765	EI (High) N=114	Total N=1042
	Sex					
Environmental mastery	Permissive N=163	Mean	27.80	43.47	48.77	44.23
		SD	13.223	10.042	6.104	10.347
	Authoritative N=765	Mean	28.20	38.07	46.16	37.95
		SD	13.861	12.852	8.626	13.260
Authoritarian N=114	Mean	27.85	33.93	40.67	32.47	
	SD	13.725	14.116	11.201	14.166	
Total N=1042	Mean	28.08	38.38	46.84	38.34	
	SD	13.677	12.847	8.097	13.297	
Overall mental health	Permissive N=163	Mean	234.50	253.70	251.60	251.84
		SD	29.425	36.858	58.800	44.820
	Authoritative N=765	Mean	228.08	245.50	262.57	245.64
		SD	16.583	26.420	40.929	28.975
Authoritarian N=114	Mean	226.03	234.12	246.00	232.33	
	SD	19.919	28.244	27.964	26.263	
Total N=1042	Mean	228.04	245.47	258.15	245.15	
	SD	18.624	28.528	47.567	32.075	

Table 81 elucidates the main effect and interaction effect of emotional intelligence and perceived parenting styles on attitude toward self dimension of mental health. The main effect of emotional intelligence on attitude toward self dimension of mental health is found as the F value as 6.406 ( $P < 0.05$ ). The result decodes that the low, moderate and high emotionally intelligent group of adolescents significantly differs in the attitude toward self dimension of mental health. The mean value of group with high emotional intelligence has a greater mean ( $M=37.76$ ) than the moderate ( $M=30.77$ ) and the low ( $M=23.66$ ) emotional intelligence groups. Hence it can be ascertained that adolescents with high emotional intelligence has a good attitude toward self concerning the main effect of perceived parenting styles on attitude toward self dimension, F value is found to be 6.917 ( $P < 0.05$ ). This beholds that the three perceived parenting style groups also differs significantly on the attitude toward self dimension of mental health. Investigating the mean scores figured out in table 82, the mean value of adolescents with perceived permissive parenting style has a greater mean value ( $M=37.21$ ) than authoritative ( $M=30.29$ )

and authoritarian ( $M=26.08$ ) parenting styles. This assures the finding that adolescents with perceived permissive parenting style have considerably good attitude toward self dimension of mental health.

Considering the interaction effect of emotional intelligence and perceived parenting styles on the attitude toward self dimension, the F value is found to be 2.946 ( $P<0.05$ ). This authenticates that the adolescents with low, moderate and high emotional intelligence groups with the three perceived parenting styles differ significantly in the attitude toward self dimension of mental health. The adolescents with perceived permissive parenting style and high emotional intelligence have greater attitude toward self dimension of mental health than other groups.

The F value of the main effect of emotional intelligence on self-actualization dimension is found to be 14.712 ( $P<0.001$ ). This indicates that the groups of adolescents with low, moderate and high emotional intelligence significantly differs in the self-actualization dimension of mental health. The mean value of adolescents with high emotional intelligence has a greater mean ( $M=45.03$ ) as compared to the adolescents with moderate ( $M=36.71$ ) and low ( $M=32.60$ ) emotional intelligence. This implies that adolescents with high emotional intelligence has good self-actualization as compared to moderate and low emotional intelligence groups. In consideration of the main effect of perceived parenting styles on self-actualization dimension, F value is found as 0.124. This results are suggestive that adolescents from the three perceived parenting styles are similar in their self-actualization dimension of mental health. Emotional intelligence and perceived parenting styles does not have any interaction effect on the self-actualization dimension of mental health of adolescents.

F value for the main effect of emotional intelligence on integration dimension is found to be 20.748 ( $P<0.001$ ). This signifies that the three groups of adolescents with low, moderate and high emotional intelligence differs significantly

on the integration dimension. Browsing through the table 82, the mean score of adolescents with high emotional intelligence ( $M=46.13$ ) is greater than adolescents with moderate ( $M=37.94$ ) and low ( $M=29.15$ ) emotional intelligence. This conceptualizes that adolescents with high emotional intelligence have greater integration in mental health than the other two groups. The F value of the main effect of perceived parenting styles on integration is found as 2.790. This suggests that adolescents with three different perceived parenting styles are found to be similar in the integration dimension of mental health. No interaction has been found in the two-way analysis of emotional intelligence and perceived parenting styles on integration dimension of mental health.

The main effect of emotional intelligence on autonomy dimension is seen in the F value as 11.488 ( $P<0.001$ ). This signifies that the three groups of adolescents with low, moderate and high emotional intelligence considerably differs in the autonomy dimension of mental health. Having a glimpse at table 82, the mean scores of adolescents with high emotional intelligence has a greater mean value ( $M=39.84$ ) than the moderate ( $M=31.77$ ) and low ( $M=24.60$ ) emotional intelligence groups. This conceives that adolescents with high emotional intelligence has greater integration in mental health as compared to moderate and low emotional intelligence groups. With respect to the main effect of perceived parenting styles on integration dimension, the F value is found to be 4.993 ( $P<0.05$ ). This impacts that the three groups of perceived parenting styles of adolescents differ significantly. The mean values depicted in table 82 shows that the group of adolescents with permissive parenting styles has a greater mean ( $M=37.39$ ) than the authoritative ( $M=31.72$ ) and authoritarian ( $M=26.72$ ). This suggest that the finding that adolescents with perceived permissive parenting styles has a greater autonomy dimension of mental health. With reference to the interaction effect, emotional intelligence and perceived parenting styles doesn't show any interaction effect.

F value for the main effect of emotional intelligence on perception of reality dimension is found as 10.059 ( $P < 0.001$ ) which reveals that a significant difference is there between the three groups of adolescents with low, moderate and high emotional intelligence. Examining the mean values depicted in table 82, it is seen that the mean value of adolescents with high emotional intelligence is greater ( $M = 44.96$ ) than the group with moderate ( $M = 36.84$ ) and low ( $M = 28.89$ ) emotional intelligence. This sheds light to the finding that adolescents with high emotional intelligence have a good perception of reality than adolescents with moderate and low emotional intelligence. With respect to the main effect of perceived parenting styles on perception of reality dimension of mental health, the F value is 9.177 ( $P < 0.01$ ). This signifies that adolescents from perceived permissive, authoritative and authoritarian parenting styles differ significantly in the perception of reality dimension of mental health. The mean values denotes that adolescents with perceived permissive parenting style has a greater mean ( $M = 42.82$ ) than authoritative ( $M = 36.67$ ) and authoritarian ( $M = 31.27$ ) parenting styles. From this, it can be assumed that adolescents with permissive parenting styles has greater perception of reality with regard to their mental health. No interaction effect has been found in the two way analysis of emotional intelligence and perceived parenting styles on perception of reality dimension of mental health.

The main effect of emotional intelligence on environmental mastery is found as F value 29.673 ( $P < 0.001$ ). This implies that adolescents with low, moderate and high emotional intelligence differs significantly on the environmental mastery dimension of mental health. Looking through the mean values portrayed in table 82, the mean value of adolescents with high ( $M = 46.84$ ) emotional intelligence is found to be greater than the mean values of moderate ( $M = 38.38$ ) and low ( $M = 28.08$ ) emotional intelligence. This clearly implies that adolescents with high emotional intelligence has good environmental mastery in mental health. The F value for the

main effect of perceived parenting styles on environmental mastery dimension is found as 3.083 ( $P < 0.05$ ). This represents that the three perceived parenting style groups significantly differs on environmental mastery dimension of mental health. The mean values narrated in table 82 highlights that perceived permissive parenting styles has a greater mean ( $M=44.23$ ) than authoritative ( $M=37.95$ ) and authoritarian ( $M=32.47$ ) parenting styles. From this, it is evident that adolescents with perceived permissive parenting style of parenting has a greater environmental mastery than the other two styles. Emotional intelligence and perceived parenting styles does not have any interaction effect on the environmental mastery dimension of mental health.

F value for the main effect of emotional intelligence on overall mental health is 9.041 ( $P < 0.001$ ). This reveals that there exists significant difference between the adolescent groups with low, moderate and high emotional intelligence. The mean score displayed in table 82 clearly shows that adolescents with high emotional intelligence has a greater mean ( $M= 258.15$ ) than moderate ( $M=245.47$ ) and low ( $M=228.04$ ) emotional intelligence adolescents. This suggests that adolescents with high emotional intelligence has good overall mental health. Regarding the main effect of perceived parenting styles on overall mental health, F value is seen as 2.180. This acknowledges that the three groups of perceived parenting styles are similar in overall mental health.

Taking into consideration the interaction effect of emotional intelligence and perceived parenting styles on overall mental health, F value is found as 2.834 ( $P < 0.05$ ). This affirms that adolescents with low, moderate and high emotional intelligence with perceived permissive, authoritative and authoritarian parenting styles differs significantly in the overall mental health. From the table of mean and SD, adolescents with high emotional intelligence with authoritative parenting style ( $M=262.57$ ) has greater overall mental health. The study by Dwairy (2004) among



Arab adolescents found that permissive parenting style resulted in negative mental health outcomes like anxiety, phobia, depression, and negative attitudes. The findings of the study conducted by Rahimpour et al. (2015) demonstrated that there was a significant relationship between parenting style and achievement motivation as well as mental health.

## Section 7

### **Parenting style as a moderator on the relationship between emotional intelligence and achievement motivation, and the relationship between emotional intelligence and mental health of adolescents of adolescents.**

This segment of investigation aims to study the moderating role of perceived parenting styles in the relationship between emotional intelligence and achievement motivation, and the relationship between emotional intelligence and mental health of adolescents. Perceived parenting styles were categorized as authoritarian, authoritative and permissive parenting styles. The moderating role of each of these parenting styles were carried out in the relationship of emotional intelligence with achievement motivation.

**Table 83 : Moderate regression analysis of Perceived Permissive Parenting Styles (pp1) on Emotional Intelligence and Achievement Motivation relationship**

AM Model	R	R Square	Adjusted R Square	Change statistics		
				R Square change	F Change	Sig
1. zei (Emotional Intelligence)	0.379	0.144	0.138	0.144	24.824	0.000
2. zpp1 (Permissive Parenting Styles)	0.379	0.144	0.132	0.000	0.000	0.989
3. zeixpp1	0.379	0.158	0.140	0.014	2.438	0.121

Table 83 shows the moderating effect of perceived permissive parenting styles on emotional intelligence and achievement motivation relationship. The value of R square shows that there is 14.4% variance in the relationship between emotional intelligence and achievement motivation. Also the R square value is found to be 14.4% for the link between permissive parenting styles and achievement motivation. And for the moderating effect of emotional intelligence and perceived permissive parenting styles, the R square value shows 15.8% variance. The significance of this moderation can be interpreted through the values of 'F' change. The 'F' change value of interaction effect of moderated regression analysis is found to be 2.438 which is not significant. This indicates that perceived permissive parenting styles is not a significant moderator of the relationship between emotional intelligence and achievement motivation of adolescents.

**Table 84: Moderate regression analysis of Perceived Authoritative Parenting Styles (pp2) on Emotional intelligence and Achievement Motivation relationship**

AM Model	R	R Square	Adjusted R Square	Change statistics		
				R Square change	F Change	Sig
1. zei (Emotional Intelligence)	0.345	0.119	0.118	0.119	93.553	0.000
2. zpp2 (Authoritative Parenting Styles)	0.345	0.119	0.116	0.000	0.043	0.835
3. zeixpp2	0.354	0.126	0.122	0.007	5.256	0.022

The moderating effect of perceived authoritative parenting styles on the relationship between emotional intelligence and achievement motivation of adolescents is shown in table 84. There is 11.9% variance in the R square value of the relationship between emotional intelligence and achievement motivation. The

relation between perceived authoritative parenting styles on achievement motivation is given as 11.9 % variance in the R square value. Regarding the moderating effect of emotional intelligence and perceived authoritative parenting styles on achievement motivation, there is 12.6% variance R square value. The corresponding F change value for the moderating effect is 5.256 which is significant. This reveals that perceived Authoritative parenting styles have a significant moderating effect in the link between emotional intelligence and achievement motivation.

**Table 85: Moderate regression analysis of perceived Authoritarian Parenting Styles (pp3) on Achievement Motivation and Emotional intelligence relationship**

AM Model	R	R Square	Adjusted R Square	Change statistics		
				R Square change	F Change	Sig
1. zei (Emotional Intelligence)	0.348	0.121	0.116	0.121	26.838	0.000
2. zpp3 (Authoritarian Parenting Styles)	0.349	0.122	0.113	0.001	0.184	0.669
3. zeixpp3	0.349	0.122	0.108	0.000	0.009	0.925

Table 85 demonstrates the moderating role of perceived authoritarian parenting styles in the relationship between emotional intelligence and achievement motivation of adolescents. From table 85 there is 12.1% variance is observed in the R square value in the between emotional intelligence and achievement motivation. And for the link between the perceived authoritarian parenting styles and achievement motivation, the R square value is found as 11.3 % variance. There is about 12.2% variance in the R square value of the moderating effect and the F change value is not significant. Hence it can be established that perceived authoritarian parenting style has no moderating effect in the relationship emotional intelligence and achievement motivation of adolescents.

In the following part, the moderating role of each of the three perceived parenting styles were carried out in the relationship between emotional intelligence and mental health.

**Table 86: Moderate regression analysis of Perceived Permissive Parenting Styles (pp1) on Emotional intelligence and Mental Health relationship**

MH Model	R	R Square	Adjusted R Square	Change statistics		
				R Square change	F Change	Sig
1. zei (Emotional Intelligence)	0.643	0.414	0.410	0.414	104.366	0.000
2. zpp1 (Permissive Parenting Styles)	0.654	0.416	0.408	0.003	0.655	0.420
3. zeixpp1	0.648	0.420	0.408	0.003	0.859	0.355

Table 86 depicts the moderating effect of perceived permissive parenting styles on emotional intelligence and mental health of adolescents. The value of R square shows that there is 41.4% variance in the relationship between emotional intelligence and mental health. In the link between permissive parenting styles and mental health the R square value is found as 41.6% variance. And for the moderating effect of emotional intelligence and perceived permissive parenting styles, the R square value shows 42% variance. And the 'F' change value of interaction effect of moderated regression analysis is found to be 0.859 which is not significant. This indicates that perceived permissive parenting styles is not a significant moderator of the relationship between emotional intelligence and mental health of adolescents.

**Table 87: Moderate regression analysis of Perceived Authoritative Parenting Styles (pp2) on Emotional intelligence and Mental Health relationship**

MH Model	R	R Square	Adjusted R Square	Change statistics		
				R Square change	F Change	Sig
1. zei (Emotional Intelligence)	0.582	0.339	0.338	0.339	355.380	0.000
2. zpp2 (Authoritative Parenting Styles)	0.583	0.339	0.337	0.000	0.439	0.508
3.zeixpp2	0.600	0.360	0.357	0.021	22.355	0.000

The moderating role of perceived authoritative parenting styles on the relationship between emotional intelligence and mental health of adolescents is depicted in table 87. There is 33.9% variance in the R square value of the relationship between emotional intelligence and mental health. Also for the relationship between perceived Authoritative parenting styles and mental health, 33.9 % variance is found in the R square value. Concerning the moderating effect of emotional intelligence and perceived Authoritative parenting styles on mental health, there is 36% variance in the R square value. The corresponding F change value for the moderating effect is 22.355 which is found to be significant. This reveals that perceived Authoritative parenting styles have a significant moderating effect in the link between emotional intelligence and mental health.

