



THE INFLUENCE OF FAMILY AND PEER GROUP ON THE EMOTIONAL INTELLIGENCE
OF STUDENTS AT TRIAMUDOMSUKSA PATTANAKARN SCHOOL

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A Project Submitted in Partial Fulfillment
of the Requirements for the Degree of

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

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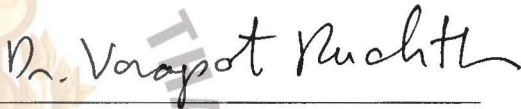
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The purpose of this study was to assess the level of the emotional intelligence of students at Triamudomsuksa Pattanakarn School and to investigate the relationship between the influence of family and peer group on the Emotional Intelligence of these students.

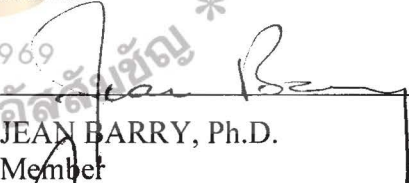
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ABSTRACT

The study investigated the relationship between the emotional intelligence of 400 students at Triamudomsuksa Pattanakarn School and the influence of family and peer group on these students. The participants ranged between 12 and 19 years of age. The self-administered research instrument of the study consisted of 4 survey questionnaires: (a) Demographic Questionnaire, (b) Parental Attachment Questionnaire, (c) Inventory of Parental and Peer Attachment, and (d) Thai Emotional Intelligence Screening Test.

The results showed that there were significant differences in students' emotional intelligence and level of education, as well as their amount of their monthly allowance. There was a significant relationship between emotional intelligence and the influence of family and peer group. The influence of both family and peer group could predict emotional intelligence.

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CHAPTER I

INTRODUCTION

Research Background

Over decades, we have noticed dramatic changes in the fabric of Thai society. Oftentimes, especially when changes bring about social problems, people believe that technological advances account for such unfortunate events. They are misled in thinking that the development in westernization alone triggers changes in lifestyle. In fact, everybody is accountable for these consequences, either for better or for worse. Nowadays, we may notice that Thai people become more materialistic and westernized. One possible reason for this change in lifestyle could be from their own values and perceptions, rather than the trends set off by advanced technologies.

With the speed of today's lifestyle, the smallest yet crucial unit of society, the family, seems to be less significant. That is to say, parental roles focus more on providing financial support for their children than on providing physical and psychological support and preparing them for a complete adulthood. The latter is rather believed to be a role of educational institutions. As higher education yields a higher success rate, particularly in financial or economic aspects, plus taking into consideration the competitive advantage of being a university graduate in the job market, most parents introduce their children to the value of being scholarly. Many children are put under much pressure to become successful in academic life, and to exploit brainpower without considering the true quality of an individual. Such misdirected pressure is proven to be the cause of numerous psychological problems found in many children, especially during their adolescence when they become

aware of their own value and begin to question the beliefs of their parents. Many might decide to shut themselves off from their family and become more connected to their friends. Many might choose to take on the pressure yet fail to engage in social relations, not to mention other less-fortunate children who turn to drugs and other negative coping mechanisms.

Most teenagers struggle through a significant transformation of their emotional and physical state. It is during this time that they begin to experience need for acceptance as an adult and love from the opposite sex, the needs to express themselves, the impulse for sexual relations, and unpredictable and abrupt shifts in mood. As an adolescent, their approach to unraveling difficult circumstances could be one of hostility. Without proper guidance from parents, they are likely to eventually grow up to have poor conduct and not be unacceptable according to societal standards.

Understanding and attention are vital during adolescence. The behavior of teenagers is typically influenced by their friends. They acquire the values of the majority of their group of friends and develop them as their own. One apparent includes the inappropriate and seductive dressing style of many teenagers, and the use of alcohol and other addictive substances. Both of them represent the needs for acceptance as an adult. Oftentimes, rivalry within a family gives way to these kinds of incongruous behaviors. Understanding and attention from parents is undoubtedly a shield to protect their children from such harmful consequences.

The use of alcohol or other addictive substances represents one possible, yet negative, way in which an adolescence may choose to alleviate a problem, usually one that are connected with his/her feeling at the particular

point in time. The question is why? Why do they turn to alcohol or drugs? Why do they run away from home? And most importantly, why do they choose to commit suicide?

These questions obviously have also been an interest to many scientists and psychologists for quite a period of time. Therefore, there were large numbers of psychologists who make attempts to define the term “Emotional Intelligence” in order to explain why one reacts to a certain circumstance in a certain way. As Mayer and Salovey have written in their book *The Intelligence of Emotional Intelligence*: “...[Emotional intelligence] is a type of social intelligence that involves the ability to monitor one’s own and other’s emotions, to discriminate among them, and to use the information to guide one’s thinking and action.” (Mayer & Salovey, 1993).

If emotional intelligence (EI) of a person is a guideline for a person to react to a certain circumstance in a certain way, could it be that a 14 year-old boy who chooses to use drugs as a way to escape from the usual scene of parents fighting has low EQ? If so, could parents be the cause? Or, could it be that a bad experience in school causes a person to have low self-confidence and EQ? If so, could friends or other factors in the academic environment be the cause?

In this research, the influence of family and friends on the emotional intelligence of an adolescent will be assessed. This topic is interesting in Thailand because Thai people, it is said, score high in Emotional Intelligence relative to westerners. Also, Thai people value good relationships, self-adjustment and happiness more than they value money (Klausner, 2004). This

research will measure and compare levels of Emotional Intelligence, perceived family support and peer relationships in a sample of adolescents in Bangkok.

Objectives of the Study

1. To assess the level of Emotional Intelligence of students at Triamudomsuksa Pattanakarn School.
2. To investigate the correlation between the influence of family and Emotional Intelligence of students at Triamudomsuksa Pattanakarn School.
3. To investigate the correlation between the influence of peer group and Emotional Intelligence of students at Triamudomsuksa Pattanakarn School.

Statement of Problems

The study aims to answer and clarify the following questions:

1. Are there any differences in Emotional Intelligence and selected demographic variables: gender, age, level of education, religion, number of siblings, monthly allowance, source of income, and family structure of students at Triamudomsuksa Pattanakarn School?
2. Is there a significant relationship between the influences of family and Emotional Intelligence on students at Triamudomsuksa Pattanakarn School?
3. Is there a significant relationship between the influence of peer group and Emotional Intelligence on students at Triamudomsuksa Pattanakarn School?

Hypotheses

Ha₁: There are significant differences in Emotional Intelligence in relation to different selected demographic variables: gender, age, level of education, religion, number of siblings, monthly allowance, source of income, and family structure of students at Triamudomsuksa Pattanakarn School.

Ha₂: There is a significant relationship between Emotional Intelligence and the influence of family among the students at Triamudomsuksa Pattanakarn School.

Ha₃: There is a significant relationship between Emotional Intelligence and the influence of peer group among the students at Triamudomsuksa Pattanakarn School.

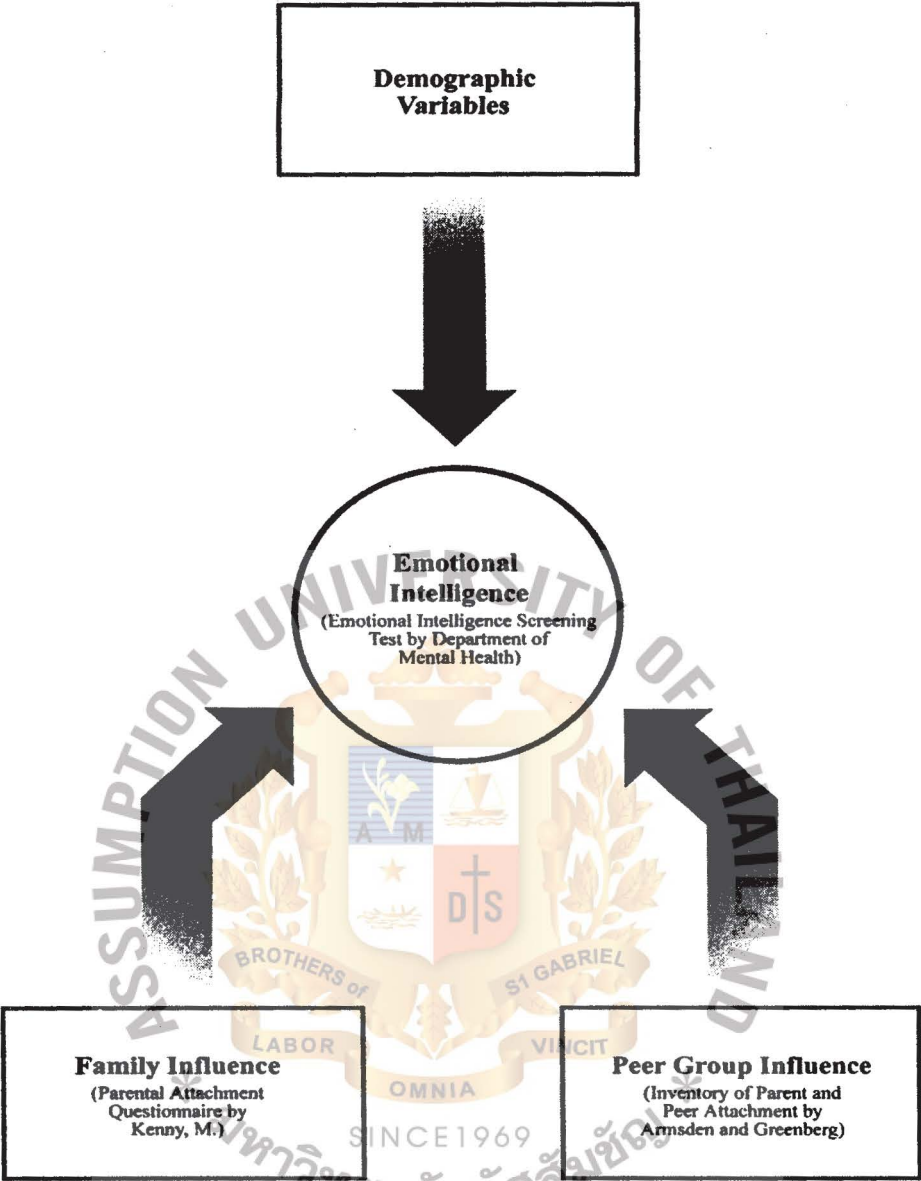
Significance of the study

The results of this study are expected to:

1. Provide baseline measures of Emotional Intelligence of Thai students at Triamudomsuksa Pattanakarn School.
2. Enhance the understanding of parental influence on students' Emotional Intelligence at Triamudomsuksa Pattanakarn School.
3. Develop a better perspective of the relationship between peer group influence and Emotional Intelligence of students at Triamudomsuksa Pattanakarn School.
4. Contribute new data to help other researchers to continue investigations of Emotional Intelligence and related areas.

Definition of Terms

1. **Emotional Intelligence:** the ability to live a pleasant and dynamic life (Department of Mental Health, 2000, p.55).
2. **The influence of family:** family structures that affect an adolescent's Emotional Intelligence, as measured by the Parental Attachment Questionnaire (Kenny, 1985) which includes assessment of affective quality of attachment, parental fostering of autonomy, and parental provision of emotional support.
3. **Peer Influence:** the tendency to go along with the wishes of peers or to yield to peer group pressures (Shaffer, 2002) as measured by Inventory of Parent and Peer Attachment (Armsden & Greenberg, 1987), and which includes assessment of trust, communication and alienation.
4. **Adolescents:** students who have an average age between 12-19 years old and who study between Mattayom 1-6 (grade 7th-12th) at Triamudomsuksa Pattanakarn School.



Conceptual Framework

CHAPTER II

REVIEW OF RELATED LITERATURE

The major purpose of this research is to measure emotional intelligence in adolescents and to find out if there is a relationship among family and peer group influences and emotional intelligence.

In this chapter, emotional intelligence, family and peer group influences, and the relationships between them will be discussed. Definitions and factors related to emotional intelligence presented are referenced from recent publications on emotional intelligence.

Emotional Intelligence

Definition of Emotional Intelligence

Many psychologists, educated people, and professors have defined Emotional Intelligence. According to Daniel Goleman (1995), emotional intelligence is described as a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions in life. It also includes abilities such as being able to motivate oneself and persist in the face of frustrations, to control impulses and delay gratification, to regulate one's moods and keep distress from swamping the ability to think, to empathize and to hope.

Bar-On's definition of emotional intelligence is, "An array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures." (Bar-On & Parker, 2000)

Mayer and Salovey (1997) described Emotional Intelligence as a type of social intelligence that involves the ability to monitor one's own and others'

emotions, to discriminate among them, and to use the information to guide one's thinking and actions.

Cooper and Sawarf (1997) described emotional intelligence as the ability to sense, understand, and to effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

Weisinger (1998) described Emotional Intelligence as the intelligent use of emotions: one intentionally makes one's emotions work positively by using them to help guide one's behavior and thinking in ways that enhance the results.

The Department of Mental Health in Thailand described Emotional Intelligence as the ability to live a pleasant and dynamic life (Department of Mental Health, 2000).

Daniel Goleman's Emotional Intelligence

Goleman's five emotional competencies

Goleman (1995) divided emotional intelligence into the following five emotional competencies:

- Self- Awareness - to identify and name one's emotional states and to understand the link between emotions, thought and action
- Self- Regulation - to manage one's emotional states and to control emotions or to shift undesirable emotional states to more adequate ones
- Motivation - to enter into emotional states associated with a drive to achieve and be successful
- Empathy - to read, be sensitive to and influence other people's emotions
- Social Skills - to enter and sustain satisfactory interpersonal relationships

In Goleman's view, these emotional competencies build on each other in a hierarchy. One must identify one's emotions in order to manage them. One aspect of managing emotions involves entering into drive-to-achieve emotional states. These three abilities, when applied to other people, lead to the fourth one: to read and influence positively other people's emotions. All four competencies lead to increased ability to enter and sustain good relationships.

Emotional Intelligence by Reuven Bar-On

Reuven Bar-On's definition of emotional intelligence is similar to Golman's as it uses clusters of personality traits. He defined 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. Bar-On (2000) developed an interesting instrument called the Emotional Quotient Inventory (EQ-i) that assesses five broad subtypes of emotional intelligence:

1. Intrapersonal intelligence includes self-regards, emotional self-awareness, assertiveness, independence, and self-actualization.
2. Interpersonal intelligence includes empathy, social responsibility and interpersonal relationships.
3. Adaptability includes accurate reality checking, flexibility and problem solving.
4. Stress management includes stress tolerance and impulse control.
5. General mood includes optimism and happiness.