**Table 88: Moderate regression analysis of Perceived Authoritarian Parenting Styles (pp3) on Emotional intelligence and Mental Health relationship**

MH Model	R	R Square	Adjusted R Square	Change statistics		
				R Square change	F Change	Sig
1. zei (Emotional Intelligence)	0.435	0.190	0.185	0.190	45.623	0.000
2. zpp3 (Authoritarian Parenting Styles)	0.449	0.202	0.193	0.012	2.937	0.088
3. zeixpp3	0.449	0.202	0.189	0.000	0.033	0.856

The moderating effect of perceived authoritarian parenting styles in the relationship between emotional intelligence and mental health of adolescents is portrayed in table 88. There is 19% variance is observed in the R square value in relationship the between emotional intelligence and mental health. And for the relation between the perceived authoritarian parenting styles and mental health, the R square value is found as 20.2 % variance. There is about 20.2% variance in the R square value of the moderating effect and the F change value is not significant. Hence it can be noticed that perceived authoritarian parenting style has no moderating effect in the relationship emotional intelligence and mental health of adolescents.

From the moderation analysis of perceived parenting styles on the relationship between emotional intelligence and achievement motivation, it is clear that that perceived authoritative parenting style is a significant moderator of achievement motivation than the other two parenting styles. In the case of the moderating effect in the relation between parenting styles and mental health also, perceived authoritative parenting styles proved to have significant effect. This envisages that adolescents with good emotional intelligence nurtured under authoritative parenting revive a generation with considerable achievement motivation and sound mental health. Research by Reitman, Rhode, Hupp, and Altobello (2002) supported that an authoritative parenting style fosters higher academic performance. The study by Turner, Chandler and Heffer (2009) found that authoritative parenting style significantly predicted academic performance. They identified no relation for permissive and authoritarian parenting styles.

Adolescence is a time of building of new relationships with people both within the family and also with the outside world. Family relationships and parenting provides a strong foundation for developing healthy personality and preparing the young for the future. The findings of the study identified the role of

perceived permissive parenting style on achievement motivation and mental health of adolescents. These findings help in spreading the awareness among parents regarding their parenting style and different kinds of parenting style. The study highlighted the role of emotional intelligence in achievement motivation and mental health of adolescents. Mentally healthy individuals can function effectively and happily in a group and it exhibits the extent to which the person has been able to meet his environmental demands. The moderating role of parenting styles clearly proved the theoretical foundation of the impact of authoritative parenting styles on adolescent outcomes. Even though the sample adolescents perceived permissive parenting style as beneficial for their psychological well-being and future orientation, authoritative parenting style is not underestimated for its role in adolescent life period.

## **CHAPTER 6**

# **SUMMARY AND CONCLUSION**

- STATEMENT OF THE PROBLEM
- VARIABLES OF THE STUDY
- OBJECTIVES OF THE STUDY
- HYPOTHESES OF THE STUDY
- PARTICIPANTS
- TOOLS OF THE STUDY
- STATISTICAL TECHNIQUES USED
- TENABILITY OF THE HYPOTHESIS
- MAJOR FINDINGS OF THE STUDY
- IMPLICATIONS OF THE STUDY
- SUGGESTIONS OF THE STUDY



Adolescence is the most impressionable period during which the vital foundation is laid for optimum development of an individual personality. At this stage, they start to think about their possibilities and prospects for the future and become more achievement oriented. The role of parenting styles has to be addressed as it plays an essential part in adolescent's achievement motivation. The need for strengthening parenting competences and improvements in parenting styles is indispensable in the adolescent period as it is triggered by a flourishing desire for independence which is characterized by an increase in the time spent with the peer group. In addition to school and peer relationships, the parents play a significant role in the developmental and educational outcomes of adolescence. Adolescent children are subjected to the modes of action and messages from parents that tend to create an environment that stimulate the interest and efforts of students to learn, or discourage it. Parent - adolescent conflicts usually focus around lack of interest in academic matters, not valuing the efforts by adolescents and thereby discouraging the adolescent outcomes.

Interestingly it is found that adolescent not only grows physically, but also mentally. His ability to think and reason deepens, his intelligence widens and becomes more explicit through these years, and he becomes more aware of world affairs. Adolescence is a time of change and preparation for adulthood and achievement motivation at this time can have significant implications on future employment or career opportunities. Most of the studies in adolescent mental health is focusing on mental disorders or mental health problems. Studies exploring the prevalence of positive mental health are still scarce in literature. Emotional intelligence is considered nowadays vital for success. It helps adolescents to stay away from becoming self-centered and become able to empathize with and relate to others.

In-depth researches of adolescent period are of great significance in today's context for the growth of any individual, family, society, as well as the nation. On the basis of the reviews of various studies on adolescence, parenting styles, emotional intelligence, achievement motivation and mental health tend to play an indispensable role in the life of adolescents. The present study has made an attempt to understand the impact of parenting styles and emotional intelligence on achievement motivation and mental health of adolescents.

### **Statement of the Problem**

Parenting styles play a vital role in developing competence and control among adolescents. The focus on emotional intelligence helps to develop an insight into the psychology of adolescents and evolve strategies to make the future generation mentally healthy. The study is aimed to determine the relationships, interaction and predictive effects of these variables on achievement motivation and mental health of adolescents. Hence the study is entitled as "THE IMPACT OF PARENTING STYLES AND EMOTIONAL INTELLIGENCE ON ACHIEVEMENT MOTIVATION AND MENTAL HEALTH OF ADOLESCENTS."

### **Variables of the Study**

The study was aimed to determine the impact of parenting styles and emotional intelligence on achievement motivation and mental health of adolescents. Parenting styles and emotional intelligence were taken as the independent variables. Perception of parenting styles has five dimensions such as parental responsiveness, communication, monitoring autonomy and control. Achievement motivation and mental health were regarded as the dependent variables. The investigation also incorporated certain demographic variables along with these variables. The demographic variables studied were sex, age, order of birth, socioeconomic status,

type of family, type of school management, school syllabus, family income, residing with father and living with single or both parent.

### **Objectives of the study**

1. To study the nature and extent of the relationship among the dimensions of parenting styles, components of emotional intelligence, domains of achievement motivation and the dimensions of mental health.
  - a. To study the relationship between perceived parenting styles and emotional intelligence.
  - b. To study the relationship between the dimensions of perceived parenting styles and components of emotional intelligence.
  - c. To study the relationship between perceived parenting styles and mental health.
  - d. To study the relationship between dimensions of perceived parenting styles and the factors of emotional intelligence.
  - e. To study the relationship between perceived parenting styles and achievement motivation.
  - f. To study the relationship between dimensions of perceived parenting styles and the domains of achievement motivation.
  - g. To study the relationship between emotional intelligence and achievement motivation.
  - h. To study the relationship between the components of emotional intelligence and domains of achievement motivation.
  - i. To study the relationship between emotional intelligence and mental health.
  - j. To study the relationship between the components of emotional intelligence and factors of mental health.

2. To find out the role of demographic variables on achievement motivation and mental health of adolescents.
  - a. To find out the role of sex and age on achievement motivation and its domains.
  - b. To find out the role of sex and age on mental health and its factors.
  - c. To find out the role of sex and order of birth on achievement motivation and its domains.
  - d. To find out the role of sex and order of birth on mental health and its factors.
  - e. To find out the role of sex and socioeconomic status on achievement motivation and its domains.
  - f. To find out the role of sex and socioeconomic status on mental health and its factors.
  - g. To find out the role of sex and family type on achievement motivation and its domains.
  - h. To find out the role of sex and family type on mental health and its factors.
  - i. To find out the role of sex and school management on achievement motivation and its domains.
  - j. To find out the role of sex and school management on mental health and its factors.
  - k. To find out the role of sex and school syllabus on achievement motivation and its domains.
  - l. To find out the role of sex and school syllabus on mental health and its factors.
  - m. To find out the role of sex and class on achievement motivation and its domains.

- n. To find out the role of sex and class on mental health and its factors.
  - o. To find out the role of sex and family income on achievement motivation and its domains.
  - p. To find out the role of sex and family income on mental health and its factors.
  - q. To find out the role of sex and residence of father on achievement motivation and its domains.
  - r. To find out the role of sex and residence of father on mental health and its factors.
  - s. To find out the role of sex and living with both/single parent on achievement motivation and its domains.
  - t. To find out the role of sex and living with both/single parent on mental health and its factors.
3. To find out the role of demographic variables and perceived parenting style on achievement motivation and mental health of adolescents.
- a. To examine the role of sex and perceived parenting style on achievement motivation and its domains.
  - b. To examine the role of sex and perceived parenting style on mental health and its factors.
4. To find out the role of demographic variables and emotional intelligence on achievement motivation and mental health of adolescents.
- a. To examine the role of sex and emotional intelligence on achievement motivation and its domains.
  - b. To examine the role of sex and emotional intelligence on mental health and its factors.

5. To examine the effect of Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on achievement motivation and mental health .
  - a. To examine the effect of Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on achievement motivation and its domains.
  - b. To examine the effect of Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on mental health and its factors.
6. To find out the moderator effect of parenting styles on the relationship between emotional intelligence and achievement motivation and mental health of adolescents.
  - a. To examine the moderating effect of perceived parenting style in emotional intelligence and achievement motivation.
    - i. To examine the moderating effect of perceived permissive parenting style in emotional intelligence and achievement motivation.
    - ii. To examine the moderating effect of perceived authoritative parenting style in emotional intelligence and achievement motivation.
    - iii. To examine the moderating effect of perceived authoritarian parenting style in emotional intelligence and achievement motivation.
  - b. To examine the moderating effect of perceived parenting style in emotional intelligence and mental health.
    - i. To examine the moderating effect of perceived permissive parenting style in emotional intelligence and mental health.

- ii. To examine the moderating effect of perceived authoritative parenting style in emotional intelligence and mental health.
- iii. To examine the moderating effect of perceived authoritarian parenting style in emotional intelligence and mental health.

### **Hypotheses**

1. There will be significant relationship among the dimensions of parenting styles, components of emotional intelligence, domains of achievement motivation and the dimensions of mental health.
  - a. There will be significant relationship between perceived parenting styles and emotional intelligence.
  - b. There will be significant relationship between the dimensions of perceived parenting styles and components of emotional intelligence.
  - c. There will be significant relationship between perceived parenting styles and mental health.
  - d. There will be significant relationship between dimensions of perceived parenting styles and the factors of emotional intelligence.
  - e. There will be significant relationship between perceived parenting styles and achievement motivation.
  - f. There will be significant relationship between dimensions of perceived parenting styles and the domains of achievement motivation.
  - g. There will be significant relationship between emotional intelligence and achievement motivation.
  - h. There will be significant relationship between the components of emotional intelligence and domains of achievement motivation.
  - i. There will be significant relationship between emotional intelligence and mental health.

- j. There will be significant relationship between the components of emotional intelligence and factors of mental health.
2. There will be significant interaction between groups based on different demographic variables on achievement motivation and mental health of adolescents.
    - a. There will be significant interaction between sex and age groups on achievement motivation and its domains
    - b. There will be significant interaction between sex and age groups on mental health and its factors.
    - c. There will be significant interaction between sex and order of birth on achievement motivation and its domains.
    - d. There will be significant interaction between sex and order of birth on mental health and its factors.
    - e. There will be significant interaction between sex and socioeconomic status on achievement motivation and its domains.
    - f. There will be significant interaction between sex and socioeconomic status on mental health and its factors.
    - g. There will be significant interaction between sex and family type on achievement motivation and its domains.
    - h. There will be significant interaction between sex and family type on mental health and its factors.
    - i. There will be significant interaction between sex and types of school management on achievement motivation and its domains.
    - j. There will be significant interaction between sex and types of school management on mental health and its factors.
    - k. There will be significant interaction between sex and types of school syllabus on achievement motivation and its domains.



- l. There will be significant interaction between sex and types of school syllabus on mental health and its factors.
  - m. There will be significant interaction between sex and class on achievement motivation and its domains.
  - n. There will be significant interaction between sex and class on mental health and its factors.
  - o. There will be significant interaction between sex and family income on achievement motivation and its domains.
  - p. There will be significant interaction between sex and family income on mental health and its factors.
  - q. There will be significant interaction between sex and residence of father on achievement motivation and its domains.
  - r. There will be significant interaction between sex and residence of father on mental health and its factors.
  - s. There will be significant interaction between sex and living with both/single parent on achievement motivation and its domains.
  - t. There will be significant interaction between sex and living with both/single parent on mental health and its factors.
3. There will be significant interaction between sex and perceived parenting style groups on achievement motivation and mental health of adolescents.
    - a. There will be significant interaction between sex and perceived parenting style groups on achievement motivation and its domains.
    - b. There will be significant interaction between sex and perceived parenting style groups on mental health and its factors.
4. There will be significant interaction between sex and emotional intelligence groups on achievement motivation and mental health of adolescents.

- a. There will be significant interaction between sex and emotional intelligence groups on achievement motivation and its domains.
  - b. There will be significant interaction between sex and emotional intelligence groups on mental health and its factors.
5. There will be significant interaction between Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on achievement motivation and mental health .
- a. There will be significant interaction between Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on achievement motivation and its domains.
  - b. There will be significant interaction between Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on mental health and its factors.
6. Parenting styles moderate emotional intelligence with achievement motivation and mental health of adolescents.
- a. Perceived parenting style moderate emotional intelligence and achievement motivation relationship.
    - i. Perceived permissive parenting style moderate emotional intelligence and achievement motivation.
    - ii. Perceived authoritative parenting style moderate emotional intelligence and achievement motivation.
    - iii. Perceived authoritarian parenting style moderate emotional intelligence and achievement motivation.

- b. Perceived parenting style moderate emotional intelligence and mental health.
  - i. Perceived permissive parenting style moderate emotional intelligence and mental health.
  - ii. Perceived authoritative parenting style moderate emotional intelligence and mental health.
  - iii. Perceived authoritarian parenting style moderate emotional intelligence and mental health.

## **Method**

The method used for the study is briefly explained below.

### **Participants of the Study**

The study was carried out among adolescents of age group 13-19 years from different parts of Kerala. 1042 adolescents were selected from different educational institutions.

### **Tools of the Study**

1. Perceived Parenting Style Scale by Nisha and Jayan (2015)
2. Emotional Intelligence Scale by Rajitha and Jayan (2003)
3. Achievement Motivation Scale by Prathibha Deo and Asha Mohan (2005)
4. Mental Health Scale by Gireesan and Sam Sananda Raj (1988)
5. Personal Data Sheet

### **Procedure**

The respondents of the present study included adolescents from different schools of Kerala State. Adolescents under the age group 13-19 years were selected from different Government, Aided and Private schools. The investigator approached

each institution and fixed appointment with the authority. The request letter from the Head of the research institution was submitted for collecting data to the Principals of selected schools and colleges. The authorities cooperated and arranged their time table accordingly. Informed consent was obtained from parents prior to the study. The participants were given a brief introduction about the relevance and purpose of the study. Informed consent was taken from the participants and were assured confidentiality in data collection. The four questionnaires along with personal data sheet in the form of a booklet was administered with the proper instructions. The investigator orally instructed to the participants. The filled questionnaires were collected and scored.

### **Statistical Techniques Used**

The statistical techniques used for the analysis of the data were as follows:

- Descriptive statistics
- Analysis of Variance
- Correlation
- Regression

### **Tenability of the Hypothesis**

Six major hypotheses were formulated for the present study. Based on the results obtained in the study, the tenability of these hypotheses were tested.

The first hypothesis posits that there will be significant relation among the dimensions of parenting styles, components of emotional intelligence, domains of achievement motivation and the dimensions of mental health.

This hypotheses comprised of ten sub hypotheses. Correlation analysis was carried out to test these hypotheses. The sub hypotheses are mentioned below.

- a. There will be significant relationship between perceived parenting styles and emotional intelligence.

Significant negative correlation was observed between perception of parenting styles and emotional intelligence. Hence the hypotheses was accepted.

- b. There will be significant relationship between the dimensions of perceived parenting styles and components of emotional intelligence.

Parental responsiveness dimension had a negative correlation with emotional intelligence. Parental responsiveness and autonomy dimensions were negatively correlated with overall emotional intelligence and with the self-regulation, empathy and social skills component. Autonomy dimension of parenting had a significant negative relationship with self-awareness component. Thus the hypothesis was partially proved.

- c. There will be significant relationship between perceived parenting styles and mental health.

Parenting style had a significant negative correlation with the mental health of adolescents. Therefore, the hypothesis was established.

- d. There will be significant relationship between dimensions of perceived parenting styles and the factors of mental health.

All the six factors of mental health had a negative relationship with the total perception of parenting style. Parental responsiveness dimension had a significant negative relationship with the mental health of adolescents. The monitoring dimension of parenting has a significant positive relationship with the integration factor of mental health.

Autonomy dimension of parenting had a negative correlation with the environmental mastery element of mental health. Therefore the hypothesis was established to a greater extent.

- e. There will be significant relationship between perceived parenting styles and achievement motivation.

Perception of parenting styles had a significant negative relationship with the achievement motivation of adolescents. Hence the hypotheses was accepted.

- f. There will be significant relationship between dimensions of perceived parenting styles and the domains of achievement motivation.

Parental responsiveness and autonomy dimensions were significantly positively correlated with overall achievement motivation and with the academic interest and social interest domain of achievement motivation. Parental monitoring dimension had a negative relationship with the general interest domain of achievement motivation. Control dimension demonstrated a significant negative relationship with the general interest domain of achievement motivation. So the hypothesis was partially accepted.

- g. There will be significant relationship between emotional intelligence and achievement motivation.

There exists a significant positive correlation between emotional intelligence and achievement motivation of adolescents. Hence the hypothesis was established.

- h. There will be significant relationship between the components of emotional intelligence and domains of achievement motivation.

The components of emotional intelligence, self-awareness, self-regulation, empathy and social skills had a significant positive relationship with achievement motivation. Therefore, this hypothesis was accepted to a greater extent.

- i. There will be significant relationship between emotional intelligence and mental health.

Emotional intelligence was found to be positively correlated with the overall mental health. This led to the acceptance of the hypothesis.

- j. There will be significant relationship between the components of emotional intelligence and factors of mental health.

All the components of emotional intelligence except motivation was found to be positively correlated with the mental health of adolescents. Therefore, the hypothesis was approximately established.

The second main hypothesis states that there will be significant interaction between groups based on different demographic variables on achievement motivation and mental health of adolescents. The sub hypotheses for this main hypothesis are given below. Two way ANOVA was carried out to find the main effect and interaction effect.

- a. There will be significant interaction between sex and age groups on achievement motivation and its domains

Two way ANOVA results indicated that male and female adolescents belonging to the three age-group category differ significantly in the overall achievement motivation and in the academic interest and social interest domain of achievement motivation. Hence the hypotheses was established.

- b. There will be significant interaction between sex and age groups on mental health and its factors.

The results suggested that male and females of the three adolescent age groups differ significantly in the attitude toward self, integration and autonomy dimensions of mental health. Here the hypothesis was partially accepted.

- c. There will be significant interaction between sex and order of birth on achievement motivation and its domains.

The results specified that first born adolescents do have a greater overall achievement motivation and greater academic interest domain of achievement motivation. No interaction effect of sex and order of birth is found on the three domains and overall achievement motivation of adolescents. Hence the hypothesis was partially accepted.

- d. There will be significant interaction between sex and order of birth on mental health and its factors.

First born, second born and last born male and female adolescents do not differ significantly in their overall mental health and in the factors of mental health.

Therefore, the hypothesis is restated as “There is no significant interaction between sex and order of birth on mental health and its factors”.

- e. There will be significant interaction between sex and socioeconomic status on achievement motivation and its domains.



It is observed that adolescents belonging to low socioeconomic status has high academic interest domain. The results indicated no interaction effect is found in the two way analysis of sex and SES on overall achievement motivation and its three domains. Here the hypothesis was partially accepted.

- f. There will be significant interaction between sex and socioeconomic status on mental health and its factors.

The main effect of socioeconomic status indicated that adolescents from high socioeconomic status has a greater overall mental health than adolescents from medium and low socioeconomic status groups. No interaction effect was observed in the two way analysis of sex and socioeconomic status on overall mental health and its factors. Therefore the hypothesis was partially accepted.

- g. There will be significant interaction between sex and family type on achievement motivation and its domains.

Sex and type of family had no interaction effect on overall achievement motivation and its domains.

Hence the hypothesis is restated as “There is no significant interaction between sex and type of family on achievement motivation and its factors”.

- h. There will be significant interaction between sex and family type on mental health and its factors.

Interaction effect between sex and type of family on attitude toward self and self-actualization dimension of mental health was found. Therefore the hypothesis was partially accepted.

- i. There will be significant interaction between sex and types of school management on achievement motivation and its domains.

There exists significant interaction between sex and type of school management on academic, social and general interest domain and overall achievement motivation of adolescents. Hence the hypothesis was established.

- j. There will be significant interaction between sex and types of school management on mental health and its factors.

No interaction effect was found in the two way analysis of sex and school management on overall mental health and its dimensions. Hence the hypothesis is restated as “There is no significant interaction between sex and type of school management on mental health and its dimensions”.

- k. There will be significant interaction between sex and types of school syllabus on achievement motivation and its domains.

There is significant interaction between sex and types of school syllabus on academic and social interest domain and overall achievement motivation of adolescents. Therefore the hypothesis was established.

- l. There will be significant interaction between sex and types of school syllabus on mental health and its factors.

There exists no interaction effect is in the two way analysis of sex and school syllabus on overall mental health and its dimensions.

Hence the hypothesis is restated as “There is no significant interaction between sex and type of school syllabus on mental health and its dimensions”.

- m. There will be significant interaction between sex and class on achievement motivation and its domains.

There exists significant interaction between sex and class on academic and social interest domain and overall achievement motivation of adolescents. Therefore the hypothesis was established.

- n. There will be significant interaction between sex and class on mental health and its factors.

There exists significant interaction between sex and class on attitude toward self, self-actualization, integration, autonomy and perception of reality dimension of mental health of adolescents. Hence the hypothesis was approximately proved.

- o. There will be significant interaction between sex and family income on achievement motivation and its domains.

There exists significant interaction between sex and family income on academic, social and general interest domain and overall achievement motivation of adolescents. Therefore, the hypothesis was established

- p. There will be significant interaction between sex and family income on mental health and its factors.

There exists no interaction effect is in the two way analysis of sex and family income on overall mental health and its dimensions. Hence the hypothesis is restated as “There is no significant interaction between sex and family income on mental health and its dimensions”.

- q. There will be significant interaction between sex and residence of father on achievement motivation and its domains.

There exists is no interaction effect of sex and residence of father on overall achievement motivation and its domains. Hence the hypothesis is restated as “There is no significant interaction between sex and residence of father on achievement motivation and its domains”.

- r. There will be significant interaction between sex and residence of father on mental health and its factors.

There exists no interaction effect is in the two way analysis of sex and residence of father on overall mental health and its dimensions. Hence the hypothesis is restated as “There is no significant interaction between sex and residence of father on mental health and its dimensions”.

- s. There will be significant interaction between sex and living with both/single parent on achievement motivation and its domains.

There exists is no interaction effect of sex and living with both/single parent on overall achievement motivation and its domains. Hence the hypothesis is restated as “There is no significant interaction between sex and living with both/single parent on achievement motivation and its domains”.

- t. There will be significant interaction between sex and living with both/single parent on mental health and its factors.

There exists is no interaction effect of sex and living with both/single parent on mental health and its factors. Hence the hypothesis is restated as “There is no significant interaction between sex and living with both/single parent on mental health and its factors.”

The third main hypothesis states that there will be significant interaction between sex and perceived parenting style groups (authoritarian, authoritative and permissive) on achievement motivation and mental health of adolescents.

The main hypothesis had two sub hypotheses.

- a. There will be significant interaction between sex and perceived parenting style groups (authoritarian, authoritative and permissive) on achievement motivation and its domains.

The main effect in the two way ANOVA indicated that the three groups of perceived parenting styles, i.e. authoritarian, authoritative and permissive parenting styles differs significantly in the academic and social interest domains and overall achievement motivation. There exists no interaction between sex and perceived parenting style groups on achievement motivation and its domains. Therefore, the hypothesis was partially accepted.

- b. There will be significant interaction between sex and perceived parenting style groups (authoritarian, authoritative and permissive) on mental health and its factors.

The main effect in the two way ANOVA indicated that the three groups of perceived parenting styles, i.e. authoritarian, authoritative and permissive parenting styles differs significantly in the factors of mental health and overall mental health. There exists no interaction between sex and perceived parenting style groups on mental health and its factors. Here the hypothesis was partially established.

The fourth main hypothesis states that there will be significant interaction between sex and emotional intelligence groups (low, moderate and high) on achievement motivation and mental health of adolescents.

The main hypothesis had two sub hypotheses.

- c. There will be significant interaction between sex and emotional intelligence groups on achievement motivation and its domains.

Two way interaction between sex and emotional intelligence groups (low, moderate and high) significantly influence the academic interest domain of achievement motivation. Hence the hypothesis was partially confirmed.

- d. There will be significant interaction between sex and emotional intelligence groups on mental health and its factors.

Results of the two way ANOVA showed that sex and emotional intelligence groups (low, moderate and high) significantly influence integration and autonomy dimension of mental health. Therefore, the hypothesis was partially accepted.

The fifth main hypothesis states that there will be significant interaction between Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on achievement motivation and mental health .

The main hypothesis had two sub hypotheses.

- a. There will be significant interaction between Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on achievement motivation and its domains.

In order to test this hypothesis, two way ANOVA was conducted. Results showed that there exists no interaction significant interaction between Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on achievement motivation and its domains. Hence the hypothesis can be restated as “There is no significant interaction between Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on achievement motivation and its domains.”

- b. There will be significant interaction between Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) on mental health and its factors.

The two way interaction between Parenting styles (Authoritarian, Authoritative and Permissive) and Emotional intelligence (low, moderate and high) significantly influence overall mental health of adolescents. Hence the hypothesis was partially confirmed.

The sixth main hypothesis states that parenting styles moderate emotional intelligence with achievement motivation and mental health of adolescents.

This main hypothesis had two hypotheses.

- a. Perceived parenting style moderate emotional intelligence and achievement motivation relationship.

The above hypothesis was again classified into three sub hypotheses.

- i. Perceived permissive parenting style moderate emotional intelligence and achievement motivation.

Moderate regression analysis was carried out to test this hypothesis. Result showed that perceived permissive parenting style do not moderate the relationship between emotional intelligence and achievement motivation. Hence the hypothesis was not accepted.

The hypothesis is restated as “perceived permissive parenting style do not moderate emotional intelligence and achievement motivation relationship.”

- ii. Perceived authoritative parenting style moderate emotional intelligence and achievement motivation.

The analysis revealed that perceived authoritative parenting style moderate the relationship between emotional intelligence and achievement motivation. Hence the hypothesis was completely established.

- iii. Perceived authoritarian parenting style moderate emotional intelligence and achievement motivation.

Result showed that perceived authoritarian parenting style do not moderate the relationship between emotional intelligence and achievement motivation. Hence the hypothesis was not accepted.

The hypothesis is restated as “perceived authoritarian parenting style do not moderate emotional intelligence and achievement motivation relationship.”



- b. Perceived parenting style moderate emotional intelligence and mental health relationship.

The above hypothesis was again classified into three sub hypotheses.

- i. Perceived permissive parenting style moderate emotional intelligence and mental health.

Result showed that perceived permissive parenting style do not moderate the relationship between emotional intelligence and mental health. Hence the hypothesis was not accepted.

The hypothesis is restated as “perceived permissive parenting style do not moderate emotional intelligence and mental health relationship.”

- ii. Perceived authoritative parenting style moderate emotional intelligence and mental health.

The result of the moderate regression analysis revealed that perceived authoritative parenting style moderate the relationship between emotional intelligence and mental health. Hence the hypothesis was completely established.

- iii. Perceived authoritarian parenting style moderate emotional intelligence and mental health.

Result showed that perceived authoritarian parenting style do not moderate the relationship between emotional intelligence and mental health. Hence the hypothesis was not accepted.

The hypothesis is restated as” perceived authoritarian parenting style do not moderate emotional intelligence and mental health relationship.”

### **Major Findings of the Study**

1. There is an inverse relationship between perception of parenting styles and emotional intelligence.
2. Parental responsiveness and autonomy dimensions are inversely related with emotional intelligence.
3. Parental responsiveness dimension has an inverse relationship with the self- regulation, empathy and social skills components of emotional intelligence.
4. An inverse relationship between perceived parenting style and mental health.
5. Parental responsiveness is inversely related with the mental health.
6. Authoritarian parenting style decreases attitude toward self, self-actualization, integration, autonomy, perception of reality and environmental mastery dimensions of mental health.
7. There is an inverse relationship between perception of parenting styles and achievement motivation of adolescents.
8. Parental responsiveness and autonomy dimensions are inversely related with the achievement motivation.
9. There is an inverse relationship between parental responsiveness and academic and social factors of achievement motivation.
10. Strong positive relation between emotional intelligence and achievement motivation.

11. Self-awareness, self-regulation, empathy and social skills are positively related with achievement motivation.
12. All the components of emotional intelligence has a strong relation with all factors of achievement motivation.
13. Positive relation between emotional intelligence and mental health.
14. All the components of emotional intelligence except motivation related with the mental health.
15. All the components except the motivation component of emotional intelligence is strongly related to all the dimensions of mental health.
16. Achievement motivation and mental health is positively related.
17. The academic factors and the social interest factors are positively related with the mental health.
18. Academic, general and social interest factors are positively related with all the dimensions of mental health.
19. Female adolescents of age group 16-17 years has a greater academic interest domain of achievement motivation.
20. Male adolescents of age group 13-15 years has a greater social interest domain of achievement motivation.
21. Adolescent boys under age 13-15 years has a greater overall achievement motivation.
22. Female adolescents of age group 18-19 years of age has a commendable attitude toward self dimension of mental health.
23. Integration and autonomy dimension of mental health are high for female adolescents of age group 16-17 years.

24. Adolescents who are born first tend to be more academic oriented and have greater overall achievement motivation.
25. Adolescents from low SES has a considerably high academic interest.
26. Adolescents from high SES has good overall mental health.
27. Female adolescents from nuclear family possess greater attitude toward self and self-actualization dimension of mental health.
28. Female adolescents from Government schools hold a greater academic and social interest domain.
29. Overall achievement motivation is found to be considerably high for female adolescents from government schools.
30. Greater academic interest is shown by female adolescents from state syllabus.
31. Male adolescents from CBSE syllabus exhibits greater social interest.
32. Overall achievement motivation is more for male adolescents from CBSE schools.
33. Adolescents from CBSE syllabus holds greater perception of reality dimension of mental health.
34. Female adolescents from low income group secures greater academic interest.
35. General interest domain is high for male adolescents from income group 3 (1-3 lakh).
36. Male adolescents from income category above five lakhs possess greater social interest.
37. Female adolescents from low income group has a greater overall achievement motivation.

38. Adolescents from high income group possess greater attitude toward self , perception of reality and environmental mastery dimension.
39. Adolescents belonging to low income group displays more autonomy dimension.
40. Perceived permissive style of parenting yield greater academic and social interest domain of achievement motivation.
41. Perceived permissive parenting style nurtures the overall achievement motivation of adolescents.
42. Perceived permissive parenting style supports attitude toward self, self-actualization, integration. autonomy, perception of reality and environmental mastery dimensions of mental health.
43. Perceived permissive parenting style promotes overall mental health.
44. Female adolescents with high emotional intelligence has more academic interest.
45. Adolescents with high emotional intelligence has a greater general and social interest.
46. Adolescents with high emotional intelligence have good overall achievement motivation.
47. Male adolescents with high emotional intelligence has a greater integration dimension.
48. Autonomy dimension is greater for female adolescents with high emotional intelligence.
49. Adolescents with high emotional intelligence has a greater academic and social interest.
50. High emotional intelligence leads to greater overall achievement motivation.