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Peter Salovey and John Mayer's Four Branch Model of Emotional Intelligence

Peter Salovey and John Mayer (1997) introduced emotional intelligence to Psychology in series of papers. They suggested that the capacity to perceive and understand emotions defined a new intelligence. The Mayer-Salovey model defines emotional intelligence as the capacity to understand emotional information and to reason with emotions. More specifically, they divide emotional intelligence abilities into four "branches":

1. Emotional Perception and Expression - the ability to accurately identify and express feelings
2. Use of Emotions - the ability to use feelings constructively
3. Emotional Understanding - the ability to understand the meanings of emotions and how they can change
4. Emotional Management - the ability to manage emotions for personal and social growth

Emotional Intelligence by the Department of Mental Health, Thailand

The Department of Mental Health, within the Ministry of Public Health, has developed their own theory of Emotional Intelligence by combining the theories of Goleman, Mayer and Salovey, Bar-On as well as adding elements of Buddhism to suit Thai people. The Department of Mental Health's Emotional Intelligence Screening Test divides Emotional Intelligence into 3 categories: virtue, competence, and happiness.

1. Virtue means the ability to control oneself, maintain relationships and

respond to society. It also includes self-control, empathy, and responsibility (Questions 1-18).

2. Competence means the ability to know oneself, one's potential, innovation, self-motivation, and commitment to success, decision-making and self-expression (Questions 19-36).
3. Happiness means the ability to live happily and includes self-esteem, self-satisfaction, and calmness (Questions 37-52).

Demographic Variables and Emotional Intelligence

Emotional Intelligence might be different between individuals based on demographics. For example, Goleman (1995) suggests that emotional intelligence increases with age. Women may have higher levels of empathy (Trost, Collins & Embree, 1994). Carson and Birkenmeire (2000) found that older individuals did not report significantly higher levels of emotional intelligence than younger ones, which may be due to limited variance in the sample. The study was done among ninety MBA students in a southern university in the USA. Further, within the same study, women did not report significantly higher emotional intelligence levels than men.

Related Foreign and Local Studies on Emotional Intelligence

Suppakitiporn, Kanchanatawan, and Tangwongchai (2006) conducted a study of Emotional Intelligence of a sampling of medical students. The sample consisted of 184 third-year medical students in academic year 2003,

Chulalongkorn University. Emotional intelligence was measured using the Thai Emotional Intelligence Screening Test. The mean score of the medical students regarding emotional intelligence as a whole and on the three main structures of the Screening Test was within the range of normal scores for the Thai population as a whole, when adjusted for their age. The three factors correlating to high emotional quotient (EQ) scores of medical students were: genuine perceived need to be a doctor, having hobbies, and participating in extra curricular activities. In conclusion, enhancing the emotional skills of medical students is worthwhile. The findings that having hobbies, participating in extracurricular activities and a genuine perceived need to be a doctor associated with high emotional intelligence scores may be helpful for the evaluation and development of emotional intelligence in students of other subjects and disciplines.

Intaprasert, Maneeton, and Maneeton (2003) studied the correlation between Emotional Intelligence and level of Stress in First-Year medical students at Chiang Mai University. The sample was a group of 179 first-year medical students. The results showed that most of the medical students had a high level of emotional intelligence and a normal level of stress. The level of emotional intelligence and stress level were negatively correlated in all dimensions of emotional intelligence.

Na Lamlieng (2004) studied 593 engineering freshmen students at the Rajamangala Institute of Technology regarding the relationship between Emotional Intelligence and Anxiety. The results showed that most of this sample scored normal in all facets of emotional intelligence, and that anxiety

levels were within the average range. There was a highly significant negative relationship between emotional intelligence and anxiety levels.

Pearkaew (2002) did research on family factors affecting the emotional quotients (EQs) of teenagers. The subjects were 300 students from six secondary schools in Bangkok. She found that personal factors (age, income, and number of family members) had no correlation with the emotional quotients of the sample group. The emotional bonding in families had a relationship with coping and problem solving. The time spent with family had a relationship with positive coping skills. The decision-making methods in the family were correlated with self-awareness, self-regulation, social skills and problem solving.

Wongpiromsarn, Lotrakul, Wanitrommanee, Inseeyoung, Sukmak, Usaha, Chaninyuthwong, Suwanmaitree, and Thongngen (2002) developed the Thai Emotional Intelligence Screening Test for Thai people aged 12-60 years. The initial sample consisted of 6,812 Thai people who were selected as representatives of those residing in Bangkok, Chiangmai in the North, Songkhla in the South, Nakornsawan in the central region, and Ubolratchathani in the Northeast. The emotional intelligence scores as a whole and those on the three main indicators could not significantly differentiate between male and female subjects. Emotional intelligence as a whole and results on the three main indicators were significantly different among the four age groups (12-17, 18-25, 26-40, and 41-60). The younger age group had lower emotional intelligence scores than those in the highest age group. The subjects who were married obtained significantly higher emotional intelligence scores than those who were single, separated, or divorced. The

subjects whose working status were at the executive level scored significantly higher than those whose working status was lower.

Harrod and Scheer (2005) conducted a study on adolescent emotional intelligence in relation to demographic characteristics with 200 students 16-19 years of age from three Midwestern USA high schools. The results showed that no significant relationship existed between Emotional Intelligence and age nor location of residence. Emotional intelligence levels were significantly higher for females than for males. The higher the level of mothers' and fathers' education, the higher the reported emotional intelligence. The results also indicated that as household income increased, so did the emotional intelligence scores.

Family Influence

The first social unit that a child is exposed to is the family. It is the sole relationship available to a child at the earliest stages of development. The interaction and emotional relationships between the child and parents will influence the child's expectations and responses in subsequent social relationships (Lerner, 2002).

"Family life is our first school for emotional learning, " writes Daniel Goleman (1995, p. 189). He describes in rich detail the scientific research that has led to our growing understanding of this field. "In this intimate caldron we learn how to feel about ourselves and how others will react to our feelings; how to think about these feelings and what choices we have in reacting; how to read and express hopes and fears. This emotional schooling operates not just through the things parents say and do directly to children, but also in the models they offer for handling their own feelings and those that pass between

husband and wife. Some parents are gifted emotional teachers, others atrocious" (Goleman, 1995, p. 189).

During this stage, the child is exposed to the beliefs, values, and attitudes that have been synthesized by the parents, which will later become an integrated part of the personality of the child. The different values, beliefs, socioeconomic class, religious affiliation, education, and sex of the parents also play a major role in shaping the personality of the child. The functions of the family are to promote the physical survival and health of the child, ensuring that he or she will live long enough to have children, to foster the skills and behavioral capacities that the child needs for economic self-maintenance as an adult, and to foster behavioral capabilities for maximizing other cultural values, including morality, religion, achievement, wealth, prestige, and a sense of personal satisfaction (Lerner, 2002).

As they grow, children learn to develop certain type of responses in order to ensure that their needs will be met. This is the point at which the development of a child's emotional state becomes significant because they have limited capability for moral judgment to help them decide what behavior is appropriate.

A study of four types of parenting patterns, which have been shown empirically to be associated with significantly different outcomes for teenagers, begin in early childhood (Baumrind, 1967). These four parenting patterns are as follows:

1. Authoritative Parents

These are parents who combine adequate control along with acceptance and child-centered involvement together. They exercise high levels of control in a positive manner and require their children to behave at intellectual and social levels consistent with their age and abilities. Authoritative parents combine their control and strong motivation with warmth, nurturance, and two-way communication. They solicit their children's opinion and feelings when family decisions are made, and they offer explanations and reasons for punitive and restrictive measures whenever they feel these must be imposed. Research shows that children of such parents tend to be independent, self-assertive, friendly with peers, and cooperative with parents. They are likely to be successful both intellectually and socially, and they seem to enjoy life along with a strong motivation to achieve.

2. Authoritarian Parents

Controlling and demanding parents simply assert their power without warmth, nurturance, or two-way communication. They attempt to control and evaluate the behavior and attitudes of their children in accordance with a parent-centered set of standards: they value obedience, respect of authority, work, tradition, and preservation of order. Children of such parents tend to be moderately competent and responsible, but they also tend to be socially withdrawn and lack spontaneity and self-starting behaviors. The girls seem to be particularly dependent on their parents and lack achievement and motivation to succeed on their own. Boys from these families tend to be more

aggressive than other boys. Some studies also find a link between authoritarian parenting and low self-esteem in boys (Coopersmith, 1967).

3. Indulgent Parents

The third category consists of accepting, responsive, and child-centered parents who place few demands on their children. Such children are more positive in their moods and show more vitality than children of authoritarian families. However, their behavior tends to be immature in that they lack impulse control, social responsibility, and self-reliance (Baumrind, 1967).

4. Neglecting Parents

Most such parents are not neglecting in the extreme ways that would constitute child abuse. Rather, they are concerned with their own activities and uninvolved with those of their children; they are parent-centered rather than child-centered. This type parent might well not know their children's whereabouts, activities, and associates when children are away from home. This type parent is comparatively uninterested in events at their children's schools. They have few daily conversations with their children, and they do not consider their children's opinion (Baumrind, 1967).

Related local studies on Family Influence.

According to Sanyavivat (2001), Thai parents are very protective. They do everything they can for their children. They think and decide for their

children in all important matters. Thai parents typically believe that the choices they have made for their children are for the best and always right. As a consequence, their children can become low in self-reliance, as well as passive, aimless, and submissive. Typical Thai parents fall between Authoritarian and Authoritative points along the scale described above. From this, it might be supposed that Thai children, whose authoritative parents are perceived as supportive, would have high emotional intelligence, perhaps higher than those children from more permissive societies.

The study of parenting style and the effect on problematic behavior of children and adolescents in educational institutions in Chiangmai by Narkwatchara (1987) revealed that Thai children raised by Authoritative parents do have less problematic behavior than those raised by Authoritarian or Indifferent parents.

In adolescence, relationships in the family change over time. Parents were the closest persons for young children. Once children go to school, they start being exposed to new relationships with teachers and friends. Adolescents become less and less attached to their parents. Friends begin to play a more important role in their lives. Because they share the same interests, teenagers feel that peers understand them than their parents.

In this research, further study of adolescents' perceptions of parental and peer group support was conducted and the scores were compared to emotional intelligence scores.

Adolescence and Peer Group Influence

Adolescence

Adolescence, according to Oxford Dictionary, is the period following the onset of puberty during which a young person develops from a child into an adult. The subjects the researcher has chosen for this study are students in Mattayom 1-6 (grade 7th-12th) in Triamudomsuksa Pattanakarn School, with ages ranging between 12-18 years. One distinctive adolescent conflict includes the tension between searching for self-definition on one hand and the desire to be accepted by society and by significant others. Apart from the influence of family and the effect of the adolescent's developing Emotional Intelligence, his or her peer group is one of the major influences in the adolescent's thought, emotion and action.

Most developmental psychologists believe that adolescence should be a period of "role experimentation" in which young persons can explore alternative behaviors, interests, and ideologies. Many beliefs, roles, and way of behaving may be experimented with, modified, and discarded in an attempt to shape an integral concept of the self. One of the major development tasks of adolescence is to create an identity strong enough to develop answers to the question "Who am I?" and "Where am I going?" Erikson (1968) uses the term "identity crisis" to refer to this active process of self-definition.

Early Adolescence or Critical Period (Atkinson, Smith, & Bem, 1993) is the time when children's minds and thoughts begin to change. They become more independent, have their own peers, and are more socialized outside the family. The change in their psychological make-up will now depend on the environment, who they are with and what they have already learned rather

than only on how they have been brought up. They become more distanced from parents.

Late Adolescence is when the development of minds and bodies are at their peak of change from childhood (Atkinson, Smith, & Bem, 1993). This period is the most critical because their minds and thoughts are being developed. External influences will determine their adulthood. During their late adolescent stage teenagers will try to imitate their modeling adults with behaviors such as smoking, drinking and methods of socializing. They start dressing the same as their parents or the peers whom they most want to imitate. As can be seen in shopping malls or tutor schools, adolescents wear clothes similar to their friends. Somehow it makes them feel like they belong and are a part of the group.

Interrelated with the biological changes associated with adolescence are psychological changes (Steinberg, 2002). Psychological changes arise because adolescence is also an internal process. New characteristics of thought and emotions emerge. Cognition becomes abstract and hypothetical, and emotions involve feelings about sexuality and changing relationships. An important developmental task is to cope positively with these new psychological characteristics. To interact adaptively in the world, the adolescent needs to recognize abstractions and hypotheses as different from reality. And to avoid problems of health and adjustment, adolescents need to find ways to deal in socially acceptable ways with their sexuality. Thus psychological stress clearly effects adolescents in their social world and shows how complicated adolescence is.

Atkinson, Smith and Bem (1993) described adolescence as a period of problems. It is a period of “storm and stress” characterized by moodiness, inner turmoil, and rebellion. Teenagers tend to make rapid and inconsistent decisions without second thoughts or careful consideration. Their emotion will often be shown clearly without sufficient self-control and discipline.

Peer Group Influence

The process of affiliating with a peer group involves opening oneself up to the pressure and social influence of that group. As members of peer groups, adolescents find they have more influence than they would as individuals. They begin to understand social advantages and membership in peer groups increases their self worth and protects them from feelings of loneliness (Newman & Newman, 1979).

Peers or adolescents of the same age form a social unit by generating unique values and standards of behavior and a social structure of leaders and followers that ensures group goals will be met (Hartup, 1983).

Adolescents' relationships with their peers have a profound influence on their behavior and development (Lerner, 2002). Adolescents who are disliked by peers, who are aggressive and disruptive, and who cannot establish good friendships are at risk for developing significant problems in adulthood. Morison and Masten (as cited in Lerner, 2002) said adolescents with poor peer relationships were more likely to drop out of school, to engage in delinquent behavior, and experience mental or behavioral problems than adolescents with good peer relationships.

Related local studies on Peer Group Influence

In Thailand, Pipatchukiat (1998) did research on factors related to the wellness level of Freshmen students at Thammasat University's Rangsit campus. It showed that the students habitually ask for help from their peer group. They constantly shared their experiences whether they were in happiness or sadness. Thus the subjects received strong support and guidance regarding how to react and respond to their problems.

Sachdev (2004) studied the relationship between peer influence and moral development on juvenile delinquents. He found that there was a significant positive relationship between the level of peer influence and the level of moral development. From the findings, the more an individual was positively affected by peer influence, the higher was his/her moral development.

In this review of the literature, Emotional Intelligence, family influence and peer group support are brought together to show the need for further Thai research in these areas. The current research is intended to shed light on this topic.