51. Adolescents with high emotional intelligence possess greater attitude toward self, self-actualization, integration, autonomy, perception of reality and environmental mastery dimensions of mental health..
52. Emotional intelligence and parenting style influence overall mental health.
53. Perceived Authoritative parenting styles moderates the relation between emotional intelligence and Achievement Motivation.
54. Perceived Authoritative parenting styles moderates the relation between emotional intelligence and Mental Health.

### **Implications of the Study**

Findings of the current study have important implications. Adolescents are backbone of a nation and their psychosocial development determines the future of nation. Mentally healthy and motivated adolescents are the byproducts of the modes of action and messages from parents which provide environments that stimulate the interest and efforts of them. In this sense, research has emphasized the role of perceived parenting styles and emotional intelligence of adolescents. The results of the present study indicated that perceived parenting styles promote achievement motivation and mental health of adolescents. This implies that parents need to focus on their parenting styles when their children gradually moves to the adolescent epoch.

The study revealed the role of emotional intelligence on achievement motivation and mental health of adolescents. Helping adolescents in regarding of emotional intelligence can help them cultivate their emotional competencies, decrease mental illness and thereby improve their quality of life and academic achievement.

Achievement motivation is imperative of success in later life for adolescents. Thus, it is critical to understand the achievement motivation of adolescents, and the factors other than cognitive ones that influence their level of achievement motivation. Present research has focused on the different domains of achievement motivation and its relation to parenting styles in adolescence. The current study demonstrated that students' academic success in all cases is related to parenting styles.

There is no doubt that adolescents' problems are increasing alarmingly day by day. The adolescents' problems could be overcome by understanding the needs and attitudes of children by their parents and teachers. The parenting style adopted from childhood to adolescence may be held responsible for various behavioral patterns like self-esteem, self-confidence, stress tolerance, cooperation with others vulnerable to stress, easily annoyed, unfriendly, aggressive, low in achievement etc. The different parenting styles are bound to have either favorable or adverse effect on the adolescents' tuning in the social environment. Keeping in mind the effect of parenting styles on adolescents, this investigation has immense practical utility and social implications.

### **Limitations and Suggestions for Future Research**

The present study is not without certain limitations. The study used perception of parenting style from the perspective of adolescents. Further researchers can employ perception of parenting styles from the perspective of parents also. A second limitation concerns the instrument used to assess the achievement motivation of adolescents. Although its psychometric properties are good, its major focus is on academic interest. Social and general interest domains has to be focused more to assess achievement motivation in general. Another limitation encountered is that a socially desirable response bias may have occurred during the completion of the research as well. Adolescents may feel uncomfortable

telling how they feel about their family or academics which may affect their responses. The point that parenting styles are influenced by the cultural practices cannot be discarded and same parenting style in its practice may differ a little from one culture to another.

Current research used cross sectional study and longitudinal studies should be conducted to provide further support to demonstrate the association of the variables at different developmental points. Also, the study of positive mental health requires safeguards. Mental health must be broadly defined in terms that are culturally sensitive and inclusive and the criteria for mental health must be empirically and longitudinally validated. Future study on the effect of parenting styles and emotional intelligence on adolescents' can benefit by addressing these issues.

The current research, regardless of these limitations, enhances to the prevailing literature the impact of perceived parenting styles and emotional intelligence on achievement motivation and mental health of adolescents.



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# **APPENDICES**

**APPENDIX A**

**PERCEIVED PARENTING SCALE (DRAFT)  
DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF CALICUT**

നിങ്ങളും നിങ്ങളുടെ രക്ഷിതാക്കളും തമ്മിലുള്ള ഇടപഴകലിലെ സംബന്ധിച്ചുള്ള ചില പ്രസ്താവനകൾ താഴെ കൊടുത്തിരിക്കുന്നു. അവ ഓരോന്നും നിങ്ങൾക്ക് എത്രത്തോളം അനുയോജ്യമാണെന്ന് ഓരോ പ്രസ്താവനയും വായിച്ചതിനുശേഷം അവയ്ക്കു നേരെ കൊടുത്തിട്ടുള്ള അഞ്ച് പ്രതികരണങ്ങളിൽനിന്നും തിരഞ്ഞെടുത്ത് ‘✓’ മാർക്കിടുക.

- A. എല്ലായ്പ്പോഴും
- B. മിക്കപ്പോഴും
- C. ചിലപ്പോൾ
- D. വല്ലപ്പോഴും
- E. ഒരിക്കലുമില്ല

എന്നതിനെയും സൂചിപ്പിക്കുന്നു.

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
1.	എന്റെ വീട്ടിലെ നിയമങ്ങൾക്കും നിയന്ത്രണങ്ങൾക്കും യാതൊരു യുക്തിയുമില്ല.					
2.	എന്റെ രക്ഷിതാക്കൾ എടുത്ത തീരുമാനങ്ങളെ ചോദ്യം ചെയ്യാൻ എന്നെ അനുവദിക്കാറില്ല.					
3.	എന്റെ വീട്ടിലെ കുട്ടികളുടെ തീരുമാനങ്ങളെയും പ്രവൃത്തികളെയും എന്റെ രക്ഷിതാക്കൾ അച്ചടക്കവും യുക്തിയും നിരത്തി നിയന്ത്രിച്ചിരുന്നു.					
4.	എന്റെ പ്രതീക്ഷകൾ അവിവേകമെന്നു തോന്നുമ്പോൾ രക്ഷിതാക്കളുമായി ചർച്ച ചെയ്യാനുള്ള സ്വാതന്ത്ര്യം എനിക്കുണ്ട്.					
5.	തികച്ചും ന്യായവും വസ്തുതാപരവുമായ മാർഗ്ഗ നിർദ്ദേശങ്ങളാണ് എന്റെ രക്ഷിതാക്കൾ എനിക്ക് നിരന്തരം നൽകാറുള്ളത്.					
6.	എന്റെ വ്യക്തിപരമായ കാര്യങ്ങളിൽ കൂടുതൽ ഇടപെടാതെ സ്വന്തമായി തീരുമാനങ്ങളെടുക്കാൻ എന്റെ രക്ഷിതാക്കൾ എന്നെ അനുവദിക്കാറുണ്ട്.					
7.	ഞാൻ വളർന്നുവരുമ്പോൾതന്നെ എന്റെ പെരുമാറ്റ നിലവാരത്തെപ്പറ്റി രക്ഷിതാക്കൾക്ക് വ്യക്തത ഉണ്ട്.					
8.	ഞാനുമായി ബന്ധപ്പെട്ട കാര്യങ്ങൾ എന്റെ രക്ഷിതാക്കൾ ശ്രദ്ധിച്ചുകേൾക്കാറുണ്ട്.					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
9.	എന്റെ രക്ഷിതാക്കൾ അവരവരുടെ തിരക്കുകളിൽ മുഴുകുകയും എന്നെക്കുറിച്ച് യാതൊരു ധാരണയില്ലാതിരിക്കുകയും ചെയ്യുന്നവരാണ്.					
10.	എന്റെ അഭിപ്രായങ്ങൾ യുക്തിസഹമാണെങ്കിൽ എന്റെ രക്ഷിതാക്കൾ അവ സ്വീകരിക്കാറുണ്ട്.					
11.	എന്റെ രക്ഷിതാക്കളുടെ മാനസികാവസ്ഥ വിലയിരുത്തിയാണ് ഞാൻ അവരോട് സംസാരിക്കാറുള്ളത്.					
12.	എന്റെ രക്ഷിതാക്കൾ എന്റെ എല്ലാ സ്വഭാവങ്ങളെയും സഹിക്കാറില്ല.					
13.	ഞാനുമായി ബന്ധപ്പെട്ട കാര്യങ്ങൾ ചർച്ച ചെയ്യാനുള്ള സന്നദ്ധത എന്റെ രക്ഷിതാക്കൾ പ്രകടിപ്പിക്കാറുണ്ട്.					
14.	എന്റെ രക്ഷിതാക്കൾ എനിക്ക് ഒരുപാട് സ്വാതന്ത്ര്യം തരുന്നു.					
15.	എന്റെ ചങ്ങാതിമാരോടൊപ്പമായിരിക്കുമ്പോഴുള്ള തിരിഞ്ഞിടങ്ങളും വ്യത്യസ്തമായ വേഷവും ഇടപെടലുമാണ് ഭക്ഷണശാല, ആരാധനാലയം പോലുള്ള ഇടങ്ങളിൽ രക്ഷിതാക്കൾ എന്നിൽനിന്നും പ്രതീക്ഷിക്കുന്നത്.					
16.	സ്വയം അറിഞ്ഞ് പെരുമാറിയില്ലെങ്കിൽ രക്ഷിതാക്കൾ എന്നെ ശിക്ഷിക്കാറുണ്ട്.					
17.	എനിക്ക് ചെയ്യാൻ പറ്റുന്ന കാര്യങ്ങളെക്കുറിച്ച് തീരുമാനമെടുക്കുന്നത് എന്റെ രക്ഷിതാക്കളാണ്.					
18.	ഞാൻ നന്നായി ചെയ്താലും എന്റെ രക്ഷിതാക്കൾ എന്നെ പ്രശംസിക്കാറില്ല.					
19.	എന്റെ സ്വകാര്യതയെ എന്റെ രക്ഷിതാക്കൾ മാനിക്കുന്നു.					
20.	എന്തെങ്കിലും പ്രശ്നമുണ്ടായാൽ എനിക്ക് എന്റെ രക്ഷിതാക്കളെ ആശ്രയിക്കാൻ പറ്റും.					
21.	രസകരമായ കാര്യങ്ങൾ ഞാനും എന്റെ രക്ഷിതാക്കളും ഒരുമിച്ച് ചെയ്യാറുണ്ട്.					
22.	എന്റെ രക്ഷിതാക്കൾ എന്നോടു സംസാരിക്കാൻ സമയം ചെലവഴിക്കാറുണ്ട്.					
23.	ഞാൻ തെറ്റ് ചെയ്താൽ എന്റെ രക്ഷിതാക്കൾ എന്നെ ശിക്ഷിക്കാറില്ല.					
24.	എന്റെ രക്ഷിതാക്കൾ എന്നെ വിമർശിക്കാറുണ്ട്.					
25.	എന്റെ രക്ഷിതാക്കൾ അമിതമായി എന്നെ സംരക്ഷിക്കുന്നവർ ആണ്.					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
26.	എന്റെ രക്ഷിതാക്കൾ എനിക്ക് നന്നായി ചെയ്യാൻ പറ്റുന്ന കാര്യങ്ങൾ ചൂണ്ടിക്കാണിച്ച് തരാറുണ്ട്.					
27.	എന്റെ രക്ഷിതാക്കൾ പലപ്പോഴും എന്നെ ശ്രദ്ധിക്കാനാവാത്തത്ര തിരക്കുള്ളവരായി തോന്നുന്നു.					
28.	എന്റെ രക്ഷിതാക്കൾ എന്നെക്കുറിച്ച് ഏറെ നിരാശരാണെന്ന് തോന്നുന്നു.					
29.	പാഠ്യകാര്യങ്ങളിൽ എന്റെ രക്ഷിതാക്കൾ എന്നെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്.					
30.	എന്റെ ഏതു കാഴ്ചപ്പാടുകളും എന്റെ രക്ഷിതാക്കളുമായി സ്വതന്ത്രമായി ചർച്ച ചെയ്യാറുണ്ട്.					
31.	എന്റെ രക്ഷിതാക്കൾ എനിക്ക് നല്ല മാതൃകകളാണ്.					
32.	എന്റെ സുഹൃത്തുക്കളെക്കുറിച്ച് എന്റെ രക്ഷിതാക്കൾക്ക് നല്ല ധാരണയുണ്ട്.					
33.	മൊബൈൽ ഫോൺ ഉപയോഗിക്കുന്നതിന് എന്റെ രക്ഷിതാക്കൾ നിയന്ത്രണം ഏർപ്പെടുത്തിയിട്ടുണ്ട്.					
34.	പഠനത്തിന് വേണ്ടി എന്റെ രക്ഷിതാക്കൾ കൃത്യമായ സമയപ്പട്ടിക തയ്യാറാക്കാറുണ്ട്.					
35.	എന്റെ വ്യക്തിപരമായ കാര്യങ്ങളിൽ രക്ഷിതാക്കൾ ആവശ്യമില്ലാതെ ഇടപെടുന്നതായി എനിക്ക് ചിലപ്പോൾ തോന്നിയിട്ടുണ്ട്.					
36.	എന്റെ രക്ഷിതാക്കളുടെ നിർദ്ദേശ പ്രകാരമാണ് എന്റെ ഹോബികൾ തീരുമാനിക്കപ്പെട്ടിട്ടുള്ളത്.					
37.	ആത്മവിശ്വാസം വളർത്താൻ എന്റെ രക്ഷിതാക്കൾ എന്നെ സഹായിക്കാറുണ്ട്.					
38.	എന്റെ രക്ഷിതാക്കൾ പക്ഷപാതം കാണിക്കാറില്ല.					
39.	എനിക്കിഷ്ടമുള്ള ഭക്ഷണസാധനങ്ങൾ നൽകുവാൻ എന്റെ രക്ഷിതാക്കൾ ശ്രദ്ധിക്കാറുണ്ട്.					
40.	ദൈനംദിന ജീവിതത്തിൽ നടന്ന എല്ലാ കാര്യങ്ങളും ഞാൻ എന്റെ രക്ഷിതാക്കളുമായി പങ്കുവെക്കാറുണ്ട്.					
41.	എന്റെ മാനസികാവസ്ഥയെക്കുറിച്ച് എന്റെ രക്ഷിതാക്കൾ ബോധവാന്മാരാണ്.					
42.	എന്റെ എല്ലാ പ്രവർത്തികളിലും രക്ഷിതാക്കൾ ചില പരിധികൾ നിശ്ചയിച്ചിട്ടുണ്ട്.					
43.	അച്ചടക്കത്തോടെയുള്ള പെരുമാറ്റമാണ് എന്റെ രക്ഷിതാക്കൾ എന്നിൽനിന്നും പ്രതീക്ഷിക്കുന്നത്.					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
44.	രക്ഷിതാക്കൾക്ക് ഇഷ്ടമില്ലാത്ത കാര്യങ്ങൾ ഞാൻ ചെയ്യുമ്പോൾ അവർ എന്നോട് ദേഷ്യപ്പെടാറുണ്ട്.					
45.	മറ്റുള്ളവരുടെ മുന്നിൽ വെച്ച് രക്ഷിതാക്കൾ എന്നെ കളിയാക്കാറുണ്ട്.					
46.	എന്റെ താൽപര്യത്തിനനുസരിച്ച് വസ്ത്രം ധരിക്കാൻ എന്റെ രക്ഷിതാക്കൾ എന്നെ അനുവദിക്കാറില്ല.					
47.	എന്റെ ലക്ഷ്യത്തിലേക്കെത്താൻ എന്റെ രക്ഷിതാക്കൾ എന്നെ സഹായിക്കാറുണ്ട്.					
48.	എന്റെ രക്ഷിതാക്കൾ എന്നിൽ വിശ്വാസമർപ്പിച്ച് പല കാര്യങ്ങളും എന്നെ ഏൽപ്പിക്കാറുണ്ട്.					
49.	എന്റെ രക്ഷിതാക്കളുമായി ഇടപഴകുമ്പോൾ ഞാൻ വളരെയധികം സന്തോഷിക്കാറുണ്ട്.					
50.	എന്റെ രക്ഷിതാക്കൾ ഞാൻ മികച്ച നിലയിലെത്തണമെന്ന് താൽപര്യപ്പെടുന്നു.					

Name :  
 Age :  
 Gender : Male / Female  
 Class :

APPENDIX B

EMOTIONAL INTELLIGENCE SCALE (EIS)  
DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF CALICUT

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ ജീവിതത്തിൽ അനുഭവപ്പെടുന്ന ചില കാര്യങ്ങളാണ് താഴെ കൊടുത്തിട്ടുള്ളത്. അവ ഓരോന്നിനോടും താങ്കൾ എത്രമാത്രം യോജിക്കുന്നു എന്നറിയുകയാണ് ഈ ചോദ്യാവലിയുടെ ലക്ഷ്യം. ഓരോ പ്രസ്താവനയും വായിച്ച് അതിനോടുള്ള നിങ്ങളുടെ പ്രതികരണം അതാതിനു നൽകിയിട്ടുള്ള അഞ്ച് കളങ്ങളിൽ ഏറ്റവും അനുയോജ്യമായതിൽ ശരി അടയാളം (✓) വെച്ച് രേഖപ്പെടുത്തുക. യോജിക്കാനോ വിയോജിക്കാനോ കഴിയാത്ത അത്യപൂർവ്വമായ സന്ദർഭത്തിൽ മാത്രം അഭിപ്രായമില്ല എന്ന് രേഖപ്പെടുത്താവുന്നതാണ്.

- എന്റെ ദേഷ്യം എനിക്കൊരു പ്രശ്നമായി വന്നിട്ടില്ല.  
My anger has never troubled me.

ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
- എന്റെ മനോവ്യാപാരങ്ങളെ ഞാൻ നിരീക്ഷിക്കാറുണ്ട്.  
I used to observe my thought process.

ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
- മറ്റുള്ളവർക്കു എളുപ്പത്തിൽ എന്നെ നിരുത്സാഹപ്പെടുത്തുവാൻ കഴിയാറുണ്ട്.  
Peopel can easily discourage me.

ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
- ചില സന്ദർഭങ്ങളിൽ മറ്റുള്ളവരുടെ ബുദ്ധിമുട്ടുകൾ ആലോചിച്ചാൽ സ്വന്തം വിഷമം താനേ മാറും.  
Sometimes I consle myself by thinking about others problems.

ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
- പ്രകോപിതനാകുന്ന അവസരങ്ങളിൽ എന്നെ ഭരിക്കുന്ന വികാരം കോപമാണെന്ന് ഞാൻ തിരിച്ചറിയാറുണ്ട്.  
I understand that it is anger that drives me when I get provoked.

ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
- എന്റെ തീരുമാനങ്ങൾക്ക് പിന്നിലെ ചേതോവികാരങ്ങളെപ്പറ്റി ഞാൻ ബോധവാനാണ്.  
I am aware of the intentions behind my decisions.

ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു



7. എന്റെ ചിന്തകൾ എന്റെ വികാരങ്ങളെ മാറ്റിമറിക്കുന്നത് ഞാൻ ശ്രദ്ധിക്കാറുണ്ട്.  
I have noticed how my emotions are affected by my thought.  

ശക്തിയായി യോജിക്കുന്നു <input type="checkbox"/>	യോജിക്കുന്നു <input type="checkbox"/>	അഭിപ്രായമില്ല <input type="checkbox"/>
വിയോജിക്കുന്നു <input type="checkbox"/>	ശക്തിയായി വിയോജിക്കുന്നു <input type="checkbox"/>	
8. മറ്റുള്ളവർ എന്നെ കാര്യങ്ങൾ വിശ്വസത്തോടെ ഏൽപ്പിക്കാറുണ്ട്.  
People entrust duties on me.  

ശക്തിയായി യോജിക്കുന്നു <input type="checkbox"/>	യോജിക്കുന്നു <input type="checkbox"/>	അഭിപ്രായമില്ല <input type="checkbox"/>
വിയോജിക്കുന്നു <input type="checkbox"/>	ശക്തിയായി വിയോജിക്കുന്നു <input type="checkbox"/>	
9. മോശമായ മാനസികാവസ്ഥയുടെ കാരണങ്ങൾ കണ്ടെത്തുവാൻ എനിക്ക് കഴിയാറുണ്ട്.  
I am able to find out the reasons of my troubled mental states.  

ശക്തിയായി യോജിക്കുന്നു <input type="checkbox"/>	യോജിക്കുന്നു <input type="checkbox"/>	അഭിപ്രായമില്ല <input type="checkbox"/>
വിയോജിക്കുന്നു <input type="checkbox"/>	ശക്തിയായി വിയോജിക്കുന്നു <input type="checkbox"/>	
10. മനസ്സിന് വിഷമം ഉണ്ടാക്കുന്ന കാര്യങ്ങളെ അവലോകനം ചെയ്യാൻ ഞാൻ ശ്രമിക്കാറില്ല.  
I don't explore things which disturb me.  

ശക്തിയായി യോജിക്കുന്നു <input type="checkbox"/>	യോജിക്കുന്നു <input type="checkbox"/>	അഭിപ്രായമില്ല <input type="checkbox"/>
വിയോജിക്കുന്നു <input type="checkbox"/>	ശക്തിയായി വിയോജിക്കുന്നു <input type="checkbox"/>	
11. ഒരു ലക്ഷ്യം വെച്ച് തുടങ്ങിയാൽ അത് നേടുന്നതുവരെ കഠിനമായി പ്രവർത്തിക്കുവാൻ ഞാൻ തയ്യാറാണ്.  
I am ready to work hard to reach my goal.  

ശക്തിയായി യോജിക്കുന്നു <input type="checkbox"/>	യോജിക്കുന്നു <input type="checkbox"/>	അഭിപ്രായമില്ല <input type="checkbox"/>
വിയോജിക്കുന്നു <input type="checkbox"/>	ശക്തിയായി വിയോജിക്കുന്നു <input type="checkbox"/>	
12. ഞാനെടുത്തിട്ടുള്ള യുക്തിപരമായ തീരുമാനങ്ങൾ നടപ്പിലാക്കാൻ എനിക്ക് കഴിയാറില്ല.  
I often fail to practice my rational decisions.  

ശക്തിയായി യോജിക്കുന്നു <input type="checkbox"/>	യോജിക്കുന്നു <input type="checkbox"/>	അഭിപ്രായമില്ല <input type="checkbox"/>
വിയോജിക്കുന്നു <input type="checkbox"/>	ശക്തിയായി വിയോജിക്കുന്നു <input type="checkbox"/>	
13. വേണമെന്നുവെച്ചാൽ ആരോട് തോന്നുന്ന വെറുപ്പോ അസുയയോ ഇല്ലാതാക്കാം.  
I can intentionally control my hatred and jealousy.  

ശക്തിയായി യോജിക്കുന്നു <input type="checkbox"/>	യോജിക്കുന്നു <input type="checkbox"/>	അഭിപ്രായമില്ല <input type="checkbox"/>
വിയോജിക്കുന്നു <input type="checkbox"/>	ശക്തിയായി വിയോജിക്കുന്നു <input type="checkbox"/>	
14. പിടിവാശി എന്നെ പലപ്പോഴും അപകടത്തിൽ ചാടിച്ചിട്ടുണ്ട്.  
My stubbornness have caused me much troubles.  

ശക്തിയായി യോജിക്കുന്നു <input type="checkbox"/>	യോജിക്കുന്നു <input type="checkbox"/>	അഭിപ്രായമില്ല <input type="checkbox"/>
വിയോജിക്കുന്നു <input type="checkbox"/>	ശക്തിയായി വിയോജിക്കുന്നു <input type="checkbox"/>	
15. മുൻകൂട്ടി തീരുമാനിച്ച പല കാര്യങ്ങളും എന്റെ മടിമൂലം നടക്കാതെ പോയിട്ടുണ്ട്.  
I couldn't do many pre planned programmes due to my laziness.  

ശക്തിയായി യോജിക്കുന്നു <input type="checkbox"/>	യോജിക്കുന്നു <input type="checkbox"/>	അഭിപ്രായമില്ല <input type="checkbox"/>
വിയോജിക്കുന്നു <input type="checkbox"/>	ശക്തിയായി വിയോജിക്കുന്നു <input type="checkbox"/>	

- 16. തെറ്റുകളിൽനിന്ന് പാഠം ഉൾക്കൊള്ളുവാൻ പലപ്പോഴും എനിക്ക് കഴിയാറില്ല.  
I don't usually learn from my mistakes.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
- 17. പ്രതികൂല സാഹചര്യങ്ങളിൽ പെട്ടെന്ന് പ്രതീക്ഷ കൈവിടുന്ന ഒരാളാണ് ഞാൻ.  
I easily lose my hope in adverse situations.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
- 18. ബന്ധങ്ങൾ ഉഷ്മളമാക്കാൻ എനിക്ക് പ്രത്യേകം കഴിവുണ്ട്.  
I have skills to make relationships warm.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
- 19. വിഷമഘട്ടങ്ങളിൽ എന്ത് ചെയ്യണമെന്നറിയാതെ ഞാൻ കുഴങ്ങാറുണ്ട്.  
I have trouble solving problems.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
- 20. വളരെ പ്രധാനപ്പെട്ട പ്രവർത്തികൾക്കിടയിലും നിസ്സാരകാര്യങ്ങൾപോലും എന്റെ ശ്രദ്ധ തെറ്റിക്കാറുണ്ട്.  
Even simple matters can distract me from seriously involved jobs.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
- 21. കഴിയുന്നിടത്തോളം മനസ്സ് ശാന്തമായി കൊണ്ടുനടക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.  
I try to keep my mind calm as much as possible.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
- 22. മറ്റുള്ളവരുടെ പെരുമാറ്റങ്ങളിൽനിന്ന് വളരെ പെട്ടെന്ന് അവരെ മനസ്സിലാക്കാൻ എനിക്ക് കഴിയും.  
I can easily understand others from their behaviour.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
- 23. മറ്റുള്ളവരെ പരമാവധി വേദനിപ്പിക്കാതിരിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.  
I always try not to hurt others much.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
- 24. മറ്റുള്ളവരെ ആശ്വസിപ്പിക്കുവാൻ എനിക്ക് കഴിയാറുണ്ട്.  
I can console others.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
- 25. എന്റെ അവകാശങ്ങളോടൊപ്പം തന്നെ മറ്റുള്ളവരുടെ അവകാശങ്ങളും കണക്കിലെടുക്കാറുണ്ട്.  
I consider the rights of others, along with mine.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു

26. എത്രതന്നെ മുൻകരുതലുകൾ എടുത്താലും കാര്യത്തോടടുക്കുമ്പോൾ എന്റെ മനസ്സിന്റെ നിയന്ത്രണം നഷ്ടപ്പെടാറുണ്ട്.  
 In spite of the precautions I take, I always loss control of my mind during the crucial time.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
27. എന്റെ വികാരങ്ങൾ ശരിയാവണമെന്നു പ്രകടിപ്പിക്കാൻ എനിക്ക് കഴിയാറില്ല.  
 I cannot always express my feelings as such.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
28. മറ്റുള്ളവരുമായി സംസാരിക്കുമ്പോൾ എവിടെ തുടങ്ങണം എങ്ങനെ അവസാനിപ്പിക്കണം എന്നൊന്നുമറിയാതെ ഞാൻ കൂഴങ്ങാറുണ്ട്.  
 I am always confused how to begin and conclude a conversation with others.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
29. എന്റെ ഇടപെടൽമൂലം പലരുടെ പ്രശ്നങ്ങളും പരിഹരിക്കുവാൻ കഴിഞ്ഞിട്ടുണ്ട്.  
 I could solve problems in other's lives.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു
30. മറ്റുള്ളവരോട് കാര്യങ്ങൾ പറഞ്ഞ് ബോധ്യപ്പെടുത്തുവാൻ എനിക്ക് കഴിവുണ്ട്.  
 I can easily convince others.  
 ശക്തിയായി യോജിക്കുന്നു  യോജിക്കുന്നു  അഭിപ്രായമില്ല   
 വിയോജിക്കുന്നു  ശക്തിയായി വിയോജിക്കുന്നു

**APPENDIX C**

**ACHIEVEMENT MOTIVATION SCALE (AMS)  
DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF CALICUT**

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ ശ്രദ്ധയോടെ വായിക്കുക. അവ ഓരോന്നും നിങ്ങളെ സംബന്ധിച്ച് എത്രമാത്രം ശരിയാണ് എന്ന് ഓരോ പ്രസ്താവനക്കും നേരെ കൊടുത്തിട്ടുള്ള 5 പ്രതികരണങ്ങളിൽ നിന്നും തിരഞ്ഞെടുക്കുക.

Read each statement of an item very carefully and put a tick under the category which, in your opinion, best expresses your feelings about the statement. If you feel, the statement is true for you always, put a Tick mark (✓).

- A. എല്ലായ്പ്പോഴും  
Always
- B. മിക്കപ്പോഴും  
Mostly
- C. ചിലപ്പോൾ  
Sometimes
- D. വല്ലപ്പോഴും  
Rarely
- E. ഒരിക്കലുമില്ല  
Never

എന്നതിനെയും സൂചിപ്പിക്കുന്നു.