CHAPTER III

RESEARCH METHODOLOGY

Research Design

This research focused on finding the relationship between the influence of family and peer group and Emotional Intelligence. The results of the research are based on sets of questionnaires.

Population and Sample

The population of this study includes Mattayom 1-6 (grade 7th-12th) students of Triamudomsuksa Pattanakarn School, in the first term of the 2006 school year. The subjects ranged in age from 12-19, consisted of both male and female, with a total number of 4,500 students. According to Yamane's formula (Yamane, 1967), a sample size of 368 students is estimated as adequate for valid generalization of results. Convenience random sampling was used to draw the sample.

The researcher chose Triamudomsuksa Pattanakarn School because the school is very well known. It is one of the fifty schools in the list of highest scoring schools of the O-NET (Ordinary National Educational Test). The students came from various family, social, and financial backgrounds.

Instruments for the Study

The instruments used in this study consisted of a set with 3 parts:

Part 1: Demographic Data Questionnaire

Part 2: Family and Peer Group Influence Questionnaires

Part 3: Thai Emotional Intelligence Screening Test

Part 1: Demographic Data Questionnaire

This instrument was designed by the researcher to collect relevant demographic data, which includes gender, age, level of education, religion, number of siblings, monthly allowance, sources of income and whom the participants lived with.

Part 2: Family and Peer Group Influence Questionnaires

2.1 Parental Attachment Questionnaire

Kenny (1985) devised the Parental Attachment Questionnaire (PAQ). This questionnaire is used to assess parent and child relationships. It is a 55-item questionnaire that assesses perceived parental availability, understanding, acceptance, respect, and facilitation of autonomy; interest in interaction with parents and affect toward parents during visits; help-seeking behavior in stressful situations; and satisfaction with help obtained from parents (Kenny, 1985).

The PAQ contains 3 scales derived from factor analysis: Affective Quality of Attachment, Parental Fostering of Autonomy, and Parental Role in Providing Emotional Support. Test-retest reliability over a 2-week interval was .92 for the measure as a whole, and ranged from .82 to .91 for the three scales (Kenny, 1990). Cronbach's alpha was .96 for Affective Quality of Attachment, .88 for Parental Fostering of Autonomy, and .88 for Parental Role in Providing Emotional Support (Kenny & Donaldson, 1991). Internal consistency for the PAQ was .93 for male and .95 for female college students (Kenny, 1987). Reversed-scored items are: 3, 6, 10, 11, 14, 16, 18, 20, 22, 23, 25, 26, 27, 29, 31, 33, 34, 35, 38, 41, 43, 47, 52, 53, and 55. There are no norms for the PAQ. Higher scores indicate more attachment.

2.2 Inventory of Parent and Peer Attachment

Armsden and Greenberg devised the Inventory of Parent and Peer Attachment (IPPA) in 1987. This questionnaire was used to determine the participants' level of attachment to their parent and their peers.

For this study, the IPPA included the Peer Attachment scale only. The 25-item scale has three subscales: Trust, Communication, and Alienation. The total scale scores were used. Participants were asked to rate, on a 5-point Likert scale, their relationship with their peer group. The items consist of self-descriptive statements with a Likert-style response format, ranging from 1 for "almost never or never true" to 5 for "almost always or always true". Reverse scoring applied for items 4, 5, 9, 10, 11, 18, 22, and 23. Higher scores indicate more attachment.

The peer instrument yielded subscale alphas of 0.91 for Trust, 0.87 for Communication, and 0.72 for Alienation for the three scales, respectively. Hart (1998) found Cronbach alphas of 0.92 for the Peer Attachment scale.

Parental Attachment Questionnaire and Inventory of Parent and Peer Attachment's Scale Rating

The range of scores for the scale was 1 to 5 with the following description:

5	=	Always true
4	=	Often true
3	=	Moderately true
2	=	Somewhat true
1	=	Not true

In reverse scoring, the scale ratings were as below:

- | | | |
|---|---|-----------------|
| 1 | = | Always true |
| 2 | = | Often true |
| 3 | = | Moderately true |
| 4 | = | Somewhat true |
| 5 | = | Not true |

Part 3: Thai Emotional Intelligence Screening Test

The researcher selected this questionnaire which was developed by the Committee of the Department of Mental Health in Thailand. It has already been tested for efficacy and appropriateness for Thai people. It consists of a 52-item scale with three subscales: Virtue, Competence, and Happiness. Each subscale consists of 18, 18, and 16 items respectively. Participants are asked to rate, on a 4-point scale ranging from “not true” (scale point 1) to “true” (scale point 4).

Wongpiromsarn, Lotrakul, Wanitrommanee, Inseeyoung, Sukmak, Usaha, Chaninyuthwong, Suwanmaitree, and Thongngen (2002) developed the Thai Emotional Intelligence Screening Test for Thai people aged 12-60 years. The initial sample consisted of 6,812 Thai people who were selected as representatives of those residing in Bangkok, Chiangmai in the North, Songkhla in the South, Nakornsawan in the central region, and Ubolratchathani in the Northeast. The findings of the study showed that the analysis of the discrimination index of all 52 items showed that they were able to differentiate between persons with low and high emotional intelligence

scores. The reliability coefficient of the whole set of test and the three main subsets were Cronbach alpha = 0.85, 0.75, 0.76 and 0.81; split-half (odd-even) reliability = 0.84, 0.83, 0.86 and 0.71 respectively. The norms of the Thai Emotional Intelligence Screening Test were established and the range of normal scores was constructed for use with different age groups in the future.

Thai Emotional Intelligence Screening Test's Scale Rating and Scoring Level

The range of scores for the scale was 1 to 4 with the following description:

- 4 = True
- 3 = Moderately true
- 2 = Somewhat true
- 1 = Not true

In reverse scoring, the scale ratings were as below:

- 1 = * True
- 2 = Moderately true
- 3 = Somewhat true
- 4 = Not true

The scoring level is divided into 3 levels:

Average score	Rating level
1.00 – 2.00	Cautionary
2.01 – 3.00	Normal
3.01 – 4.00	Optimal

Procedure of the study

The research procedure consisted of the following steps:

1. A pilot study was conducted to test the reliability of the Thai research instruments. The researcher tested the reliability of the questionnaires by distributing these to 30 Triamudomsuksa Pattanakarn School students. These 30 students were not included in the actual sampling of the study. To assess reliability, the researcher used Cronbach's coefficient Alpha scale. Cronbach's alpha is a widely used measure for assessing the reliability of psychometrically developed scales (Koysantisook, 2005). An acceptable alpha reliability coefficient should not be less than 0.60 and preferably higher than 0.70. The reliability coefficient of this research was 0.87. This result led the researcher to accept the research instruments as reliable for use in this project study.

2. The questionnaires were distributed between 18 – 22 September 2006 to the students in the classroom. The researcher assisted in their administration. It took an average of 20 minutes for the students to complete the questionnaire.

The researcher clarifies that, since the computed theoretically acceptable sample is $N = 368$, she opted to distribute more than the recommended number of questionnaires to accommodate for unreturned and invalid completed questionnaires. Out of a total of 400 questionnaires given out, 400 were accepted as valid. These 400 completed questionnaires were used in the study for analysis and interpretation.

3. After completion of the collection process, the researcher began the process of statistical treatment of the data.

Statistical analysis

The collected data were statistically analyzed using the Statistical Package for Social Sciences (SPSS) version 11.5. The questionnaire responses were subjected to the following statistical tools:

1. Frequency and percentage distribution were used to analyze the respondents' demographic data.
2. The t-test was utilized to compare significant differences between emotional intelligence and gender.
3. Analysis of variance (ANOVA) was used to determine whether there were significant differences between emotional intelligence and age, level of education, religion, number of siblings, monthly allowance, source of income, and living conditions.
4. Multiple regression analysis was used to find the significant relationship between emotional intelligence and influence of family and peer group.



CHAPTER IV
PRESENTATION OF FINDINGS

This chapter presents the findings from the study of the influence of family and peer group on emotional intelligence of the students at Triamudomsuksa Pattanakarn School.

The presentation and discussion of the findings are in the following order:

- Section1: Findings of respondents’ demographic characteristics.
- Section2: Descriptive statistics of Parental Attachment Questionnaire, Inventory of Parental and Peer Attachment, and Thai Emotional Intelligence Screening Test.
- Section3: The statistical analyses of the relationship between emotional intelligence and the influence of family and peer group.

Section1: Finding of Respondents’ demographic characteristics:

Table 1

Frequency and Percentage Distribution of Demographic Variables

Demographic variables		Frequency	Percent (%)
Sex	Male	175	43.8
	Female	225	56.3
	Total	400	100.0
Age	13	88	22.0
	14	63	15.8
	15	76	19.0
	16	71	17.8
	17	61	15.3
	18	15	3.8
	Others: 12	26	6.5
	Total	400	100.0
Level of education	M.1	69	17.3
	M.2	65	16.3
	M.3	64	16.0
	M.4	69	17.3
	M.5	73	18.3

	M.6	60	15.0
	Total	400	100.0
Religion	Buddhism	340	85.0
	Christianity	8	2.0
	Islam	51	12.8
	Others: Sikhism	1	0.3
	Total	400	100.0
Number of siblings (Including the respondent)	1	75	18.8
	2	199	49.8
	3	90	22.5
	4	29	7.3
	5	7	1.8
	Total	400	100.0
Monthly Allowance (Baht)	Less than 1,000	50	12.5
	1,001-1,500	84	21.0
	1,501-2,000	69	17.3
	2,001-2,500	71	17.8
	2,501-3,000	52	13.0
	3,001-3,500	25	6.3
	3,501-4,000	15	3.8
	More than 4,000	34	8.5
	Total	400	100.0
Sources of Allowance	Parents	392	98.0
	Grandparents	6	1.5
	Scholarship	1	0.3
	Others	1	0.3
	Total	400	100.0
Family Structure	Both parents	319	79.8
	Father or mother	47	11.8
	Grandparents	7	1.8
	Cousin	19	4.8
	Others	8	2.0
	Total	400	100.0

Table 1 shows the frequency and percentage distribution of the respondents' demographic variables, as derived from Part I of the research instrument, the Demographic Data Questionnaire. A breakdown of the demographics with corresponding results of findings is presented as follows:

1. More than half of the respondents were female, represented by a higher percentage of 56.3%. Males numbered 43.8%.
2. The age group of respondents was from 12-18 years old. 22% of the respondents were 13 years old. 19% of the respondents were 15

years old. 17.8% of respondents were 16 years old. 15.8% of respondents were 14 years old. 15.3% of respondents were 17 years old. 3.8% of respondents were 18 years old. The youngest were 12 years old; they represented 6.5% of the sample.

3. In level of education, the researcher found 18.3% of the respondents were studying in M.5; 17.3% were in M.1 and M.4; 16.3% were in M.2; 16% were in M.3; 15% were in M.6.
4. More than 3/4 of the respondents (85%) were Buddhists; 12.8% were Muslim; 2% were Christian; and 0.3% were Sikh.
5. Almost half of the respondents (49.8%) had 2 siblings; 22.5% had 3 siblings; 18.8% were the only child; 7.3% had 4 siblings; 1.8% of the respondents had 5 or more siblings.
6. The results of monthly allowance question can be seen in Table 1. 21% of the respondents received 1,001-1,500 baht; 17.8% received 2,001-2,500 baht; 17.3% received 1,501-2,000 baht; 13% received 2,501-3,000 baht; 12.5% received less than 1,000 baht; 8.5% received more than 4,000 baht; 6.3% received 3,001-3,500 baht; and 3.8% received 3,501-4,000 baht.
7. Almost all of the respondents (98%) received monthly allowance from their parents. 1.5% received it from grandparents. 0.3% received funds from scholarships; and one respondent received aid from a cousin.
8. 80% of the respondents lived with both parents; 12.3% lived with father or mother; 6% lived with cousins; and 1.7% lived with their grandparents.

Section2: Descriptive statistics of Parental Attachment Questionnaire,
Inventory of Parental and Peer Attachment, and Thai Emotional Intelligence
Screening Test:

This section presents the results of findings derived from the students’ responses to Part II and III of the research instrument, assessing parents and child relationships, measuring one’s attachment to peers, and evaluating one’s emotional intelligence.

Table 2

Mean and Standard Deviation of Parental Attachment Questionnaire

A 55-item self-assessment scored on a Likert scale, ranging from 1 for “not true” to 5 for “always true”

Statement	\bar{X}	S.D.
In general, my parents		
1. are persons I can count on to provide emotional support when I feel troubled.	2.14	1.134
2. support my goals and interests.	2.12	1.063
3. live in a different world.	1.58	.892
4. understand my problems and concerns.	2.49	1.057
5. respect my privacy.	2.55	1.035
6. restrict my freedom or independence.	2.18	1.119
7. are available to give me advice or guidance when I want it.	1.86	1.046
8. take my opinions seriously.	2.15	1.007
9. encourage me to make my own decisions.	2.14	1.066
10. are critical of what I can do.	3.01	1.134
11. impose their ideas and values on me.	3.05	1.137
12. have given me as much attention as I have	2.47	1.038

Statement	\bar{X}	S.D.
wanted.		
13. are persons to whom I can express differences of opinion on important matters.	2.33	1.193
14. have no idea what I am feeling or thinking.	2.13	1.094
15. have provided me with the freedom to experiment and learn things on my own.	2.41	1.166
16. are too busy or otherwise involved to help me.	2.12	1.123
17. have trust and confidence in me.	2.38	1.115
18. try to control my life.	2.21	1.132
19. protect me from danger and difficulty	1.78	.936
20. ignore what I have to say.	1.89	.993
21. are sensitive to my feelings and needs.	3.09	1.019
22. are disappointed in me.	1.96	.930
23. give me advice whether or not I want it.	3.80	1.036
24. respect my judgement and decisions, even if different from what they would want.	2.59	1.012
25. do things for me, which I could do for myself.	2.85	1.181
26. are persons whose expectations I feel obligated to meet.	3.05	1.145
27. treat me like a younger child.	2.48	1.264
During recent visits or time spent together, my parents were persons ...		
28. I looked forward to seeing.	2.38	1.241
29. with whom I argued.	2.18	1.210
30. with whom I felt relaxed and comfortable.	2.45	1.306
31. who made me angry.	2.13	1.196
32. I wanted to be with all the time.	2.48	1.351

Statement	\bar{X}	S.D.
33. towards whom I felt cool and distant.	1.77	1.188
34. who got on my nerves.	1.69	.983
35. who aroused feelings of guilt and anxiety.	1.96	1.134
36. to whom I enjoyed telling about the things I have done and learned.	2.36	1.287
37. for whom I felt a feeling of love.	1.54	1.075
38. I tried to ignore.	1.71	1.340
39. to whom I confided my most personal thoughts and feelings.	2.05	1.187
40. whose company I enjoyed.	2.41	1.285
41. I avoided telling about my experiences.	1.82	.999
Following time spent together, I leave my parents ...		
42. with warm and positive feelings.	1.86	1.118
43. feeling let down and disappointed by my family.	1.68	1.138
When I have a serious problem or an important decision to make ...		
44. I look to my family for support, encouragement, and/or guidance.	2.22	1.194
45. I seek help from a professional, such as a therapist, school counselor, or clergy.	4.07	1.119
46. I think about how my family might respond and what they might say.	2.58	1.098
47. I work it out on my own, without help or discussion with others.	2.44	1.079
48. I discuss the matter with a friend.	2.98	1.096
49. I know that my family will know what to do.	2.16	1.160
50. I contact my family if I am not able to resolve the situation after talking it over with my friends.	2.66	1.338

Statement	\bar{X}	<i>S.D.</i>
When I go to my parents for help ...		
51. I feel more confident in my ability to handle the problems on my own.	2.41	1.131
52. I continue to feel unsure of myself.	2.26	1.078
53. I feel that I would have obtained more understanding and comfort from a friend.	2.35	1.160
54. I feel confident that things will work out as long as I follow my parents' advice.	2.28	1.148
55. I am disappointed with their response.	1.92	1.044
Overall	2.32	.457

Table 2 shows that the highest mean score was 4.07 in statement No. 45: when the students had a serious problem or an important decision to make, they seek help from a professional, such as a therapist, school counselor, or clergy. In statement No. 37, students felt that their parents were persons for whom they felt a feeling of love had the lowest mean score of 1.54. And with the mean score of 1.58 and 1.68, students felt that their parents lived in a different world and they were feeling let down and disappointed by their family, respectively.