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
1.	കുറച്ച് ദിവസത്തേക്ക് ക്ലാസ്സിൽ പോകേണ്ടി വന്നില്ലെങ്കിൽ എനിക്ക് വളരെ സന്തോഷമാണ്. I shall be very much pleased if I have to miss the classes for some days.					
2.	ക്ലാസ്സിൽ ചെയ്യാനുള്ള കാര്യങ്ങൾ ഞാൻ നന്നായി ശ്രദ്ധിക്കാറുണ്ട്. I pay full attention to the work in the class.					
3.	ക്ലാസ്സിൽ സമയത്തിന് എത്തിച്ചേരുന്നതിൽ ഞാൻ വളരെ ശ്രദ്ധാലുവാണ്. I mind much if I reach late in the class.					
4.	അറിയാത്ത മേഖലകൾ മനസ്സിലാക്കാനായി കൂടുതൽ നന്നായി വായിക്കുന്നത് എനിക്കിഷ്ടമാണ്. I love to read more and more to find unknown regions of knowledge.					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
5.	<p>ടെക്സ്റ്റ് ബുക്കുകൾ അല്ലാത്ത പുസ്തകങ്ങളുള്ള ലൈബ്രറി എനിക്ക് സ്വന്തമായിട്ട് ഉണ്ടാകണമെന്ന് ആഗ്രഹിക്കുന്നു.</p> <p>I love to have a personal library, not counting text books.</p>					
6.	<p>എന്റെ നിലവാരം ഞാൻതന്നെ തീരുമാനിക്കുകയും അത് നേടിയെടുക്കാൻ പരിശ്രമിക്കുകയും ചെയ്യാറുണ്ട്.</p> <p>I set standards for myself and then strive to achieve them.</p>					
7.	<p>എനിക്കിഷ്ടമുള്ള വിഷയത്തിൽ പ്രത്യേക പഠനം നടത്താനും അതിൽ ഒന്നാമതെത്താനും എനിക്കാഗ്രഹമുണ്ട്.</p> <p>I wish to specialize and become top most in the field of my liking.</p>					
8.	<p>പരീക്ഷണങ്ങൾ നടത്തിയും പുതിയ സാധനങ്ങൾ ഉണ്ടാക്കിയും ആളുകളെ അത്ഭുതപ്പെടുത്താൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.</p> <p>I like to experiment and create new things and surprise people.</p>					
9.	<p>ഞാൻ ഏറ്റെടുക്കുന്ന ഏതൊരു കാര്യവും വിജയമാക്കാൻ മണിക്കൂറുകളോളം കഠിനാധ്വാനം ചെയ്യാറുണ്ട്.</p> <p>I work hard for hours together to be successful in whatever I undertake.</p>					
10.	<p>മറ്റുള്ളവർക്ക് പരിഹരിക്കാൻ കഴിയാത്ത പ്രശ്നങ്ങളും ബുദ്ധിമുട്ടുകളും പരിഹരിക്കുന്ന ഒരു പ്രവണത എനിക്കുണ്ട്.</p> <p>I have a tendency to find solutions of problems and puzzles other people fail at.</p>					
11.	<p>എല്ലാ അക്കാദമിക മത്സരങ്ങളിലും മികച്ച വിജയം നേടണമെന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.</p> <p>I aspire to get excellent results in all academic competitions.</p>					
12.	<p>ചെയ്തുകൊണ്ടിരുന്ന ജോലി പകുതിയിൽ നിർത്തി പുതിയ ഒരു ജോലി ചെയ്യാൻ ശ്രമിക്കാൻ ഞാൻ തയ്യാറാണ്.</p> <p>I am ready to leave the job half done and try a new one.</p>					
13.	<p>പരീക്ഷയ്ക്ക് സിലബസിന്റെ പുറത്തുനിന്ന് ഒന്നോ രണ്ടോ ചോദ്യങ്ങൾ വന്നാൽ എനിക്ക് പിരിമുറുക്കം ഉണ്ടാകും.</p> <p>I get nervous in the examination if one or two questions are not from the syllabus.</p>					
14.	<p>ഒരു പരീക്ഷയ്ക്ക് തയ്യാറെടുക്കുന്നതിനേക്കാൾ ഒരു പാർട്ടിയിൽ പങ്കെടുക്കുന്നതിനാണ് ഞാൻ മുൻഗണന</p>					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
	നൽകുന്നത്. I prefer to go to a party rather than prepare for an examination next week.					
15.	മാർക്ക് കുറഞ്ഞുപോയാൽ ഞാൻ നിരാശനാകുകയും അടുത്ത തവണ കൂടുതൽ നന്നായി പരിശ്രമിക്കാൻ തീരുമാനിക്കുകയും ചെയ്യും. On getting low marks, I feel disappointed and determine to work hard to do better next time.					
16.	എന്റെ പാഠഭാഗങ്ങൾ രസകരമായും അർത്ഥവത്തായുമാണ് എനിക്ക് തോന്നുന്നത്. I think, I find my lessons meaningful and interesting.					
17.	പഠിക്കുന്ന സമയത്ത് എന്റെ ചിന്ത അതിൽനിന്ന് വ്യതിചലിക്കുകയും ഞാൻ സാങ്കല്പിക ചിന്തകളിൽ മുഴുകുകയും ചെയ്യുന്നു. While studying, my mind wanders off the lesson and I get lost in imagination.					
18.	ക്ലാസ്സിലിരുന്ന് പഠിക്കുന്നതിനേക്കാൾ കാന്റിനിൽ വർത്തമാനം പറഞ്ഞിരിക്കുന്നതാണ് നല്ലത് എന്ന് എനിക്ക് തോന്നാറുണ്ട്. I think, it is better to gossip away in the canteen than to attend the classes.					
19.	അധ്യാപകർ പഠിപ്പിക്കുന്ന അവസരങ്ങളിൽ, കഥയോ നോവലോ വായിക്കാനോ ചിത്രകഥയോ കാർട്ടൂണോ വരക്കാനുമാണ് എനിക്കിഷ്ടം. When the teacher is teaching, I like to read stories / novels / comics or make cartoons in the class.					
20.	സ്കൂൾ/കോളേജ് എന്നെ അലോസരപ്പെടുത്താറുണ്ട്. അതിനാൽ അവസരം കിട്ടിയാൽ ഞാൻ നിർത്തിപ്പോകും. The school / college haunts me and I want to leave it at the very first opportunity.					
21.	ചില ക്ലാസ്സുകൾക്കുവേണ്ടി വളരെ വൈകിയും സ്കൂൾ/കോളേജിൽ നിൽക്കുന്നത് എന്നെ അസ്വസ്ഥനാക്കും. It irritates me a lot if I have to stay late in the school/ college for some lectures.					
22.	ജീവിതം ആസ്വദിക്കാനുള്ള നിരവധി അവസരങ്ങൾ ഉള്ളതുകൊണ്ടാണ് ഞാൻ സ്കൂൾ/കോളേജിൽ പോകുന്നത്. I want to go to college/university because there is a plenty of opportunity to enjoy life.					
23.	പഠനവും സ്പോർട്സും മറ്റ് പ്രവർത്തനങ്ങളും ഒരുമിച്ച് നടക്കുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു. I think studies, sports and other activities can go together.					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
24.	ഞാൻ ഇപ്പോൾ പഠിച്ചുകൊണ്ടിരിക്കുന്ന കോഴ്സ് എന്റെ ഭാവിജീവിതം നിശ്ചയിക്കാൻ സഹായിക്കും എന്ന് ഞാൻ വിശ്വസിക്കുന്നു. I agree that the present course of my study will help making my future life a success.					
25.	എനിക്ക് താൽപര്യമുള്ള വിഷയങ്ങൾ പൂർത്തിയാക്കാൻ അവസരം ലഭിച്ചില്ലെങ്കിൽ ഞാൻ നിരാശനാകും. I feel very much frustrated if I do not get a chance to complete in the field of my choice.					
26.	ക്ലാസിൽ ഞാൻ സ്ഥിരമായി നോട്ടെടുക്കുകയും അസൈൻമെന്റുകൾ പൂർത്തിയാക്കുകയും ചെയ്യാറുണ്ട്. I regularly take down notes in the class and complete my assignments.					
27.	എല്ലാ വിഷയങ്ങളിലും എല്ലാ പരീക്ഷകളിലും നല്ല മാർക്ക് കിട്ടാൻവേണ്ടി വർഷം മുഴുവൻ പഠിക്കാൻ ഞാൻ ആലോചിക്കാറുണ്ട്. I plan to study carefully all the year round in an effort to get good marks in all the subjects in all the tests.					
28.	ആദ്യം പഠനം പിന്നെ കളി എന്നതിലാണ് ഞാൻ വിശ്വസിക്കുന്നത്. I believe in work first and play later.					
29.	തൊട്ടടുത്ത ദിവസത്തെ ക്ലാസിലെ കാര്യങ്ങൾ ചെയ്യാൻ വേണ്ടി വീട്ടിൽ വെച്ച് ഞാൻ നന്നായി തയ്യാറെടുപ്പ് നടത്താറുണ്ട്. I do a lot of preparation at home for the next day's work in the class.					
30.	പഠനപുസ്തകങ്ങളിലുള്ള ചാർട്ടുകളേയും ടേബിളുകളേയും സംബന്ധിച്ച ചോദ്യങ്ങൾ അതാത് സമയങ്ങളിൽ ചോദിക്കാൻ ഞാൻ താൽപര്യപ്പെടാറുണ്ട്. I like to ask questions regarding every information given in tables and charts in the books rather than leave them as such and read further.					
31.	എന്റെ അധ്യാപകർ അവരുടെ ജോലിയിൽ കഴിവുള്ളവരാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു. I think my teachers are competent in their work.					
32.	ക്ലാസിൽ ശല്യമുണ്ടാക്കി അധ്യാപകരെ ബുദ്ധിമുട്ടിക്കുന്നത് എനിക്കിഷ്ടമാണ്. I like to create nuisance in the class and annoy the teachers.					
33.	മുഖസ്തുതിയിലൂടെ അല്ലാതെ കാര്യങ്ങൾ കൃത്യമായി ചെയ്തുകൊണ്ട് എന്റെ അധ്യാപകരെ സന്തോഷിപ്പിക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
	I try my utmost to please my teacher through work and not through flattery.					
34.	എന്റെ സുഹൃത്തുക്കൾ എന്നെ ഒരു അലസനായിട്ടാണ് കാണുന്നത്. My friends consider me dull and shirker.					
35.	ഞാൻ സത്യസന്ധനും കഠിനാധ്വാനിയുമാണെന്ന് എന്റെ അധ്യാപകർ വിശ്വസിക്കുന്നത് സത്യമാണ്. It is true that my teachers think of me as a sincere and hard working student.					
36.	രക്ഷിതാക്കളോ അധ്യാപകരോ സുഹൃത്തുക്കളോ എന്നെ കുറ്റപ്പെടുത്തിയാൽ എനിക്ക് വേദനിക്കുകയും എന്റെ പോരായ്മകൾ പരിഹരിക്കാൻ ഞാൻ ശ്രമിക്കുകയും ചെയ്യാറുണ്ട്. I feel hurt if others (parents, teachers and friends) criticise me and I try to improve upon my weaknesses.					
37.	ജീവിതത്തെ വളരെ ലളിതമായിക്കാണാനും പഠനകാര്യങ്ങളെയും ഭാവിജീവിതത്തെയും സംബന്ധിച്ച് കൂടുതൽ വേവലാതിപ്പെടാതിരിക്കാനും എന്റെ രക്ഷിതാക്കൾ എന്നെ ഉപദേശിക്കാറുണ്ട്. My parents advise me to take life easy and never bother too much for studies or for future life.					
38.	വിമർശനങ്ങൾ എന്തൊക്കെ അഭിമുഖീകരിക്കേണ്ടിവന്നാലും എന്റെ ദൗത്യവുമായി മുന്നോട്ടുപോകണമെന്ന് ഞാൻ ആഗ്രഹിക്കാറുണ്ട്. I wish to carry my mission forward inspite of facing a lot of criticism.					
39.	ജീവിതത്തെ ഞാൻ ഒരു ബുദ്ധിപരമായ വെല്ലുവിളിയായി കാണുന്നു. I think of life to be an intellectual challenge.					
40.	ഒരു ക്ലാസിന്റെയോ ഗ്രൂപ്പിന്റെയോ കമ്മിറ്റിയുടെയോ ആഭിമുഖ്യത്തിൽ പ്രവർത്തനങ്ങൾ സംഘടിപ്പിക്കാൻ എനിക്ക് താൽപര്യമുണ്ട്. I am interested in organizing the activities of a group team / class / committee.					
41.	ഞാൻ ഇഷ്ടപ്പെടുന്ന മേഖലയിലെ ഏറ്റവും ഉയർന്ന വ്യക്തിയുമായി ബന്ധം പുലർത്താൻ ഞാൻ ശ്രമിക്കാറുണ്ട്. I try to get associated with topmost person in the field of my choice.					
42.	ഒഴിവുസമയങ്ങളിൽ കുറച്ച് സാഹസികത എനിക്ക് ഇഷ്ടമാണ്. I love to have some adventure in my leisure hour.					



ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
43.	<p>ഒരു ശസ്ത്രക്രിയ നടക്കുന്നത് കാണാൻ എനിക്കാഗ്രഹമുണ്ട്.</p> <p>I would like to watch a surgical operation</p>					
44.	<p>അഭിനയകലയിൽ മത്സരിക്കാൻ എനിക്കിഷ്ടമാണ്.</p> <p>I like to compete in dramatics.</p>					
45.	<p>നൃത്തവും സംഗീതവും വിദ്യാർത്ഥികൾക്ക് നല്ല ഹോബികളാണെന്ന് എനിക്ക് തോന്നുന്നു.</p> <p>I think of dancing and music to be good hobbies for students.</p>					
46.	<p>കലാകായിക മത്സരങ്ങളിൽ ചാമ്പ്യനാകാൻ എനിക്കാഗ്രഹമുണ്ട്.</p> <p>I have a strong desire to be a champion in games / sports / athletics.</p>					
47.	<p>മറ്റ് രാജ്യങ്ങളിലോ സംസ്ഥാനങ്ങളിലോ പോയി എന്റെ ടീമിനെ പ്രതിനിധീകരിക്കാൻ സ്കൂൾ/ കോളേജ് സ്പോർട്സ് ടീമിൽ അംഗമാകാൻ ഞാൻ ശ്രമിച്ചിട്ടുണ്ട്.</p> <p>I have tried to get in the sports team of my school / college, to represent my team in other states or countries.</p>					
48.	<p>നേതൃത്വപാടവം, അച്ചടക്കം തുടങ്ങിയ ഗുണങ്ങൾ സ്പോർട്സിലൂടെ നിർമ്മിക്കാൻ കഴിയുമെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.</p> <p>I believe sports develop initiative, leadership and discipline.</p>					
49.	<p>കുന്നുകയറ്റവും പർവ്വതാരോഹണവും ഒരു വെല്ലുവിളിയായി ഞാൻ സ്വാഗതം ചെയ്യുന്നു.</p> <p>Hill climbing and mountaineering are a welcome challenge, I would like to take.</p>					
50.	<p>ഒഴിവുദിവസം കൂടുതൽ പണിയൊന്നുമില്ലാതെ വീട്ടിലിരിക്കുന്നതിന് പകരം സൈക്കിൾ സവാരിയോ നീന്തലോ ബോട്ടിങ്ങോ ചെയ്യുന്നതാണ് എനിക്ക് താൽപര്യം.</p> <p>On a holiday, I prefer going for cycling, swimming or boating to sitting at home without much work.</p>					

**APPENDIX D**

**MENTAL HEALTH SCALE (MHS)  
DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF CALICUT**

**Instructions**

Some statements related to certain problems that we face in our daily life are given below. Please indicate how far you agree or disagree with each statement. In the response sheet, against the item number of each statement, five choices. A,B,C,D and E are given. A denotes Strongly Agree, B denotes Agree, C denotes Undecided, D denotes Disagree, and E denotes Strongly Disagree.

Read each statement carefully and indicate your response in the response sheet with a ✓ mark. Try to answer all items. Your responses will kept confidential and will be used for research purpose only.

**നിർദ്ദേശങ്ങൾ**

നിത്യജീവിതത്തിൽ നാം അഭിമുഖീകരിക്കുന്ന ചില പ്രശ്നങ്ങളെക്കുറിച്ചുള്ള ഏതാനും പ്രസ്താവനകളാണ് ചുവടെ ചേർത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയോടും നിങ്ങൾ എത്രമാത്രം യോജിക്കുന്നു, അല്ലെങ്കിൽ വിരോധിക്കുന്നു എന്ന് രേഖപ്പെടുത്തുക. ഉത്തരക്കടലാസിൽ ഓരോ പ്രസ്താവനയുടെയും നമ്പരിനും നേരെ A,B,C,D,E എന്നിങ്ങനെ അഞ്ച് ഉത്തരങ്ങൾ നൽകിയിട്ടുണ്ട്. A ‘ശക്തിയായി യോജിക്കുന്നു’ എന്നതിനെയും B ‘യോജിക്കുന്നു’ എന്നതിനെയും C ‘പ്രത്യേക അഭിപ്രായം ഇല്ല’ എന്നതിനെയും D ‘വിരോധിക്കുന്നു’ എന്നതിനെയും E ‘ശക്തിയായി വിരോധിക്കുന്നു’ എന്നതിനെയും സൂചിപ്പിക്കുന്നു.

ഓരോ പ്രസ്താവനയും ശ്രദ്ധിച്ചു വായിച്ചതിനുശേഷം നിങ്ങളുടെ ഉത്തരം ✓ അടയാളമുപയോഗിച്ച് ഉത്തരക്കടലാസിൽ രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും ഉത്തരം നൽകാൻ ശ്രമിക്കുക. നിങ്ങളുടെ ഉത്തരങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും, ഗവേഷണ സംബന്ധമായ കാര്യങ്ങൾക്കുവേണ്ടി മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

		A	B	C	D	E
<b>Section 1</b>						
1.	I Consider criticism as a change for progress ഉയർച്ചക്കുള്ള ഒരവസരമായി ഞാൻ വിമർശനത്തെ കണക്കാക്കുന്നു					
2.	I like to do things in the proper way. ശരിയായി കാര്യങ്ങൾ ചെയ്യുവാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു					
3.	I Insist that others must accept my opinion. മറ്റുള്ളവർ എന്റെ അഭിപ്രായത്തെ അംഗീകരിക്കണമെന്ന നിർബന്ധം എനിക്കുണ്ട്.					