The overall mean score of the Parental Attachment Questionnaire is 2.32 (*SD* = 0.457).

Table 3

Mean and Standard Deviation for Inventory of Parental and Peer Attachment

A 25-item self-assessment scored on a Likert scale, ranging from 1 for “not true” to 5 for “always true”

Statement	\bar{X}	S.D.
1. I like to get my friends’ point of view on things I am concerned about.	2.55	1.042
2. My friends can tell when I am upset about something.	2.87	1.183
3. When we discuss things, my friends care about my point of view.	2.78	.942
4. Talking over my problems with my friends makes me feel ashamed or foolish.	2.32	1.098
5. I wish I had different friends.	3.24	1.279
6. My friends understand me.	2.44	1.009
7. My friends help me to talk about my difficulties.	2.68	1.092
8. My friends accept me as I am.	2.22	1.005
9. I feel the need to be in touch with my friends more often.	3.26	1.147
10. My friends do not understand what I am going through these days.	2.41	1.039
11. I feel alone or apart when I am with my friends.	1.90	1.034
12. My friends listen to what I have to say.	2.40	.974
13. I feel my friends are good friends.	2.15	1.043
14. My friends are fairly easy to talk to.	2.21	.995
15. When I am angry about something, my friends try to understand.	2.62	1.045
16. My friends help me to understand myself better.	2.78	1.075

Statement	\bar{x}	<i>S.D.</i>
17. My friends care about how I am.	2.91	1.186
18. I feel angry with my friends.	2.01	.923
19. I can count on my friends when I need to get something off my chest.	2.37	1.107
20. I trust my friends.	2.36	1.026
21. My friends respect my feelings.	2.47	1.008
22. I get upset a lot more than my friends know about.	2.36	1.171
23. It seems as if my friends are irritated with me for no reason.	2.08	1.075
24. I can tell my friends about my problems about troubles.	2.66	1.135
25. If my friends know something is bothering me, they ask me about it.	2.60	1.129
Overall	2.50	.508

Table 3 shows that the range of the mean score of the peer group relationship is between 1.90 and 3.26. The highest mean score was 3.26 (*SD* = 1.147) in statement No. 9: Students felt the need to be in touch with their friends more often had the highest mean score. The lowest mean score was 1.90 (*SD* = 1.034) in statement No. 11: Student feeling alone or apart when they were with their friends.

The overall mean score of the Inventory of Parental and Peer Attachment is 2.50 (*SD* = 0.508).

Table 4

Mean and Standard Deviation of Thai Emotional Intelligence Screening Test

A 52-item self assessment scored on a Likert scale, ranging from 1 for “not true” to 4 for “true”

Statement	\bar{X}	S.D.	Score Level
1. When I am in anger or anxiety, I can sense what is going to happen with me.	1.77	.769	Cautionary
2. I am not capable of identifying the cause of my anger.	1.92	.803	Cautionary
3. When I am prohibited from some certain action, I feel uncontrollably furious.	2.25	1.119	Normal
4. I am patient in achieving my goal.	2.02	.744	Normal
5. I often respond too seriously to small problems.	1.92	.843	Cautionary
6. When I am forced to do something I do not like, I will explain why and try to persuade others to accept my reason.	2.40	.813	Normal
7. I am capable of noticing the change in emotion of my significant others.	1.90	.787	Cautionary
8. I do not care for misery or problems of others whom I do not know.	1.87	.808	Cautionary
9. I reject others' action or behavior that is not pertinent to my own thinking or belief.	1.74	.779	Cautionary
10. I am able to accept that people may have their own reason for not being content with my action.	2.05	.824	Normal
11. I always have a feeling that people often demand too much attention.	2.19	.795	Normal
12. Even engaged in my own responsibilities, I always manage to	2.12	.783	Normal

Statement	\bar{x}	S.D.	Score Level
attend to others' despair.			
13. It is common to take advantage of others when opportunity comes about.	1.88	.903	Cautionary
14. I appreciate people's generosity towards me.	1.59	.703	Cautionary
15. I am able to say "I am sorry" when I do something wrong to others.	1.59	.811	Cautionary
16. I find it difficult to accept people's mistakes.	1.82	.809	Cautionary
17. I am willing to contribute to society even though I have to sacrifice my personal benefit.	2.13	.736	Normal
18. I feel uncomfortable doing something for others.	1.85	.794	Cautionary
19. I do not know what I am good at.	2.23	.914	Normal
20. Despite the difficulty of a task, I am sure I am capable of dealing with it.	2.22	.759	Normal
21. I feel hopeless when I do not achieve something.	2.22	.751	Normal
22. I feel worthwhile when carrying out some task with all my effort.	1.61	.717	Cautionary
23. I do not surrender to obstacles and despair.	2.06	.820	Normal
24. Once I start on a task, I often fail to carry on.	1.93	.756	Cautionary
25. I always attempt to find the core cause of the problem without interference of my own belief or prejudice.	2.31	.729	Normal
26. Often times I cannot identify what makes me unhappy.	3.05	1.145	Optimal
27. I personally feel that decision-making is difficult.	2.48	1.264	Normal

Statement	\bar{x}	S.D.	Score Level
28. When engaged in multiple tasks, I can prioritize things.	2.10	.803	Normal
29. I feel awkward being with strangers.	2.63	.922	Normal
30. I find the society with rules that are irrelevant to my belief or my habituation intolerable.	2.21	.867	Normal
31. I can get to know people easily.	1.96	.829	Cautionary
32. I have a lot of close friends whom I have known for a long time.	1.91	.862	Cautionary
33. I cannot express my needs to others.	2.27	.811	Normal
34. I follow my needs without causing any trouble to others.	2.02	.827	Normal
35. I find it difficult to debate with others even I have adequate background on the issue of discussion.	2.23	.839	Normal
36. When I disagree with others, I can explain why and persuade others about my belief.	2.41	.787	Normal
37. I feel inferior to others.	2.00	.833	Cautionary
38. I can perform my duty well regardless of which role I play.	2.32	.727	Normal
39. I am able to manage the assigned task at my best.	2.12	.754	Normal
40. I feel insecure when dealing with a difficult task.	2.38	.823	Normal
41. Even in the worse circumstances, I am confident that things will get better.	1.99	.780	Cautionary
42. There is always a way out of all problems.	1.59	.747	Cautionary
43. In a stressful situation, I always turn the moment into a relaxing or enjoyable one.	2.12	.786	Normal

Statement	\bar{X}	S.D.	Score Level
44. I always enjoy my activities during holidays or weekends.	1.87	.811	Cautionary
45. I feel discontented to see that people are granted higher value than I am.	1.86	.800	Cautionary
46. I am content with who I am.	1.76	.768	Cautionary
47. I cannot find anything to do when I am bored.	2.22	.891	Normal
48. When I am off work, I always engage in pleasurable activity.	1.75	.782	Cautionary
49. When I feel uncomfortable, I always have a way to relax.	1.95	.829	Cautionary
50. I am able to relax even after performing a tough duty.	1.96	.776	Cautionary
51. I cannot consider myself to be happy until I have everything I want.	2.07	.859	Normal
52. I always feel anxious even when all problems are insignificant.	2.16	.869	Normal
Overall	2.03	.325	Normal

Table 4 shows that the range of the mean score in emotional intelligence is in between 1.59 and 3.05. The highest mean score was 3.05 ($SD = 1.145$) in statement No. 26: Students often cannot identify what made them happy. The lowest mean score was 1.59 in statements No. 14, 15, and 42: Students appreciated people's generosity towards them; student were able to say "I am sorry" when they did something wrong to others; and there was always a way out of all problems.

The overall mean score of the Thai Emotional Intelligence Screening Test is 2.03 ($SD = 0.325$).

Section3: Statistical analyses of the relationship between emotional intelligence and the influence of family and peer group

Table 5

Mean and Standard Deviation of Emotional Intelligence and Gender

EI	Male (175)		Female (225)		t- value	(Sig)
	Mean (\bar{x})	S.D.	Mean (\bar{x})	S.D.		
Emotional Intelligence	2.06	.325	2.00	.323	1.909	.057

Significance at 0.05 level, $P \leq 0.05$

Research Hypothesis: There is a significant difference in emotional intelligence and gender.

Of 400 respondents, as shown in Table 5, 175 male respondents had a mean score of 2.06 ($SD = 0.325$), while 225 female respondents had a mean score of 2.00 ($SD = 0.323$). The findings show that males had higher mean score of emotional intelligence than females.

It can be seen from the results that gender does not have a significantly different effect on emotional intelligence scores.

The Research Hypothesis was rejected.

Table 6

Mean and Analysis of Variance of Emotional Intelligence and Age

Age	Mean (\bar{x})	Source of Variation	SS	MS	F- test	(Sig)
13	2.09	Between Groups	1.661	.277	2.676	.203
14	1.95	Within Groups	40.641	.103		
15	1.97	Total	42.302			
16	2.06					
17	1.98					
18	2.05					
Others: 12	2.16					

Significance at 0.05 level, $P \leq 0.05$

Research Hypothesis: There is a significant difference in emotional intelligence and age.

Table 6 shows the respondents at age 13 had a mean score of 2.09. The 14-year-old groups had a mean score of 1.95. The 15, 16, 17, and 18 year-old group had a mean score 1.97, 2.06, 1.98, and 2.05 respectively. The respondents at 12 had the highest mean score: 2.16. These findings show that students aged 12 had a higher mean score of emotional intelligence than all other ages.

It can be seen from the results that age does not have a significant effect on emotional intelligence scores.

The Research Hypothesis was rejected.

Table 7
Mean and Analysis of Variance of Emotional Intelligence and Level of Education

Level Of Education	Mean (x̄)	Source of Variation	SS	MS	F-test	(Sig)
M. 1	2.13	Between Groups	2.107	.421	4.130*	.001
M. 2	2.06	Within Groups	40.195	.102		
M. 3	1.91	Total	42.302			
M. 4	1.99					
M. 5	2.07					
M. 6	1.98					

*Significance at 0.05 level

Research Hypothesis: There is a significant difference in emotional intelligence and level of education.

Table 7 shows the students in M.1 had the highest mean score of 2.13 in emotional intelligence. Students in M.2 had a mean score of 2.06. Students in M.3 had the lowest mean score of 1.91. Students in M.4, M.5, and M.6 had a mean score of 1.99, 2.07 and 1.98 respectively. It can be seen from the results that education level has a highly significant effect on emotional intelligence scores.

Therefore, the Research Hypothesis was accepted.

In order to identify significant differences between level of education for the significant levels of emotional intelligence, Scheffe multiple tests was conducted. The results are presented in Table 8.

Table 8
Multiple Comparisons of Means Between Emotional Intelligence and Level of Education

Level of Education	Mean (\bar{x})	M.1	M.2	M.3	M.4	M.5	M.6
		2.13	2.06	1.91	1.99	2.07	1.98
M.1	2.13			2271* (.006)			
M.2	2.06						
M.3	1.91						
M.4	1.99						
M.5	2.07						
M.6	1.98						

Follow up Scheffe comparisons indicated that there was a significant difference between the students in M.1 and the students in M.3 such that the students in M.1 (mean score of 2.13) had higher emotional intelligence than the students in M.3 (mean score of 1.91).

Table 9

Mean and Analysis of Variance of Emotional Intelligence and Religion

Religion	Mean (\bar{x})	Source of Variation	SS	MS	F- test	(Sig)
Buddhism	2.03	Between Groups	.077	.026	.240	.869
Christianity	2.02	Within Groups	42.225	.107		
Islam	2.03	Total	42.302			
Others:	2.30					
Sikhs						

Significance at 0.05 level, $P \leq 0.05$

Research Hypothesis: There is a significant difference in emotional intelligence and religion.

Table 9 shows the Buddhist students shared the same mean score of 2.03 in emotional intelligence. The Christian students had a mean score of 2.02. And the Sikh student had the highest mean score of 2.30. It can be seen from the results that religion does not correlate a significant effect on the emotional intelligence.

The Research Hypothesis was rejected.

Table 10

Mean and Analysis of Variance of Emotional Intelligence and Number of Siblings

Number of Sibling	Mean (\bar{x})	Source of Variation	SS	MS	F-test	(Sig)
1	1.94	Between Groups	.888	.222	2.117	.078
2	2.04	Within Groups	41.414	.105		
3	2.06	Total	42.302			
4	2.03					
5 or more	2.20					

Significance at 0.05 level, $P \leq 0.05$

Research Hypothesis: There is a significant difference in emotional intelligence and number of siblings.

Table 10 shows that respondents, who represent a single child in the family had a mean score of 1.94. The respondents who had 2, 3 and 4 siblings had a mean score of 2.04, 2.06 and 2.03 respectively. The students who had 5 siblings or more had the highest mean score of 2.20 in emotional intelligence. The findings also show that number of siblings does not have a significant effect on the emotional intelligence scores.

The Research Hypothesis was rejected.

Table 11

Mean and Analysis of Variance of Emotional Intelligence and Monthly Allowance

Monthly Allowance (Baht)	Mean (\bar{x})	Source of Variation	SS	MS	F-test	(Sig)
Less than 1,000	2.17	Between Groups	2.831	.404	4.017*	.000
1,001 – 1,500	2.03	Within Groups	39.470	.101		
1,501 – 2,000	1.91	Total	42.302			
2,001 – 2,500	2.06					
2,501 – 3,000	1.99					
3,001 – 3,500	2.16					
3,501 – 4,000	1.97					
More than 4,000	1.97					

*Significance at 0.05 level

Research Hypothesis: There is a significant difference in emotional intelligence and monthly allowance.

Table 11 shows that the students who received a monthly allowance of less than 1,000 baht had the highest mean score of 2.17 in emotional

intelligence. The students who received an allowance between 1,501 and 2,000 baht per month had the lowest score of 1.91 in emotional intelligence. It can be seen from the result that monthly allowance has a highly significant effect on emotional intelligence scores.

The Research Hypothesis was accepted.

In order to identify significant differences between emotional intelligence and monthly allowance, Scheffe multiple test was conducted. The results were presented in Table 12.

Table 12
Multiple Comparisons of Means Between Emotional Intelligence and Monthly Allowance

Monthly Allowance (Baht)	Mean (\bar{x})	Less than 1,000	1,001 – 1,500	1,501 – 2,000	2,001 – 2,500	2,501 – 3,000	3,001 – 3,500	3,501 – 4,000	More than 4,000
		2.17	2.03	1.91	2.06	1.99	2.16	1.97	1.97
Less than 1,000	2.17			.2629* (.007)					
1,001 – 1,500	2.03								
1,501 – 2,000	1.91								
2,001 – 2,500	2.06								

2,501 – 3,000	1.99								
3,001 – 3,500	2.16								
3,501 – 4,000	1.97								
More than 4,000	1.97								

Follow up Scheffe comparisons in Table 12 it indicates that there was significant difference in the students who received a monthly allowance less than 1,000 baht and the students who received a monthly allowance between 1,501 – 2,000 baht such that the students who received 1,000 baht per month (mean score of 2.17) had higher emotional intelligence than the students who received between 1,501 – 2,000 baht per month (mean score of 1.91).

Table 13
Mean and Analysis of Variance of Emotional Intelligence and Source of Monthly Allowance

Source of Monthly Allowance	Mean (\bar{x})	Source of Variation	SS	MS	F-test	(Sig)
Parents	2.03	Between Groups	.209	.070	.655	.580
Grandparents	2.03	Within Groups	42.093	.106		
Scholarship	1.80	Total	42.302			
Others; cousin	1.63					

Significance at 0.05 level, $p \leq 0.05$

Research Hypothesis: There is a significant difference in emotional intelligence and source of monthly allowance.

Table 13 shows that students who received a monthly allowance from parents and grandparents shared the same highest mean score of 2.03. Students who received scholarship aid had a mean score of 1.80. And another student who received a monthly allowance from his cousin had a mean score of 1.63. The findings also show that the source of monthly allowance does not have a significant effect on the emotional intelligence scores.

The Research Hypothesis was rejected.

Table 14

Mean and Analysis of Variance of Emotional Intelligence and Family Structure

Family Structure	Mean (\bar{x})	Source of Variation	SS	MS	F-test	(Sig)
Parents	2.01	Between Groups	.425	.106	1.003	.406
Father or Mother	2.09	Within Groups	41.876	.106		
Grandparents	2.10	Total	42.302			
Cousins	2.10					
Others	2.05					

Significance at 0.05 level, $p \leq 0.05$

Research Hypothesis: There is a significant difference in emotional intelligence and family structure.

Table 14 shows that students who lived with grandparents and cousins shared the same highest mean score of 2.10 in emotional intelligence. Students who lived with parents had the lowest mean score of 2.01. The findings also show that family structure does not have a significant effect on the emotional intelligence scores.

The Research Hypothesis was rejected.

Table 15

Multiple Regression Analysis of Family Influence and Peer Group Influence with Emotional Intelligence

Model	β	Beta	<i>t</i>	Sig.
Constant	0.787		9.449	0.000*
Family Influence	0.260	0.365	8.811	0.000*
Peer Group Influence	0.252	0.395	9.514	0.000*
R = 0.605 R ² = 0.367 Std. Error of the Estimate = 0.2598 F = 114.861 Sig. = 0.000*				

*Significant at 0.05 level

Research Hypothesis: There is a significant relationship between emotional intelligence and the influence of family and peer group

Table 15 shows that family influence and peer group influence have a highly significant effect on emotional intelligence (R = 0.605). Peer group influence had the greater effect (Beta = 0.395; *t* = 9.514; *p* ≤ 0.05). Family influence also had a significant effect (Beta = 0.365, *t* = 8.811; *p* ≤ 0.05).

The Research Hypothesis is accepted. There is a significant relationship between emotional intelligence and the influence of family and peer group.

CHAPTER V

Discussion, Conclusions, and Recommendations

Discussion

The purposes of the study were to assess the level of Emotional Intelligence, and to investigate the significant relationship between the influence of family and peer group on Emotional Intelligence of students at Triamudomsuksa Pattanakarn School.

The results revealed that there was a significant relationship between the influence of family and peer group on emotional intelligence of students at Triamudomsuksa Pattanakarn School. In Thailand, it is said that parents are the first teachers of their children. Children learn and absorb behaviors and attitudes from their parents. From childhood to early adolescence, children spend most of the time with their parents. Hence the experiences and feelings of the students in relationship with their parents influenced their ability to live a pleasant and dynamic life. In addition, peer group influence had a greater effect than family influence. As Morison and Masten (as cited in Lerner, 2002) say, adolescents' relationships with their peers have a profound influence on their behavior and development. At ages 12-18, students become more independent, have their own peers, and feel a need to be more in touch with their friends. Parents have decreasing roles in their children's life as they grow to adulthood. Thus, the adolescent students in this study turned out to be more attached to their peers than to their parents.

Additionally, the subjects had a normal level of emotional intelligence (2.03). The emotional intelligence level was slightly higher for male

participants than for females, although there was no significant difference between emotional intelligence and gender.

Goleman (1995) suggests that emotional intelligence increases with age. Carson and Birkenmeire (2000) found that older individuals did not report significantly higher levels of emotional intelligence than younger ones, which maybe due to limited variance in the sample. In this study, students' emotional intelligence did not increase with age. Since this research did not study the same sample over a period of time, there might be some other aspects that influence emotional intelligence. However, in this study there was no significant difference between emotional intelligence and age.

The findings showed that the emotional intelligence level was normal in different religions. However, students who had more than one sibling had higher emotional intelligence levels than students who were an only child.

Furthermore, from the Thai Emotional Intelligence Screening Test, statement No. 14, the test showed that students were not aware of how to appreciate people's generosity and statement No. 15, they were not able to say sorry when they did something wrong to others. On Question 42, students also did not feel that there was always a way out to all problems. This is explained as a lack of ability to see things optimistically or to hope. Moreover, on Question 26, it was moderately true that oftentimes students could not identify what made them unhappy.

The findings from the Parental Attachment Questionnaire showed that students did not have a good relationship with their parents as they felt that they lived in different worlds, and that they felt cool and distant towards their parents, and tried to ignore them. Their parents were persons who aroused

feelings of guilt and anxiety, who got on their nerves and who they avoided telling about their experiences.

Although this study only looked at one particular school, the end results could be valuable information for other Thai schools, teachers, school counselors and parents to help their students or children in terms of developing or improving the relationships between students and their families as well as their relationships with their peer group. Also, the research could be a guideline for more in-depth investigation for those who want to study these variables with other subjects or in different situations.

Conclusion and Recommendations

Findings indicate that there were significant differences in students' emotional intelligence and level of education, and monthly allowance. The study did not show significant differences in students' emotional intelligence and sex, age, religion, number of siblings, source of allowance or family structure. In a multiple regression model, each independent variable (family influence and peer group influence) had significant effect on the prediction of emotional intelligence.

Based on the findings of this study, the following recommendations can be made:

Recommendations

1. Parents should model emotional intelligence themselves. Children will see how they respond to many situations, and they will see whether their parents are aware of their own feelings and the feelings of others.
2. Parents should be willing to be part of the solution to the problem and practice being non-judgmental. If their children make a mistake,

parents should try to listen and understand their children's problems without harsh judgment. Rather, parents should be very supportive and teach children choices for dealing with their problems.

3. Parents should support and encourage their children to participate in activities with friends or other people. This helps them develop their emotional intelligence.
4. School is also an important location that will help promote students' emotional intelligence. In addition to improving curriculum to enhance Intelligent Quotients in students, schools should organize activities such as sport clubs, music clubs, workshops or seminars in relation to emotional development.
5. Students should learn to differentiate between good and bad in their friend's personality, so that they can adjust themselves and act appropriately according to each individual. Learning positive values is part of enhancing emotional intelligence.

* *Recommendation for Further Studies*

1. In this study, the researcher only focused on the influence of family and peer group. Other influences such as educational institutions, media, social status, parents' educational level, or household income should be studied to see if they affect the emotional intelligence also.
2. Emotional intelligence can be developed in every age. Most studies focus on emotional intelligence in children, teenagers, and adults through middle age. There should be a study on emotional intelligence in retirees and their relationships in the family. The results might help us understand the gap between retirees and their family members.

3. There should be studies comparing people's Intelligent Quotients and their Emotional Intelligence. If there is a difference in levels of Intelligence Quotient and Emotional Intelligence, how will they affect the course of people's lives?
4. Future studies in Thailand could examine the nature of family and peer relationships in order to support these relationships in appropriate ways.

Scope and Limitation of the Study

1. The study focuses on the relationship between the Influences of Family and Peer Group on Emotional Intelligence of students in Mattayom 1-6 at Triamudomsuksa Pattanakarn School.
2. The sample of this study is limited to the students of Triamudomsuksa Pattanakarn School. Therefore, the result cannot be generalized.
3. There are not many Thai studies and resources about Thai people's Emotional Intelligence available to researchers.
4. There is an alternative way of calculating the score of the Parental Attachment Test and the Inventory of Parental and Peer Attachment Test by adding up the total scores for an alternative result.

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Table 16: Frequency and Percentage of Parental Attachment Questionnaire

Statement	Frequency and Percentage				
	Not true	Somewhat True	Moderately True	Often True	Always True
In general, my parents ...					
1. are persons I can count on to provide emotional support when I feel troubled.	152 (38.0)	119 (29.8)	56 (14.0)	69 (17.3)	4 (1.0)
2. support my goals and interests.	131 (32.8)	152 (38.0)	64 (16.0)	43 (10.8)	10 (2.5)
3. live in a different world.	7 (1.8)	12 (3.0)	32 (8.0)	102 (25.5)	247 (61.8)
4. understand my problems and concerns.	76 (19.0)	138 (34.5)	109 (27.3)	67 (16.8)	10 (2.5)
5. respect my privacy.	65 (16.3)	140 (35.0)	116 (29.0)	69 (17.3)	10 (2.5)
6. restrict my freedom or independence.	16 (4.0)	41 (10.3)	72 (18.0)	139 (34.8)	132 (33.0)
7. are available to give me advice or guidance when I want it.	196 (49.0)	107 (26.8)	60 (15.0)	29 (7.3)	8 (2.0)
8. take my opinions seriously.	127 (31.8)	130 (32.5)	100 (25.0)	40 (10.0)	3 (0.8)
9. encourage me to make my own decisions.	134 (33.5)	137 (34.3)	78 (19.5)	42 (10.5)	9 (2.3)
10. are critical of what I can do.	51 (12.8)	81 (20.3)	112 (28.0)	132 (33.0)	24 (6.0)
11. impose their ideas and values on me.	44 (11.0)	98 (24.5)	129 (32.3)	91 (22.8)	38 (9.5)
12. have given me as much attention as I have wanted.	77 (19.3)	141 (35.3)	108 (27.0)	67 (16.8)	7 (1.8)
13. are persons to whom I can express differences of opinion on important matters.	128 (32.0)	108 (27.0)	86 (21.5)	61 (15.3)	17 (4.3)
14. have no idea what I am feeling or thinking.	16 (4.0)	36 (9.0)	64 (16.0)	152 (38.0)	132 (33.0)
15. have provided me with the freedom to experiment and learn things on my own.	102 (25.5)	136 (34.0)	77 (19.3)	67 (16.8)	18 (4.5)
16. are too busy or otherwise involved to help me.	15 (3.8)	44 (11.0)	56 (14.0)	143 (35.8)	142 (35.5)