		A	B	C	D	E
4.	I do not like my weakness being pointed out എന്റെ ദുർബല്യങ്ങളെ ചൂണ്ടിക്കാണിക്കുന്നത് എനിക്കിഷ്ടമല്ല.					
5.	I do not think of my role in any matter. ഏതു കാര്യത്തിലായാലും സ്വന്തം പങ്ക് എന്താണെന്ന് ഞാൻ ആലോചിക്കാറില്ല.					
6.	I will readily accept if someone says that I am not broad-minded. എനിക്ക് വിശാലഹൃദയമില്ലെന്നു പറഞ്ഞാൽ അത് അംഗീകരിക്കുവാൻ ഞാൻ തയ്യാറാണ്.					
7.	I do not consider that I am responsible for my mistakes. എന്റെ തെറ്റുകളുടെ ഉത്തരവാദിത്വം എനിക്കുതന്നെയാണെന്ന് ഞാൻ കരുതുന്നില്ല.					
8.	I often feel that I am not self-sufficient in certain matters. ചില കാര്യങ്ങളിൽ എനിക്ക് സ്വയം പര്യാപ്തതയില്ലെന്ന് പലപ്പോഴും തോന്നാറുണ്ട്.					
9.	I cannot make friends with others, by understanding their limitations. പരിമിതികൾ മനസ്സിലാക്കി നല്ല സുഹൃത്ത്ബന്ധം സ്ഥാപിക്കാൻ എനിക്ക് കഴിയില്ല.					
10.	When I think of my future. I do not consider my abilities. ഭാവിയെക്കുറിച്ച് ചിന്തിക്കുമ്പോൾ സ്വന്തം കഴിവുകൾ കണക്കിലെടുക്കാറില്ല.					
11.	While evaluating an action, its negative side should be considered. ഒരു പ്രവൃത്തിയെ വിലയിരുത്തുമ്പോൾ, അതിന്റെ ദോഷങ്ങൾക്ക് പ്രാധാന്യം നൽകണം.					
12.	I have a high esteem about myself. എനിക്ക് എന്നെക്കുറിച്ച് നല്ല മതിപ്പാണ്.					
<b>Section 2</b>						
1.	I am prepared to dedicate my life for a noble cause. ഒരു മഹത്തായ കാര്യത്തിനുവേണ്ടി ജീവിതം ഉഴിഞ്ഞുവെയ്ക്കുവാൻ ഞാൻ തയ്യാറാണ്.					
2.	There is no need for showing respect towards human beings. മനുഷ്യസമുദായത്തോട് ആദരവ് കാണിക്കേണ്ട ആവശ്യമില്ല.					
3.	At times of happiness, my mind involves in other things. ഉല്ലാസവേളയിൽ എന്റെ മനസ്സ് മറ്റു ചിന്തകൾ വഹിക്കാറുണ്ട്.					
4.	When I help others, I derive a lot of mental satisfaction.					

		A	B	C	D	E
	മറ്റുള്ളവർക്ക് സഹായം ചെയ്യുമ്പോഴുള്ള ആത്മസംതൃപ്തി അനുപമമാണ്.					
5.	Obstacles do not stand on my way, while I try for achieving my goals. ലക്ഷ്യത്തിലെത്തുന്നതിലുള്ള തടസ്സങ്ങൾ എന്റെ പ്രവൃത്തിയെ ബാധിക്കാറില്ല.					
6.	It is not good to have foresight about the future. ഭാവിയെക്കുറിച്ച് ദീർഘവീക്ഷണം ഉണ്ടായിരിക്കുന്നത് നന്നല്ല.					
7.	It is better not to express one's own abilities. സ്വന്തം കഴിവ് പ്രകടിപ്പിക്കാതിരിക്കുന്നതാണ് ഉചിതം.					
8.	I behave in such a way to attract friends. സുഹൃത്തുക്കളെ ആകർഷിക്കത്തക്കവിധത്തിൽ അവരോട് ഞാൻ പെരുമാറുന്നു.					
9.	I do not take any responsibility which does not affect me. എന്നെ ബാധിക്കാത്ത ഒരു പ്രശ്നവും ഞാൻ ഏറ്റെടുക്കാറില്ല.					
10.	I can behave in such a manner as to evoke pity in others. മറ്റുള്ളവരിൽ അനുകമ്പ ഉളവാക്കുന്ന രീതിയിൽ എനിക്ക് പെരുമാറാൻ കഴിയും.					
11.	I do not express my sympathy towards the suffering innocent. മർദ്ദനമേൽക്കേണ്ടിവരുന്ന നിരപരാധിയോട് ഞാൻ സഹതാപം പ്രകടിപ്പിക്കാറില്ല.					
12.	The views of others must be considered. മറ്റുള്ളവരുടെ ആശയങ്ങൾ കണക്കിലെടുക്കേണ്ടതാണ് .					
<b>Section 3</b>						
1.	When I evaluate myself, I consider my merits as well as demerits. ഞാൻ സ്വയം വിലയിരുത്തുമ്പോൾ, നേട്ടങ്ങളോടൊപ്പം കോട്ടങ്ങളും കണക്കിലെടുക്കാറുണ്ട്.					
2.	I think that life has a meaning. ജീവിതത്തിന് ഒരു അർത്ഥം ഉണ്ടെന്ന് എനിക്ക് തോന്നുന്നു.					
3.	High aspirations should be the core of life. ഉയർന്ന പ്രതീക്ഷകളായിരിക്കണം ജീവിതത്തിന്റെ കാതൽ.					
4.	When I am unable to solve a problem, I feel frustrated. ഒരു പ്രശ്നം പരിഹരിക്കാൻ കഴിയാതെ വരുമ്പോൾ, സ്വയം തകരുന്നതായി തോന്നാറുണ്ട്.					

		A	B	C	D	E
5.	After a failure, I can find new methods. പരാജയത്തിനുശേഷം പുതിയ വഴികൾ കണ്ടെത്തുവാൻ എനിക്കു കഴിയും.					
6.	I do not anxiety even in my difficulties. ബുദ്ധിമുട്ടുള്ള അവസരങ്ങളിൽപ്പോലും എനിക്ക് ഉത്കണ്ഠ ഉണ്ടാകാറില്ല.					
7.	I have no goals in my life. എന്റെ ജീവിതത്തിന് യാതൊരു ലക്ഷ്യവുമില്ല.					
8.	There nothing wrong in not keeping words. വാക്കുപാലിക്കാതിരിക്കുന്നതിൽ തെറ്റില്ല.					
9.	I think that facts and moral values do not coincide. വസ്തുതകളും, ധർമ്മികമൂല്യങ്ങളും തമ്മിൽ പൊരുത്തപ്പെടില്ല എന്ന് ഞാൻ കരുതുന്നു.					
10.	I am conscious about the right of others. മറ്റുള്ളവരുടെ അവകാശങ്ങളെക്കുറിച്ചുള്ള അവബോധം എനിക്കുണ്ട്.					
11.	I am not able to face a disappointing situation. നിരാശാജനകമായ ഒരു സാഹചര്യത്തെ നേരിടാനുള്ള കഴിവ് എനിക്കില്ല.					
12.	I do not like the work which needs accuracy. സൂക്ഷ്മത ആവശ്യമുള്ള ജോലികൾ ഞാൻ ഇഷ്ടപ്പെടുന്നില്ല.					
<b>Section 4</b>						
1.	I can take appropriate decisions. അനുയോജ്യമായ തീരുമാനങ്ങൾ എടുക്കുവാൻ എനിക്ക് കഴിയും.					
2.	What I think cannot to be implemented always. ഞാൻ ഉദ്ദേശിക്കുന്ന കാര്യങ്ങൾ മിക്കവാറും നടപ്പാക്കാൻ കഴിയാറില്ല.					
3.	I do many things because of the pressure from others. മറ്റുള്ളവരുടെ സമ്മർദ്ദങ്ങൾക്കു വഴങ്ങിയാണ് ഞാൻ പല കാര്യങ്ങളും ചെയ്യുന്നത്.					
4.	I can work with self-control. സ്വയം നിയന്ത്രിച്ച് പ്രവർത്തിക്കുവാൻ എനിക്ക് കഴിയാറുണ്ട്.					
5.	I like others working on my behalf. മറ്റുള്ളവർ എനിക്കുവേണ്ടി പ്രവർത്തിക്കുന്നത് ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
6.	I do not always follow the traditions when found necessary. ഉചിതമായ സന്ദർഭങ്ങളിൽ കീഴ്വഴക്കങ്ങളെ ഞാൻ മാനിക്കാറില്ല.					

		A	B	C	D	E
7.	In choosing things, I depend on others. ആവശ്യമുള്ളവ തെരഞ്ഞെടുക്കാൻ ഞാൻ മറ്റുള്ളവരെ ആശ്രയിക്കുന്നുണ്ട്.					
8.	My actions are always justifiable. എന്റെ പ്രവൃത്തികൾക്ക് എല്ലായ്പ്പോഴും ന്യായീകരണം ഉണ്ടായിരിക്കും.					
9.	It is better not to think independently. സ്വതന്ത്രമായി ചിന്തിക്കാതിരിക്കുന്നതാണ് ഉചിതം.					
10.	I have control on my actions. എന്റെ പ്രവൃത്തികളെ നിയന്ത്രിക്കുവാൻ എനിക്ക് കഴിയും.					
11.	It is nice to have the ability to take care of one's own affairs. സ്വന്തം കാര്യങ്ങൾ നോക്കുവാൻ പ്രാപ്തി ഉണ്ടാവുക എന്നത് നല്ലതാണ്.					
12.	I act according to my own will and pleasure. എന്റെ ഇച്ഛാശക്തിക്കനുസരണമായി ഞാൻ പ്രവർത്തിക്കുന്നുണ്ട്.					
<b>Section 5</b>						
1.	I can accept my mistakes. എന്റെ തെറ്റുകളെ ഉൾക്കൊള്ളാൻ എനിക്ക് കഴിയും.					
2.	I do not fully grasp things that happen around me. എന്റെ ചുറ്റുപാടും നടക്കുന്ന കാര്യങ്ങൾ അതേപടി ഞാൻ ഗ്രഹിക്കാറില്ല.					
3.	I remind even my parents about their mistakes. എന്റെ മാതാപിതാക്കളുടെ തെറ്റുകൾപോലും ഞാൻ അവരെ ബോധ്യപ്പെടുത്താറുണ്ട്.					
4.	On my own accord, I don't distort facts. എന്റെ ഇഷ്ടപ്രകാരം ഞാൻ വസ്തുതകളെ വളച്ചൊടിക്കാറില്ല.					
5.	I am not responsible for some of the failures which occur in my life. എന്റെ ജീവിതത്തിൽ ചിലപ്പോൾ സംഭവിക്കാറുള്ള പരാജയങ്ങൾക്ക് കാരണം ഞാനല്ല.					
6.	I am conscious of my limitations. എന്റെ പരിമിതികളെക്കുറിച്ച് എനിക്ക് ബോധ്യമുണ്ട്.					
7.	I do not care for things which are done by others, even if they are good. മറ്റുള്ളവർ ചെയ്യുന്ന കാര്യങ്ങൾ അവ നല്ലതാണെങ്കിൽപോലും ഞാൻ ശ്രദ്ധിക്കാറില്ല.					
8.	We need not bother about the feelings of others. മറ്റുള്ളവരുടെ വികാരങ്ങളെ നാം മാനിക്കേണ്ടതില്ല.					
9.	Without any reason others find fault with me. അകാരണമായി മിക്ക ആളുകളും എന്നെ കുറ്റപ്പെടുത്തുന്നു.					

		A	B	C	D	E
10.	I would like analyse things realistically. വസ്തുനിഷ്ഠമായി കാര്യങ്ങൾ അവലോകനം ചെയ്യുവാൻ ഞാനിഷ്ടപ്പെടുന്നു.					
11.	It would be sensible to take care of oneself ignoring the surroundings. ചുറ്റുപാടുകളെ നോക്കാതെ സ്വന്തം കാര്യങ്ങൾ നോക്കുന്നതാണ് വിവേകം.					
12.	It is better to know how others think about a problem. ഒരു കാര്യത്തെക്കുറിച്ച് മറ്റുള്ളവർ എങ്ങനെ ചിന്തിക്കുന്നു എന്ന് അറിയേണ്ടതാണ്.					
<b>Section 6</b>						
1.	One must carry out things according to situations. സന്ദർഭത്തിന് അനുയോജ്യമായ രീതിയിൽ പ്രവർത്തിക്കേണ്ടതാണ്.					
2.	I take initiative to solve the problems of others. മറ്റുള്ളവരുടെ പ്രശ്നങ്ങൾ പരിഹരിക്കുന്നതിന് ഞാൻ മുൻകൈ എടുക്കാറുണ്ട്.					
3.	I am confident that there will be achievements at any time in my life. എന്റെ ജീവിതത്തിൽ എപ്പോഴെങ്കിലും നേട്ടം ഉണ്ടാകുമെന്ന് എനിക്കറിയാം.					
4.	My words often annoys others. എന്റെ സംസാരം പലപ്പോഴും മറ്റുള്ളവരെ വേദനിപ്പിക്കാറുണ്ട്.					
5.	My relations with my friends is satisfactory. എന്റെ സുഹൃദ്ബന്ധങ്ങൾ തൃപ്തികരമാണ്.					
6.	I do not like to move closely with others. മറ്റുള്ളവരുമായി കൂടുതൽ അടുത്ത് പെരുമാറാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നില്ല.					
7.	I can not make use of happy experience of my life. സന്തോഷകരമായ അനുഭവങ്ങൾ ജീവിതത്തിൽ പ്രയോജനപ്പെടുത്താൻ എനിക്ക് കഴിയില്ല.					
8.	I never try to face difficult problems. സങ്കീർണ്ണമായ പ്രശ്നങ്ങൾ നേരിടാൻ ഞാൻ ശ്രമിക്കാറില്ല.					

		A	B	C	D	E
9.	Before doing a work, its merits should be considered. ഒരു പ്രവൃത്തി ചെയ്യുന്നതിനു മുമ്പ് അതിന്റെ നേട്ടങ്ങളെക്കുറിച്ച് ആലോചിക്കേണ്ടതാണ്.					
10.	I find it difficult to cope with the new surroundings. പുതിയ ചുറ്റുപാടുകളുമായി ഇണങ്ങിച്ചേരാൻ എനിക്ക് പ്രയാസമാണ്.					
11.	I become upset due-to repeated failures. തുടർച്ചയായി പരാജയപ്പെടുമ്പോൾ ഞാൻ തകർന്നുപോകാറുണ്ട്.					
12.	I like to work for the welfare of others. മറ്റുള്ളവരുടെ ക്ഷേമത്തിനുവേണ്ടി പ്രവർത്തിക്കാൻ എനിക്ക് താൽപര്യമുണ്ട്.					



**APPENDIX E**

**PERCEIVED PARENTING SCALE (FINAL)  
DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF CALICUT**

നിങ്ങളും നിങ്ങളുടെ രക്ഷിതാക്കളും തമ്മിലുള്ള ഇടപഴകലിലെ സംബന്ധിച്ചുള്ള ചില പ്രസ്താവനകൾ താഴെ കൊടുത്തിരിക്കുന്നു. അവ ഓരോന്നും നിങ്ങൾക്ക് എത്രത്തോളം അനുയോജ്യമാണെന്ന് ഓരോ പ്രസ്താവനയും വായിച്ചതിനുശേഷം അവയ്ക്കു നേരെ കൊടുത്തിട്ടുള്ള അഞ്ച് പ്രതികരണങ്ങളിൽനിന്നും തിരഞ്ഞെടുത്ത് ‘✓’ മാർക്കിടുക.