17. have trust and confidence in me.	95 (23.8)	146 (36.5)	91 (22.8)	49 (12.3)	19 (4.8)
18. try to control my life.	18 (4.5)	37 (9.3)	88 (22.0)	126 (31.5)	131 (32.8)
19. protect me from danger and difficulty	194 (48.5)	126 (31.5)	57 (14.3)	18 (4.5)	5 (1.3)
20. ignore what I have to say.	9 (2.3)	20 (5.0)	63 (15.8)	134 (33.5)	174 (43.5)
21. are sensitive to my feelings and needs.	25 (6.3)	83 (20.8)	153 (38.3)	107 (26.8)	32 (8.0)
22. are disappointed in me.	10 (2.5)	20 (5.0)	44 (11.0)	194 (48.5)	132 (33.0)
23. give me advice whether or not I want it.	116 (29.0)	148 (37.0)	82 (20.5)	48 (12.0)	6 (1.5)
24. respect my judgement and decisions, even if different from what they would want.	57 (14.3)	137 (34.3)	133 (33.3)	60 (15.0)	13 (3.3)
25. do things for me, which I could do for myself.	39 (9.8)	88 (22.0)	96 (24.0)	129 (32.3)	48 (12.0)
26. are persons whose expectations I feel obligated to meet.	52 (13.0)	86 (21.5)	119 (29.8)	114 (28.5)	29 (7.3)
27. treat me like a younger child.	33 (8.3)	61 (15.3)	80 (20.0)	117 (29.3)	109 (27.3)
During recent visits or time spent together, my parents were persons ...					
28. I looked forward to seeing.	124 (31.0)	109 (27.3)	85 (21.3)	109 (27.3)	124 (31.0)
29. with whom I argued.	28 (7.0)	38 (9.5)	52 (13.0)	141 (35.3)	141 (35.3)
30. with whom I felt relaxed and comfortable.	125 (31.3)	103 (25.8)	72 (18.0)	67 (16.8)	33 (8.3)
31. who made me angry.	26 (6.5)	31 (7.8)	65 (16.3)	124 (31.0)	154 (38.5)
32. I wanted to be with all the time.	129 (32.3)	93 (23.3)	73 (18.3)	65 (16.3)	40 (10.0)
33. towards whom I felt cool and distant.	22 (5.5)	26 (6.5)	36 (9.0)	69 (17.3)	247 (61.8)
34. who got on my nerves.	11 (2.8)	18 (4.5)	30 (7.5)	119 (29.8)	222 (55.5)
35. who aroused feelings of guilt and anxiety.	17 (4.3)	33 (8.3)	49 (12.3)	121 (30.3)	180 (45.0)
36. to whom I enjoyed telling about the things I have	133 (33.3)	108 (27.0)	70 (17.5)	58 (14.5)	31 (7.8)

done and learned.					
37. for whom I felt a feeling of love.	297 (74.3)	44 (11.0)	25 (6.3)	16 (4.0)	18 (4.5)
38. I tried to ignore.	43 (10.8)	13 (3.3)	20 (5.0)	32 (8.0)	292 (73.0)
39. to whom I confided my most personal thoughts and feelings.	170 (42.5)	118 (29.5)	60 (15.0)	27 (6.8)	25 (6.3)
40. whose company I enjoyed.	124 (31.0)	112 (28.0)	75 (18.8)	55 (13.8)	34 (8.5)
41. I avoided telling about my experiences.	12 (3.0)	15 (3.8)	53 (13.3)	130 (32.5)	190 (47.5)
Following time spent together, I leave my parents ...					
42. with warm and positive feelings.	214 (53.5)	83 (20.8)	63 (15.8)	26 (6.5)	14 (3.5)
43. feeling let down and disappointed by my family.	23 (5.8)	17 (4.3)	26 (6.5)	78 (19.5)	256 (64.0)
When I have a serious problem or an important decision to make ...					
44. I look to my family for support, encouragement, and/or guidance.	138 (34.5)	127 (31.8)	63 (15.8)	52 (13.0)	20 (5.0)
45. I seek help from a professional, such as a therapist, school counselor, or clergy.	15 (3.8)	33 (8.3)	48 (12.0)	117 (29.3)	187 (46.8)
46. I think about how my family might respond and what they might say.	76 (19.0)	118 (29.5)	116 (29.0)	77 (19.3)	13 (3.3)
47. I work it out on my own, without help or discussion with others.	19 (4.8)	52 (13.0)	91 (22.8)	164 (41.0)	74 (18.5)
48. I discuss the matter with a friend.	47 (11.8)	81 (20.3)	125 (31.3)	126 (31.5)	21 (5.3)
49. I know that my family will know what to do.	148 (37.0)	121 (30.3)	65 (16.3)	52 (13.0)	14 (3.5)
50. I contact my family if I am not able to resolve the situation after talking it over with my friends.	106 (26.5)	91 (22.8)	77 (19.3)	86 (21.5)	40 (10.0)
When I go to my parents for help ...					
51. I feel more confident in my ability to handle the problems on my own.	106 (26.5)	115 (28.8)	100 (25.0)	68 (17.0)	11 (2.8)

52. I continue to feel unsure of myself.	18 (4.5)	41 (10.3)	67 (16.8)	176 (44.0)	98 (24.5)
53. I feel that I would have obtained more understanding and comfort from a friend.	28 (7.0)	38 (9.5)	82 (20.5)	151 (37.8)	101 (25.3)
54. I feel confident that things will work out as long as I follow my parents' advice.	124 (31.0)	123 (30.8)	88 (22.0)	48 (12.0)	17 (4.3)
55. I am disappointed with their response.	13 (3.3)	23 (5.8)	55 (13.8)	135 (33.8)	174 (43.5)

Table 17: Frequency and Percentage of Inventory of Parental and Peer Attachment

Statement	Frequency and Percentage				
	Not true	Somewhat True	Moderately True	Often True	Always True
1. I like to get my friends' point of view on things I am concerned about.	61 (15.3)	154 (38.5)	103 (25.8)	70 (17.5)	12 (3.0)
2. My friends can tell when I am upset about something.	54 (13.5)	115 (28.8)	95 (23.8)	103 (25.8)	33 (8.3)
3. When we discuss things, my friends care about my point of view.	31 (7.8)	124 (31.0)	159 (39.8)	73 (18.3)	13 (3.3)
4. Talking over my problems with my friends makes me feel ashamed or foolish.	17 (4.3)	44 (11.0)	90 (22.5)	147 (36.8)	102 (25.5)
5. I wish I had different friends.	84 (21.0)	91 (22.8)	105 (26.3)	77 (19.3)	43 (10.8)
6. My friends understand me.	79 (19.8)	137 (34.3)	119 (29.8)	60 (15.0)	5 (1.3)
7. My friends help me to talk about my difficulties.	64 (16.0)	114 (28.5)	126 (31.5)	79 (19.8)	17 (4.3)
8. My friends accept me as I am.	109 (27.3)	148 (37.0)	93 (23.3)	46 (11.5)	4 (1.0)
9. I feel the need to be in touch with my friends more often.	73 (18.3)	86 (21.5)	136 (34.0)	82 (20.5)	23 (5.8)
10. My friends do not understand what I am going through these days.	14 (3.5)	48 (12.0)	102 (25.5)	159 (39.8)	77 (19.3)
11. I feel alone or apart when I am with my friends.	5 (1.3)	37 (9.3)	54 (13.5)	120 (30.0)	184 (46.0)

12. My friends listen to what I have to say.	81 (20.3)	135 (33.8)	128 (32.0)	54 (13.5)	2 (0.5)
13. I feel my friends are good friends.	132 (33.0)	130 (32.5)	92 (23.0)	39 (9.8)	7 (1.8)
14. My friends are fairly easy to talk to.	115 (28.8)	131 (32.8)	111 (27.8)	40 (10.0)	3 (0.8)
15. When I am angry about something, my friends try to be understanding.	59 (14.8)	130 (32.5)	129 (32.3)	67 (16.8)	15 (3.8)
16. 16. My friends help me to understand myself better.	51 (12.8)	111 (27.8)	135 (33.8)	82 (20.5)	21 (5.3)
17. My friends care about how I am.	57 (14.3)	94 (23.5)	114 (28.5)	99 (24.8)	36 (9.0)
18. I feel angry with my friends.	5 (1.3)	24 (6.0)	71 (17.8)	172 (43.0)	128 (32.0)
19. I can count on my friends when I need to get something off my chest.	105 (25.3)	126 (31.5)	96 (24.0)	63 (15.8)	10 (2.5)
20. I trust my friends.	88 (22.0)	149 (37.3)	101 (25.3)	55 (13.8)	7 (1.8)
21. My friends respect my feelings.	74 (18.5)	137 (34.3)	124 (31.0)	58 (14.5)	7 (1.8)
22. I get upset a lot more than my friends know about.	26 (6.5)	44 (11.0)	82 (20.5)	142 (35.5)	106 (26.5)
23. It seems as if my friends are irritated with me for no reason.	15 (3.8)	30 (7.5)	68 (17.0)	146 (36.5)	141 (35.3)
24. I can tell my friends about my problems about troubles.	74 (18.5)	109 (27.3)	115 (28.8)	84 (21.0)	18 (4.5)
25. If my friends know something is bothering me, they ask me about it.	80 (20.0)	110 (27.5)	118 (29.5)	75 (18.8)	17 (4.3)

Table 18: Frequency and Percentage of Thai Emotional Intelligence Screening Test

Statement	Frequency and Percentage			
	Not true	Somewhat True	Moderately True	True
1. When I am in anger or anxiety, I can sense what is going to happen with me.	171 (42.8)	157 (39.3)	67 (16.8)	5 (1.3)
2. I am not capable of identifying the cause of my anger.	17 (4.3)	64 (16.0)	191 (47.8)	128 (32.0)
3. When I am prohibited from some certain action, I feel uncontrollably furious.	105 (26.3)	-	188 (47.0)	107 (26.8)
4. I am patient in achieving my goal.	102 (25.5)	194 (48.5)	99 (24.8)	5 (1.3)
5. I often respond too seriously to small problems.	21 (5.3)	65 (16.3)	177 (44.3)	137 (34.3)
6. When I am forced to do something I do not like, I will explain why and try to persuade others to accept my reason.	58 (14.5)	151 (37.8)	165 (41.3)	26 (6.5)
7. I am capable of noticing the change in emotion of my significant others.	134 (33.5)	182 (45.5)	73 (18.3)	11 (2.8)
8. I do not care for misery or problems of others whom I do not know.	14 (3.5)	66 (16.5)	175 (43.8)	145 (36.3)
9. I reject others' action or behavior that is not pertinent to my own thinking or belief.	7 (1.8)	62 (15.5)	152 (38.0)	179 (44.8)
10. I am able to accept that people may have their own reason for not being content with my action.	113 (28.3)	167 (41.8)	107 (26.8)	13 (3.3)
11. I always have a feeling that people often demand too much attention.	30 (7.5)	82 (20.5)	223 (55.8)	65 (16.3)
12. Even engaged in my own responsibilities, I always manage to attend to others' despair.	93 (23.3)	177 (44.3)	121 (30.3)	9 (2.3)
13. It is common to take advantage of others when opportunity comes about.	26 (6.5)	65 (16.3)	147 (36.8)	162 (40.5)
14. I appreciate people's generosity towards me.	212 (53.0)	144 (36.0)	41 (10.3)	3 (0.8)
15. I am able to say "I am sorry" when I do something wrong to others.	234 (58.5)	105 (26.3)	50 (12.5)	11 (2.8)

16. I find it difficult to accept people's mistakes.	16 (4.0)	54 (13.5)	174 (43.5)	156 (39.0)
17. I am willing to contribute to society even though I have to sacrifice my personal benefit.	79 (19.8)	195 (48.8)	120 (30.0)	6 (1.5)
18. I feel uncomfortable doing something for others.	16 (4.0)	53 (13.3)	188 (47.0)	143 (35.8)
19. I do not know what I am good at.	39 (9.8)	108 (27.0)	161 (40.3)	92 (23.0)
20. Despite the difficulty of a task, I am sure I am capable of dealing with it.	73 (18.3)	171 (42.8)	149 (37.3)	7 (1.8)
21. I feel hopeless when I do not achieve something.	26 (6.5)	89 (22.3)	233 (58.3)	52 (13.0)
22. I feel worthwhile when carrying out some task with all my effort.	208 (52.0)	141 (35.3)	49 (12.3)	2 (0.5)
23. I do not surrender to obstacles and despair.	109 (27.3)	169 (42.3)	109 (27.3)	13 (3.3)
24. Once I start on a task, I often fail to carry on.	14 (3.5)	59 (14.8)	212 (53.0)	115 (28.8)
25. I always attempt to find the core cause of the problem without interference of my own belief or prejudice.	52 (13.0)	182 (45.5)	155 (38.8)	11 (2.8)
26. Often times I cannot identify what makes me unhappy.	35 (8.8)	91 (22.8)	187 (46.8)	87 (21.8)
27. I personally feel that decision-making is difficult.	81 (20.3)	205 (51.3)	89 (22.3)	25 (6.3)
28. When engaged in multiple tasks, I can prioritize things.	99 (24.8)	175 (43.8)	114 (28.5)	12 (3.0)
29. I feel awkward being with strangers.	83 (20.8)	126 (31.5)	151 (37.8)	40 (10.0)
30. I find the society with rules that are irrelevant to my belief or my habituation intolerable.	37 (9.3)	92 (23.0)	192 (48.0)	79 (19.8)
31. I can get to know people easily.	132 (33.0)	167 (41.8)	87 (21.8)	14 (3.5)
32. I have a lot of close friends whom I have known for a long time.	159 (39.8)	130 (32.5)	101 (25.3)	10 (2.5)
33. I cannot express my needs to others.	35 (8.8)	95 (23.8)	213 (53.3)	57 (14.3)
34. I follow my needs without causing any trouble to others.	122 (30.5)	160 (40.0)	107 (26.8)	11 (2.8)
35. I find it difficult to debate with others even I have adequate background on the	31 (7.8)	105 (26.3)	190 (47.5)	74 (18.5)

issue of discussion.				
36. When I disagree with others, I can explain why and persuade others about my belief.	58 (14.5)	135 (33.8)	190 (47.5)	17 (4.3)
37. I feel inferior to others.	22 (5.5)	73 (18.3)	189 (47.3)	116 (29.0)
38. I can perform my duty well regardless of which role I play.	50 (12.5)	185 (46.3)	153 (38.3)	12 (3.0)
39. I am able to manage the assigned task at my best.	84 (21.0)	191 (47.8)	117 (29.3)	8 (2.0)
40. I feel insecure when dealing with a difficult task.	36 (9.0)	134 (33.5)	178 (44.5)	52 (13.0)
41. Even in the worse circumstances, I am confident that things will get better.	117 (29.3)	178 (44.5)	98 (24.5)	7 (1.8)
42. There is always a way out of all problems.	221 (55.3)	126 (31.5)	48 (12.0)	5 (1.3)
43. In a stressful situation, I always turn the moment into a relaxing or enjoyable one.	94 (23.5)	172 (43.0)	126 (31.5)	8 (2.0)
44. I always enjoy my activities during holidays or weekends.	152 (38.0)	155 (38.8)	85 (21.3)	8 (2.0)
45. I feel discontented to see that people are granted higher value than I am.	16 (4.0)	56 (14.0)	185 (46.3)	143 (35.8)
46. I am content with who I am.	169 (42.3)	168 (42.0)	54 (13.5)	9 (2.3)
47. I cannot find anything to do when I am bored.	40 (10.0)	93 (23.3)	183 (45.8)	84 (21.0)
48. When I am off work, I always engage in pleasurable activity.	175 (43.8)	156 (39.0)	61 (15.3)	8 (2.0)
49. When I feel uncomfortable, I always have a way to relax.	135 (33.8)	161 (40.3)	92 (23.0)	12 (3.0)
50. I am able to relax even after performing a tough duty.	119 (29.8)	189 (47.3)	82 (20.5)	10 (2.5)
51. I cannot consider myself to be happy until I have everything I want.	26 (6.5)	85 (21.3)	181 (45.3)	108 (27.0)
52. I always feel anxious, even when all problems are insignificant.	34 (8.5)	88 (22.0)	189 (47.3)	89 (22.3)



Questionnaire

Title "The Influence of Family and Peer Group on Emotional Intelligence"

Part I Personal Information

Direction: Please answer these questions by check the √ in the box.

1. Gender ☐ 1. Male ☐ 2. Female

2. Age ☐ 1. 13 ☐ 2. 14 ☐ 3. 15
 ☐ 4. 16 ☐ 5. 17 ☐ 6. 18
 ☐ 7. Others, specify _____

3. Level of Education ☐ 1. Mattayom 1 ☐ 2. Mattayom 2
 ☐ 3. Mattayom 3 ☐ 4. Mattayom 4
 ☐ 5. Mattayom 5 ☐ 6. Mattayom 6

4. Religioun ☐ 1. Buddhist ☐ 2. Christian
 ☐ 3. Islamic ☐ 4. Others, specify _____

5. Number of Siblings (including you)
 ☐ 1. 1 ☐ 2. 2 ☐ 3. 3
 ☐ 4. 4 ☐ 5. 5 or more

6. Monthly Allowance
 ☐ 1. Below 1,000 baht ☐ 2. 1,001-1,500 baht
 ☐ 3. 1,501-2,000 baht ☐ 4. 2,001-2,500 baht
 ☐ 5. 2,501-3,000 baht ☐ 6. 3,001-3,500 baht
 ☐ 7. 3,501-4,000 baht ☐ 8. More than 4,000 baht

7. Source of Income
 ☐ 1. Parents ☐ 2. Grandparents ☐ 3. Part-time job
 ☐ 4. Scholarship ☐ 5. Others, specify _____

8. You are living with
 ☐ 1. Parents ☐ 2. Father or Mother ☐ 3. Grandparents
 ☐ 4. Cousins ☐ 5. Others, specify _____

Part II

2.1 Parental Attachment Questionnaire

Direction: Item 1-55

The following items contain statements that describe family relationships and the kind of feelings and experiences. Please respond to each item by using √ to the right of each statement that best describes your parents, your relationship with your parents, and your experiences and feelings. If only one parent is living, or if your parents are divorced, respond with reference to your living parent or the parent with whom you feel closer.

Statement	Not true	Somewhat True	Moderately True	Often True	Always True
In general, my parents ...					
1. are persons I can count on to provide emotional support when I feel troubled.					
2. support my goals and interests.					
3. live in a different world.					
4. understand my problems and concerns.					
5. respect my privacy.					
6. restrict my freedom or independence.					
7. are available to give me advice or guidance when I want it.					
8. take my opinions seriously.					
9. encourage me to make my own decisions.					
10. are critical of what I can do.					
11. impose their ideas and values on me.					
12. have given me as much attention as I have wanted.					
13. are persons to whom I can express differences of opinion on important matters.					
14. have no idea what I am feeling or thinking.					

Statement	Not true	Somewhat True	Moderately True	Often True	Always True
15. have provided me with the freedom to experiment and learn things on my own.					
16. are too busy or otherwise involved to help me.					
17. have trust and confidence in me.					
18. try to control my life.					
19. protect me from danger and difficulty					
20. ignore what I have to say.					
21. are sensitive to my feelings and needs.					
22. are disappointed in me.					
23. give me advice whether or not I want it.					
24. respect my judgement and decisions, even if different from what they would want.					
25. do things for me, which I could do for myself.					
26. are persons whose expectations I feel obligated to meet.					
27. treat me like a younger child.					

During recent visits or time spent together, my parents were persons ...

28. I looked forward to seeing.					
29. with whom I argued.					
30. with whom I felt relaxed and comfortable.					
31. who made me angry.					
32. I wanted to be with all the time.					
33. towards whom I felt cool and					

Statement	Not true	Somewhat True	Moderately True	Often True	Always True
distant.					
34. who got on my nerves.					
35. who aroused feelings of guilt and anxiety.					
36. to whom I enjoyed telling about the things I have done and learned.					
37. for whom I felt a feeling of love.					
38. I tried to ignore.					
39. to whom I confided my most personal thoughts and feelings.					
40. whose company I enjoyed.					
41. I avoided telling about my experiences.					
Following time spent together, I leave my parents ...					
42. with warm and positive feelings.					
43. feeling let down and disappointed by my family.					
When I have a serious problem or an important decision to make ...					
44. I look to my family for support, encouragement, and/or guidance.					
45. I seek help from a professional, such as a therapist, school counselor, or clergy.					
46. I think about how my family might respond and what they might say.					
47. I work it out on my own, without help or discussion with others.					
48. I discuss the matter with a					

Statement	Not true	Somewhat True	Moderately True	Often True	Always True
friend.					
49. I know that my family will know what to do.					
50. I contact my family if I am not able to resolve the situation after talking it over with my friends.					

When I go to my parents for help ...

51. I feel more confident in my ability to handle the problems on my own.					
52. I continue to feel unsure of myself.					
53. I feel that I would have obtained more understanding and comfort from a friend.					
54. I feel confident that things will work out as long as I follow my parents' advice.					
55. I am disappointed with their response.					

2.2 Inventory of Parental and Peer Attachment

Direction: Item 1-25

This part asks about your feelings about your relationships with your close friends. Please read each statement and ✓ on the right of each statement that tells how true the statement is for you now.

Statement	Not true	Somewhat True	Moderately True	Often True	Always True
1. I like to get my friends' point of view on things I am concerned about.					
2. My friends can tell when I am upset about something.					
3. When we discuss things, my friends care about my point of view.					
4. Talking over my problems with my friends makes me feel ashamed or foolish.					
5. I wish I had different friends.					
6. My friends understand me.					
7. My friends help me to talk about my difficulties.					
8. My friends accept me as I am.					
9. I feel the need to be in touch with my friends more often.					
10. My friends do not understand what I am going through these days.					
11. I feel alone or apart when I am with my friends.					
12. My friends listen to what I have to say.					
13. I feel my friends are good friends.					
14. My friends are fairly easy to talk to.					
15. When I am angry about					

Statement	Not true	Somewhat True	Moderately True	Often True	Always True
something, my friends try to understand.					
16. My friends help me to understand myself better.					
17. My friends care about how I am.					
18. I feel angry with my friends.					
19. I can count on my friends when I need to get something off my chest.					
20. I trust my friends.					
21. My friends respect my feelings.					
22. I get upset a lot more than my friends know about.					
23. It seems as if my friends are irritated with me for no reason.					
24. I can tell my friends about my problems about troubles.					
25. If my friends know something is bothering me, they ask me about it.					

3. Thai Emotional Intelligence Screening Test

Direction: Item 1-52

Read each statement and then mark \checkmark to the right of each statement that you think it is best describing yourself right now.

Statement	Not true	Somewhat True	Moderately True	True
1. When I am in anger or anxiety, I can sense what is going to happen with me.				
2. I am not capable of identifying the cause of my anger.				
3. When I am prohibited from some certain action, I feel uncontrollably furious.				
4. I am patient in achieving my goal.				
5. I often respond too seriously to small problems.				
6. When I am forced to do something I do not like, I will explain why and try to persuade others to accept my reason.				
7. I am capable of noticing the change in emotion of my significant others.				
8. I do not care for misery or problems of others whom I do not know.				
9. I reject others' action or behavior that is not pertinent to my own thinking or belief.				
10. I am able to accept that people may have their own reason for not being content with my action.				
11. I always have a feeling that people often demand too much attention.				
12. Even engaged in my own responsibilities, I always manage to attend to others' despair.				
13. It is common to take advantage of others when opportunity comes about.				
14. I appreciate people's generosity				

Statement	Not true	Somewhat True	Moderately True	True
towards me.				
15. I am able to say "I am sorry" when I do something wrong to others.				
16. I find it difficult to accept people's mistakes.				
17. I am willing to contribute to society even though I have to sacrifice my personal benefit.				
18. I feel uncomfortable doing something for others.				
19. I do not know what I am good at.				
20. Despite the difficulty of a task, I am sure I am capable of dealing with it.				
21. I feel hopeless when I do not achieve something.				
22. I feel worthwhile when carrying out some task with all my effort.				
23. I do not surrender to obstacles and despair.				
24. Once I start on a task, I often fail to carry on.				
25. I always attempt to find the core cause of the problem without interference of my own belief or prejudice.				
26. Often times I cannot identify what makes me unhappy.				
27. I personally feel that decision-making is difficult.				
28. When engaged in multiple tasks, I can prioritize things.				
29. I feel awkward being with strangers.				
30. I find the society with rules that are irrelevant to my belief or my habituation intolerable.				
31. I can get to know people easily.				

Statement	Not true	Somewhat True	Moderately True	True
32. I have a lot of close friends whom I have known for a long time.				
33. I cannot express my needs to others.				
34. I follow my needs without causing any trouble to others.				
35. I find it difficult to debate with others even I have adequate background on the issue of discussion.				
36. When I disagree with others, I can explain why and persuade others about my belief.				
37. I feel inferior to others.				
38. I can perform my duty well regardless of which role I play.				
39. I am able to manage the assigned task at my best.				
40. I feel insecure when dealing with a difficult task.				
41. Even in the worse circumstances, I am confident that things will get better.				
42. There is always a way out of all problems.				
43. In a stressful situation, I always turn the moment into a relaxing or enjoyable one.				
44. I always enjoy my activities during holidays or weekends.				
45. I feel discontented to see that people are granted higher value than I am.				
46. I am content with who I am.				
47. I cannot find anything to do when I am bored.				
48. When I am off work, I always engage in pleasurable activity.				
49. When I feel uncomfortable, I always				

Statement	Not true	Somewhat True	Moderately True	True
have a way to relax.				
50. I am able to relax even after performing a tough duty.				
51. I cannot consider myself to be happy until I have everything I want.				
52. I always feel anxious, even when all problems are insignificant.				



แบบสอบถาม

เรื่อง อิทธิพลของครอบครัวและกลุ่มเพื่อนที่มีผลต่อความสามารถทางอารมณ์ของวัยรุ่น

ส่วนที่ 1 ข้อมูลส่วนตัว

คำชี้แจง โปรดทำเครื่องหมาย ✓

ลงในช่องหน้าข้อความที่ตรงกับความเป็นจริงของท่านมากที่สุด

แบบประเมินนี้ไม่มีคำตอบถูกหรือผิด กรณีที่ไม่มีคำตอบกรุณาเติมคำลงในช่องว่าง

1. เพศ ☐ 1. ชาย ☐ 2. หญิง
2. อายุ ☐ 1. 13 ปี ☐ 2. 14 ปี ☐ 3. 15 ปี
☐ 4. 16 ปี ☐ 5. 17 ปี ☐ 6. 18 ปี
☐ 7. อื่นๆ ระบุ _____
3. ระดับชั้นมัธยมศึกษาปีที่ ☐ 1. ม. 1 ☐ 2. ม. 2 ☐ 3. ม. 3
☐ 4. ม. 4 ☐ 5. ม. 5 ☐ 6. ม. 6
☐ 7. อื่นๆ ระบุ _____
4. ศาสนา ☐ 1. พุทธ ☐ 2. คริสต์ ☐ 3. อิสลาม
☐ 4. อื่นๆ ระบุ _____
5. จำนวนพี่น้อง <รวมทั้งตัวท่าน> ☐ 1. 1 ☐ 2. 2 ☐ 3. 3
☐ 4. 4 ☐ 5. 5 คนขึ้นไป
6. รายได้ประจำของท่านต่อเดือน ☐ 1. ต่ำกว่า 1,000 บาท ☐ 2. 1,001 – 1,500
☐ 3. 1,501-2,000 ☐ 4. 2,001 – 2,500
☐ 5. 2,501 - 3,000 ☐ 6. 3,001 – 3,500
☐ 7. 3,501 – 4,000 ☐ 8. มากกว่า 4,000

7. ที่มาของรายได้

- ☐ 1. พ่อแม่ ☐ 2. ปู่,ย่า,ตา,ยาย ☐ 3. งานพิเศษ
☐ 4. ทุนการศึกษา ☐ 5. งานพิเศษ

8. ท่านอาศัยอยู่กับ

- ☐ 1. พ่อและแม่ ☐ 2. พ่อ หรือแม่ ☐ 3. ปู่,ย่า,ตา,ยาย
☐ 4. ญาติ ☐ 5. อื่นๆ ระบุ_____



ส่วนที่ 2

2.1 อิทธิพลของครอบครัว

คำแนะนำ ข้อ 1-55

แบบประเมินผลต่อไปนี้เป็นการประ โยคที่จะอธิบายถึงความสัมพันธ์ในครอบครัว ความรู้สึกและประสบการณ์ โปรดใส่เครื่องหมาย ✓ ลงในช่องที่คุณคิดว่าตรงกับพ่อแม่ ของคุณ ความสัมพันธ์ของคุณกับท่านทั้งสอง ประสบการณ์และความรู้สึกคุณ ถ้าพ่อหรือ แม่คุณเสียชีวิตหรือถ้าท่านทั้งสองหย่ากัน ให้อิงถึงคนที่ยังมีชีวิตอยู่หรือคนที่ท่านใกล้ชิด ด้วย

	ไม่จริง	จริงบางส่วน	จริงปานกลาง	ค่อนข้างจริง	จริงมาก
โดยทั่วไป พ่อแม่ของฉัน					
1. เป็นบุคคลที่ฉันไว้วางใจที่จะพูดคุยและให้คำปรึกษาที่ดีแก่ฉันเมื่อเวลาที่ฉันมีปัญหาทางด้านอารมณ์					
2. สนับสนุนเป้าหมายและความสนใจของฉัน					
3. เหมือนอยู่คนละโลกกับฉัน					
4. เข้าใจปัญหาและความกังวลใจของฉัน					
5. เคารพในความเป็นส่วนตัวของฉัน					
6. จำกัดอิสรภาพของฉัน					
7. เต็มใจเสมอที่จะให้คำปรึกษาเมื่อเวลาที่ฉันต้องการ					
8. รับฟังความคิดเห็นของฉันอย่างตั้งใจ					
9. สนับสนุนให้ฉันได้ตัดสินใจในเรื่องต่าง ๆ ด้วยตนเอง					
10. ดำเนินในสิ่งที่ฉันทำ					
11. ปลุกฝังความคิดและค่านิยมของพวกเขาในตัวฉัน					
12. ให้ความสนใจในตัวฉันอย่างที่ผมต้องการ					
13. เป็นคนที่ฉันสามารถแสดงความคิดเห็นต่างๆในเรื่องสำคัญได้					
14. ไม่เคยรู้ว่าฉันรู้สึก หรือคิดอย่างไร					