These are some statements related to your interaction with your parents. You have to read each statement carefully and put tick mark (✓) in any of the five option that suits you the best in the appropriate column.

- A. എല്ലായ്പ്പോഴും  
Always
- B. മിക്കപ്പോഴും  
Mostly
- C. ചിലപ്പോൾ  
Sometimes
- D. വല്ലപ്പോഴും  
Rarely
- E. ഒരിക്കലുമില്ല  
Never

എന്നതിനെയും സൂചിപ്പിക്കുന്നു.

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
1.	എന്റെ വീട്ടിലെ നിയമങ്ങൾക്കും നിയന്ത്രണങ്ങൾക്കും യാതൊരു യുക്തിയുമില്ല. I have felt that family rules and restrictions were unreasonable.					
2.	എന്റെ വീട്ടിലെ കുട്ടികളുടെ തീരുമാനങ്ങളെയും പ്രവൃത്തികളെയും എന്റെ രക്ഷിതാക്കൾ അച്ചടക്കവും യുക്തിയും നിരത്തി നിയന്ത്രിച്ചിരുന്നു. My parents directed the activities and decisions of the children in the family reasoning and discipline.					
3.	എന്റെ രക്ഷിതാക്കൾ എടുത്ത തീരുമാനങ്ങളെ ചോദ്യം ചെയ്യാൻ എന്നെ അനുവദിക്കാറില്ല. My parents did not allow me to question any decision they had made.					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
4.	<p>എന്റെ പ്രതീക്ഷകൾ അവിവേകമെന്നു തോന്നുമ്പോൾ രക്ഷിതാക്കളുമായി ചർച്ച ചെയ്യാനുള്ള സ്വാതന്ത്ര്യം എനിക്കുണ്ട്.</p> <p>I felt free to discuss those expectations with my parents when I felt that they were unreasonable.</p>					
5.	<p>തികച്ചും ന്യായവും വസ്തുതാപരവുമായ മാർഗ്ഗ നിർദ്ദേശങ്ങളാണ് എന്റെ രക്ഷിതാക്കൾ എനിക്ക് നിരന്തരം നൽകാറുള്ളത്.</p> <p>My parents consistently gave us direction and guidance in rational and objective ways.</p>					
6.	<p>എന്റെ വ്യക്തിപരമായ കാര്യങ്ങളിൽ കൂടുതൽ ഇടപെടാതെ സ്വന്തമായി തീരുമാനങ്ങളെടുക്കാൻ എന്റെ രക്ഷിതാക്കൾ എന്നെ അനുവദിക്കാറുണ്ട്.</p> <p>My parents allowed me to decide most things for myself without a lot direction from them.</p>					
7.	<p>ഞാൻ വളർന്നുവരുമ്പോൾതന്നെ എന്റെ പെരുമാറ്റ നിലവാരത്തെപ്പറ്റി രക്ഷിതാക്കൾക്ക് വ്യക്തത ഉണ്ട്.</p> <p>My parents had clear standards of behaviour for the children in our home as I was growing up.</p>					
8.	<p>ഞാനുമായി ബന്ധപ്പെട്ട കാര്യങ്ങൾ എന്റെ രക്ഷിതാക്കൾ ശ്രദ്ധിച്ചുകേൾക്കാറുണ്ട്.</p> <p>My parents were always willing to listen to my concerns.</p>					
9.	<p>എന്റെ രക്ഷിതാക്കൾ അവരുടെ തിരക്കുകളിൽ മുഴുകുകയും എന്നെക്കുറിച്ച് യാതൊരു ധാരണയില്ലാതിരിക്കുകയും ചെയ്യുന്നവരാണ്.</p> <p>My parents are always busy with them, and do not have idea about me.</p>					
10.	<p>എന്റെ അഭിപ്രായങ്ങൾ യുക്തിസഹമാണെങ്കിൽ എന്റെ രക്ഷിതാക്കൾ അവ സ്വീകരിക്കാറുണ്ട്.</p> <p>My parents accepts my opinion if they are logical.</p>					
11.	<p>എന്റെ രക്ഷിതാക്കൾ എന്റെ എല്ലാ സ്വഭാവങ്ങളെയും സഹിക്കാറില്ല.</p> <p>My parents does not tolerate all of my behaviour.</p>					
12.	<p>ഞാനുമായി ബന്ധപ്പെട്ട കാര്യങ്ങൾ ചർച്ച ചെയ്യാനുള്ള സന്നദ്ധത എന്റെ രക്ഷിതാക്കൾ പ്രകടിപ്പിക്കാറുണ്ട്.</p> <p>My parents were ready to discuss matter related to me.</p>					
13.	<p>എന്റെ രക്ഷിതാക്കൾ എനിക്ക് ഒരുപാട് സ്വാതന്ത്ര്യം തരുന്നു.</p> <p>My parents gives me a lot of freedom.</p>					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
14.	<p>എന്റെ ചങ്ങാതിമാരോടൊപ്പമായിരിക്കുമ്പോഴുള്ള തിരുന്നിനും വ്യത്യസ്തമായ വേഷവും ഇടപെടലുമാണ് ഭക്ഷണശാല, ആരാധനാലയം പോലുള്ള ഇടങ്ങളിൽ രക്ഷിതാക്കൾ എന്നിരുന്നിനും പ്രതീക്ഷിക്കുന്നത്.</p> <p>My parents expects me to dress and act differently in places like restaurant or worship places than I do when I am with my friends.</p>					
15.	<p>സ്വയം അറിഞ്ഞ് പെരുമാറിയില്ലെങ്കിൽ രക്ഷിതാക്കൾ എന്നെ ശിക്ഷിക്കാറുണ്ട്.</p> <p>If I don't behave myself, my parents will punish me.</p>					
16.	<p>എനിക്ക് ചെയ്യാൻ പറുന്ന കാര്യങ്ങളെക്കുറിച്ച് തീരുമാനമെടുക്കുന്നത് എന്റെ രക്ഷിതാക്കളാണ്.</p> <p>My parents makes most of the decisions about what I can do.</p>					
17.	<p>ഞാൻ നന്നായി ചെയ്താലും എന്റെ രക്ഷിതാക്കൾ എന്നെ പ്രശംസിക്കാറില്ല.</p> <p>My parents ever hardly praises me for doing well.</p>					
18.	<p>എന്റെ സ്വകാര്യതയെ എന്റെ രക്ഷിതാക്കൾ മാനിക്കുന്നു.</p> <p>My parents respects my privacy.</p>					
19.	<p>രസകരമായ കാര്യങ്ങൾ ഞാനും എന്റെ രക്ഷിതാക്കളും ഒരുമിച്ച് ചെയ്യാറുണ്ട്.</p> <p>My parents and I do things that are fun together.</p>					
20.	<p>എന്തെങ്കിലും പ്രശ്നമുണ്ടായാൽ എനിക്ക് എന്റെ രക്ഷിതാക്കളെ ആശ്രയിക്കാൻ പറും.</p> <p>I can count on my parents to help me if I have a problem.</p>					
21.	<p>എന്റെ രക്ഷിതാക്കൾ എന്നോടു സംസാരിക്കാൻ സമയം ചെലവഴിക്കാറുണ്ട്.</p> <p>My parents spend time just talking to me.</p>					
22.	<p>ഞാൻ തെറ്റ് ചെയ്താൽ എന്റെ രക്ഷിതാക്കൾ എന്നെ ശിക്ഷിക്കാറില്ല.</p> <p>When I do something wrong, my parents does not punish me.</p>					
23.	<p>എന്റെ രക്ഷിതാക്കൾ എന്നെ വിമർശിക്കാറുണ്ട്.</p> <p>My parents are critical of me.</p>					
24.	<p>എന്റെ രക്ഷിതാക്കൾ എനിക്ക് നന്നായി ചെയ്യാൻ പറുന്ന കാര്യങ്ങൾ ചൂണ്ടിക്കാണിച്ച് തരാറുണ്ട്.</p> <p>My parents points out ways I could do better.</p>					
25.	<p>എന്റെ രക്ഷിതാക്കൾ പലപ്പോഴും എന്നെ ശ്രദ്ധിക്കാനാവാത്തത്ര തിരക്കുള്ളവരായി തോന്നുന്നു.</p> <p>My parents often seems too busy to attend to me.</p>					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
26.	<p>എന്റെ രക്ഷിതാക്കൾ എന്നെക്കുറിച്ച് ഏറെ നിരാശരാണെന്ന് തോന്നുന്നു. My parents often seems to be disappointed in me a lot.</p>					
27.	<p>എന്റെ ഏതു കാഴ്ചപ്പാടുകളും എന്റെ രക്ഷിതാക്കളുമായി സ്വതന്ത്രമായി ചർച്ച ചെയ്യാറുണ്ട്. I feel free to discuss my views with my parents.</p>					
28.	<p>പാഠ്യകാര്യങ്ങളിൽ എന്റെ രക്ഷിതാക്കൾ എന്നെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്. My parents encourages me in my academic works.</p>					
29.	<p>എന്റെ സുഹൃത്തുക്കളെക്കുറിച്ച് എന്റെ രക്ഷിതാക്കൾക്ക് നല്ല ധാരണയുണ്ട്. My parents are aware of my friends.</p>					
30.	<p>എന്റെ രക്ഷിതാക്കൾ എനിക്ക് നല്ല മാതൃകകളാണ്. My parents are good role models for me.</p>					
31.	<p>മൊബൈൽ ഫോൺ ഉപയോഗിക്കുന്നതിന് എന്റെ രക്ഷിതാക്കൾ നിയന്ത്രണം ഏർപ്പെടുത്തിയിട്ടുണ്ട്. My parents set restrictions in the use of mobile phones.</p>					
32.	<p>പഠനത്തിന് വേണ്ടി എന്റെ രക്ഷിതാക്കൾ കൃത്യമായ സമയപ്പട്ടിക തയ്യാറാക്കാറുണ്ട്. My parents set the timetable for my studies.</p>					
33.	<p>എന്റെ വ്യക്തിപരമായ കാര്യങ്ങളിൽ രക്ഷിതാക്കൾ ആവശ്യമില്ലാതെ ഇടപെടുന്നതായി എനിക്ക് ചിലപ്പോൾ തോന്നിയിട്ടുണ്ട്. Sometimes I feel that my parents are unnecessarily involving in my personal matter.</p>					
34.	<p>എന്റെ രക്ഷിതാക്കളുടെ നിർദ്ദേശ പ്രകാരമാണ് എന്റെ ഹോബികൾ തീരുമാനിക്കപ്പെട്ടിട്ടുള്ളത്. My hobbies are set as per the direction of my parents.</p>					
35.	<p>ആത്മവിശ്വാസം വളർത്താൻ എന്റെ രക്ഷിതാക്കൾ എന്നെ സഹായിക്കാറുണ്ട്. My parents helped a lot to develop self-confidence.</p>					
36.	<p>ദൈനംദിന ജീവിതത്തിൽ നടന്ന എല്ലാ കാര്യങ്ങളും ഞാൻ എന്റെ രക്ഷിതാക്കളുമായി പങ്കുവെക്കാറുണ്ട്. I used to share every matters of day to day life with my parents.</p>					
37.	<p>എനിക്കിഷ്ടമുള്ള ഭക്ഷണസാധനങ്ങൾ നൽകുവാൻ എന്റെ രക്ഷിതാക്കൾ ശ്രദ്ധിക്കാറുണ്ട്. My parents always prepare my favourite food for me.</p>					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	A	B	C	D	E
38.	എന്റെ എല്ലാ പ്രവർത്തികളിലും രക്ഷിതാക്കൾ ചില പരിധികൾ നിശ്ചയിച്ചിട്ടുണ്ട്. My parents have set certain limit for all my deeds.					
39.	എന്റെ മാനസികാവസ്ഥയെക്കുറിച്ച് എന്റെ രക്ഷിതാക്കൾ ബോധവാന്മാരാണ്. My parents are aware of my mindset.					
40.	മറ്റുള്ളവരുടെ മുന്നിൽ വെച്ച് രക്ഷിതാക്കൾ എന്നെ കളിയാക്കാറുണ്ട്. My parents tease me in front of others.					
41.	രക്ഷിതാക്കൾക്ക് ഇഷ്ടമില്ലാത്ത കാര്യങ്ങൾ ഞാൻ ചെയ്യുമ്പോൾ അവർ എന്നോട് ദേഷ്യപ്പെടാറുണ്ട്. My parents feel angry when I do things they don't like.					
42.	എന്റെ രക്ഷിതാക്കൾ എന്നിൽ വിശ്വാസമർപ്പിച്ച് പല കാര്യങ്ങളും എന്നെ ഏൽപ്പിക്കാറുണ്ട്. My parents entrust me many tasks.					
43.	എന്റെ താൽപര്യത്തിനനുസരിച്ച് വസ്ത്രം ധരിക്കാൻ എന്റെ രക്ഷിതാക്കൾ എന്നെ അനുവദിക്കാറില്ല. Parents don't allow me to dress according to my wish.					
44.	എന്റെ ലക്ഷ്യത്തിലേക്കെത്താൻ എന്റെ രക്ഷിതാക്കൾ എന്നെ സഹായിക്കാറുണ്ട്. Parents help me to attain my goals.					
45.	എന്റെ രക്ഷിതാക്കളുമായി ഇടപഴകുമ്പോൾ ഞാൻ വളരെയധികം സന്തോഷിക്കാറുണ്ട്. I am very happy when I interact with my parents.					
46.	എന്റെ രക്ഷിതാക്കൾ ഞാൻ മികച്ച നിലയിലെത്തണമെന്ന് താൽപര്യപ്പെടുന്നു. My parents wish me to reach good level.					

Name :  
 Age :  
 Gender : Male / Female  
 Class :

## PERSONAL DATA SHEET

Age (വയസ്സ്):

Class of Study :

Sex (ലിംഗം): Male / Female (പുരുഷൻ/സ്ത്രീ)

Religion (മതം) : Hindu / Christian / Muslim (ഹിന്ദു/ക്രിസ്ത്യൻ/മുസ്ലിം)

Place of Residence (താമസസ്ഥലം): Urban / Rural (നഗരം / ഗ്രാമം)

Siblings (സഹോദരങ്ങൾ) : Brother : Sister :

Order of Birth (ജനനക്രമം) : First born / Middle / Last born

(ഒന്നാമൻ / ഇടയ്ക്കുള്ളവൻ / ഇളയവൻ)

Socio-Economic Status (SES) : Low / Middle / High

Type of Family (കുടുംബം) : Nuclear / Joint (അണുകുടുംബം / കുട്ടുകുടുംബം)

District (ജില്ല) :

Education and occupation of Father

(പിതാവിന്റെ വിദ്യാഭ്യാസ യോഗ്യതയും ജോലിയും)

Educatin and occupation of Mother

(മാതാവിന്റെ വിദ്യാഭ്യാസ യോഗ്യതയും ജോലിയും)

Annual Income (വാർഷിക വരുമാനം)

School Management : Govt / Aided / Private

Syllabus (പാഠ്യപദ്ധതി) : State / CBSE / ICSE

Family Structure (കുടുംബഘടന) :

(a) Single parent / Both parents

(b) If Single parent : Father / Mother

(c) Reason for single parent : Divorced / Separated / Disserted / Died

(d) Residential father / Non-residential father

(പിതാവ് കൂടെ താമസിക്കുന്നു / പിതാവ് കൂടെ താമസിക്കുന്നില്ല)