	ไม่ จริง	จริง บาง ส่วน	จริง ปาน กลาง	ค่อนข้าง จริง	จริง มาก
15. ให้อิสระในการที่จะทดลองและเรียนรู้สิ่งต่างๆ ด้วยตัวเอง					
16. ยุ่งเกินกว่าที่จะช่วยเหลือฉัน					
17. มีความเชื่อใจและมั่นใจในตัวฉัน					
18. พยายามควบคุมชีวิตฉัน					
19. ปกป้องฉันจากอันตรายและปัญหาต่างๆ					
20. เพิกเฉยในสิ่งที่ฉันต้องการจะพูด					
21. คล้อยตามไปกับความรู้สึกและความต้องการของฉัน					
22. ผิดหวังในตัวฉัน					
23. ให้คำแนะนำไม่ว่าฉันต้องการหรือไม่					
24. เคารพในการตัดสินใจของฉัน ถึงแม้ว่ามันจะแตกต่างจากสิ่งที่ท่านต้องการ					
25. ทำสิ่งต่างๆ ให้ฉัน ถึงฉันจะสามารถทำได้ด้วยตัวเองก็ตาม					
26. เป็นคนที่ฉันต้องทำให้ได้อย่างที่พวกเขาคาดหวัง					
27. ปฏิบัติต่อฉันเหมือนเด็ก ครั้งล่าสุดที่ฉันไปหาหรือครั้งล่าสุดที่ได้ใช้เวลาด้วยกัน กับพ่อแม่ของท่าน					
28. คือคนที่ฉันคอยที่จะเจอ					
29. คือคนที่ฉันทะเลาะด้วย					
30. คือคนที่ฉันรู้สึกผ่อนคลายและสบายที่สุดที่จะอยู่ด้วย					
31. คือคนที่ทำให้ฉันโมโห					
32. คือคนที่ฉันอยากอยู่ด้วยตลอดเวลา					
33. คือคนที่ฉันรู้สึกเอ็นดูและเห็นต่าง					
34. คือคนที่ทำให้ฉันเครียด					
35. คือคนที่ทำให้ฉันรู้สึกผิดและกังวล					

	ไม่ จริง	จริง บาง ส่วน	จริง ปาน กลาง	ค่อนข้าง จริง	จริง มาก
36. คือคนที่ทำให้ฉันสนุกที่จะเล่าถึงสิ่งต่างๆ ที่ฉันได้ทำและเรียนรู้					
37. คือคนที่ฉันรัก					
38. คือคนที่ฉันพยายามไม่สนใจ					
39. คือคนที่ฉันอยากที่จะพูดเรื่องความคิดและ ความรู้สึกส่วนตัว					
40. คือคนที่ฉันสนุกที่จะอยู่ด้วย					
41. คือคนที่ฉันหลีกเลี่ยงที่จะเล่าประสบการณ์ของฉัน หลังจากเวลาที่ได้ใช้ร่วมกัน ฉันจากพ่อแม่มาด้วย					
42. ความอบอุ่นและรู้สึกดี					
43. ความรู้สึกแสบและผิดหวังจากครอบครัว เมื่อฉันมีปัญหาหรือต้องตัดสินใจ					
44. ฉันพึ่งพาการสนับสนุน กำลังใจ คำแนะนำ จากครอบครัว					
45. ฉันขอความช่วยเหลือจากนักบำบัด อาจารย์ที่ปรึกษา หรือพระ					
46. ฉันคิดถึงว่าครอบครัวจะตอบและพูดว่าอย่างไร					
47. ฉันหาทางออกด้วยตัวเอง โดยไม่ขอความช่วยเหลือ หรือคำปรึกษาคนอื่น					
48. ฉันปรึกษาเพื่อน					
49. ฉันรู้ว่าครอบครัวจะมีทางออกให้ฉันเสมอ					
50. ฉันจะบอกครอบครัวของฉันถ้าฉันไม่สามารถ แก้ไขปัญหานั้นได้หลังจากคุยกับเพื่อน					
เมื่อฉันไปขอความช่วยเหลือจากพ่อแม่					
51. ฉันรู้สึกมั่นใจในความสามารถของฉันมากขึ้น ที่จะจัดการปัญหานั้นด้วยตัวเอง					
52. ฉันก็ยังรู้สึกไม่มั่นใจในตัวเองต่อไป					

	ไม่ จริง	จริง บาง ส่วน	จริง ปาน กลาง	ค่อนข้าง จริง	จริง มาก
53. ฉันรู้สึกว่าคุณได้รับความเข้าใจและการปลอบโยน จากเพื่อนมากกว่า					
54. ฉันรู้สึกมั่นใจว่าสิ่งต่างๆ จะผ่านไปด้วยดีถ้าฉันทำตามคำแนะนำของพ่อแม่					
55. ฉันผิดหวังกับคำตอบของพวกเขา					



2.2 อิทธิพลของกลุ่มเพื่อน

คำแนะนำ ข้อ 1-25

ต่อไปนี้เป็นคำถามเกี่ยวกับความสัมพันธ์ของท่านกับเพื่อนสนิท/กรุณาอ่านข้อความแล้วทำเครื่องหมาย ✓ ลงในช่องข้อความตามความเหมาะสมให้ตรงกับความเป็นจริงของตัวท่าน

	ไม่จริง	จริงบางส่วน	จริงปานกลาง	ค่อนข้างจริง	จริงมาก
1. ท่านชอบฟังความคิดเห็นของเพื่อนๆ					
2. เพื่อนๆจะรู้ทันทีหากท่านไม่พอใจเกี่ยวกับเรื่องบางสิ่งบางอย่าง					
3. เวลาเจอหาในเรื่องต่างๆ เพื่อนให้ความสนใจต่อความคิดเห็นของท่าน					
4. ท่านรู้สึกอายหรือแปลกๆ เมื่อคุยเกี่ยวกับปัญหาของตัวเองให้เพื่อนฟัง					
5. ท่านปรารถนาที่จะมีเพื่อนใหม่					
6. เพื่อนๆ เข้าใจท่าน					
7. เพื่อนๆ ช่วย让您กล้าเล่าปัญหาต่างๆ ของท่าน					
8. เพื่อนๆ ยอมรับท่านตามที่เป็น					
9. ท่านรู้สึกต้องการติดต่อกับเพื่อนๆ บ่อยขึ้น					
10. เพื่อนของท่านไม่เข้าใจถึงสิ่งที่ท่านกำลังประสบอยู่ทุกวันนี้					
11. ท่านรู้สึกโดดเดี่ยวเวลาอยู่ในกลุ่มเพื่อน					
12. เพื่อนๆ ของท่านรับฟังความคิดเห็นของท่าน					
13. ท่านรู้สึกว่าเพื่อนๆ เป็นเพื่อนที่ดีจริงๆ					
14. ท่านรู้สึกว่าป็นสิ่งง่ายที่จะคุยกับเพื่อนๆ					
15. เพื่อนๆ พยายามเข้าใจเวลาท่านโกรธในเรื่องหนึ่งเรื่องใด					
16. เพื่อนๆ ช่วย让您เข้าใจตนเองดีขึ้น					

	ไม่ จริง	จริง บาง ส่วน	จริง ปาน กลาง	ค่อนข้าง จริง	จริง มาก
17. เพื่อนๆ เป็นห่วงในสิ่งที่ท่านเป็น					
18. ท่านรู้สึกโกรธเพื่อนๆ					
19. เมื่อท่านมีเรื่องไม่สบายใจ ท่านสามารถพูดคุยกับเพื่อนๆ ได้					
20. ท่านไว้วางใจเพื่อนๆ ได้					
21. เพื่อนๆ ยอมรับความรู้สึกของท่าน					
22. ท่านหงุดหงิดมากกว่าเพื่อนๆ รู้					
23. ดูเหมือนว่าเพื่อนๆ จะหงุดหงิดกับท่าน โดยไม่มีเหตุผล					
24. ท่านกล้าเล่าเรื่องปัญหาและเรื่องยุ่งๆ ให้เพื่อนๆ ฟังได้					
25. ถ้าเพื่อนๆ สังเกตว่าท่านมีสิ่งใดกังวลใจ พวกเขาจะถามท่าน					



ส่วนที่ 3

คำแนะนำ ข้อ 1-52

แบบประเมินนี้เป็นประโยชน์ที่มีข้อความเกี่ยวกับอารมณ์และความรู้สึกที่แสดงออกในลักษณะต่างๆ แม้ว่าบางประโยชน์จะไม่ให้ข้อมูล ที่ท่านต้องการหรือไม่ตรงกับความเป็นอยู่ก็ตาม ขอให้ท่านเลือกคำตอบที่ตรงกับตัวท่านมากที่สุด ไม่มีคำตอบถูกหรือผิด ดีหรือไม่ดี โปรดตอบตามความเป็นจริงและตอบทุกข้อ

เพื่อให้ผลการประเมินเป็นที่เชื่อถือได้และเป็นประโยชน์ในการเข้าใจอารมณ์ของท่านได้ดียิ่งขึ้น โปรดใส่เครื่องหมาย ✓ ในช่องที่ท่านคิดว่าตรงกับตัวท่านมากที่สุด

	ไม่จริง	จริงบางส่วน	จริงปานกลาง	ค่อนข้างจริง	จริงมาก
1. เวลาโกรธหรือไม่สบายใจ ฉันรับรู้ได้ว่า เกิดอะไรขึ้นกับฉัน					
2. ฉันบอกไม่ได้ว่าอะไรทำให้ฉันรู้สึกโกรธ					
3. เมื่อถูกขัดใจฉันมักรู้สึกหงุดหงิดจนควบคุมอารมณ์ไม่ได้					
4. ฉันสามารถคอยเพื่อให้บรรลุเป้าหมายที่พอใจ					
5. ฉันมักมีปฏิกิริยาโต้ตอบที่รุนแรงต่อปัญหาเพียงเล็กน้อย					
6. เมื่อถูกบังคับให้ทำในสิ่งที่ท่านไม่ชอบฉันจะอธิบายเหตุผลจนผู้อื่นยอมรับได้					
7. ฉันสังเกตได้ เมื่อคนใช้ชีวิตมีอารมณ์เปลี่ยนแปลง					
8. ฉันไม่สนใจกับความทุกข์ของผู้อื่นที่ฉันไม่รู้จัก					
9. ฉันไม่ยอมรับในสิ่งที่ผู้อื่นทำต่างจากที่ฉันคิด					
10. ฉันยอมรับได้ว่าผู้ใดอาจมีเหตุผลที่จะไม่พอใจการกระทำของฉัน					
11. ฉันรู้สึกว่าผู้อื่นชอบเรียกร้องความสนใจมากเกินไป					
12. แม้จะมีภาระที่ต้องทำ ฉันก็ยินดีรับฟังความทุกข์ของผู้อื่นที่ต้องการความช่วยเหลือ					
13. เป็นเรื่องธรรมดาที่จะเอาเปรียบผู้อื่นเมื่อมีโอกาส					

	ไม่ จริง	จริง บาง ส่วน	จริง ปาน กลาง	ค่อนข้าง จริง	จริง มาก
14. ฉันเห็นคุณค่าในน้ำใจผู้อื่นที่มีต่อฉัน					
15. เมื่อทำผิด ฉันสามารถกล่าวคำ “ขอโทษ”					
16. ฉันยอมรับข้อผิดพลาดของผู้อื่นได้ยาก					
17. ถึงแม้จะต้องเสียประโยชน์ส่วนตัวไปบ้างฉันก็ยินดีที่จะทำเพื่อส่วนรวม					
18. ฉันรู้สึกลำบากใจในการทำสิ่งใดสิ่งหนึ่งเพื่อผู้อื่น					
19. ฉันไม่รู้ว่าฉันเก่งเรื่องอะไร					
20. แม้จะเป็นงานยาก ฉันก็มั่นใจว่าสามารถทำได้					
21. เมื่อทำสิ่งใดไม่สำเร็จ ฉันรู้สึกหมดกำลังใจ					
22. ฉันรู้สึกมีคุณค่าเมื่อได้ทำสิ่งต่างๆ อย่างเต็มความสามารถ					
23. เมื่อต้องเผชิญกับอุปสรรคและความผิดหวัง ฉันก็จะไม่ยอมแพ้					
24. เมื่อเริ่มทำสิ่งหนึ่งสิ่งใด ฉันมักทำต่อไปไม่สำเร็จ					
25. ฉันพยายามหาสาเหตุที่แท้จริงของปัญหาโดยไม่คิดเอาเองตามใจชอบ					
26. บ่อยครั้งที่ฉันไม่รู้อะไรทำให้ฉันไม่มีความสุข					
27. ฉันรู้สึกว่าการตัดสินใจแก้ปัญหาเป็นเรื่องยากสำหรับฉัน					
28. เมื่อต้องทำอะไรสักอย่างในเวลาเดียวกัน ฉันตัดสินใจได้ว่าจะทำอะไรก่อนหลัง					
29. ฉันลำบากใจเมื่อต้องอยู่กับคนแปลกหน้าหรือคนที่ไม่คุ้นเคย					
30. ฉันทนไม่ได้เมื่อต้องอยู่ในสังคมที่มีกฎระเบียบขัดกับความเคยชินของฉัน					
31. ฉันทำความรู้จักผู้อื่นได้ง่าย					
32. ฉันมีเพื่อนสนิทหลายคนที่คบกันมานาน					

	ไม่ จริง	จริง บาง ส่วน	จริง ปาน กลาง	ก่อน ข้าง จริง	จริง มาก
33. ฉันไม่กล้าบอกความต้องการของฉันผู้อื่นรู้					
34. ฉันทำในสิ่งที่ต้องการ โดยไม่ทำให้ผู้อื่นเดือดร้อน					
35. เป็นการยากสำหรับฉันที่จะได้แข่งกับผู้อื่น แม้จะมีเหตุผลเพียงพอ					
36. เมื่อไม่เห็นด้วยกับผู้อื่น ฉันสามารถอธิบายเหตุผลที่เขายอมรับได้					
37. ฉันรู้สึกดีกว่าผู้อื่น					
38. ฉันทำหน้าที่ได้ดี ไม่ว่าจะอยู่ในบทบาทใด					
39. ฉันสามารถทำงานที่ได้รับมอบหมายได้ดีที่สุด					
40. ฉันไม่มั่นใจในการทำงานที่ยากลำบาก					
41. แม้สถานการณ์เลวร้าย ฉันก็มีความหวังว่าจะดีขึ้น					
42. ทุกปัญหามักมีทางออกเสมอ					
43. เมื่อมีเรื่องที่ทำให้เครียด ฉันมักปรับเปลี่ยนให้เป็น เรื่องที่ผ่อนคลายหรือสนุกสนานได้					
44. ฉันสนุกสนานทุกครั้งกับกิจกรรมในวันสุดสัปดาห์ และวันหยุดพักผ่อน					
45. ฉันรู้สึกไม่พอใจที่ผู้อื่นได้รับสิ่งดีๆ มากกว่าฉัน					
46. ฉันพอใจกับสิ่งที่ฉันเป็นอยู่					
47. ฉันไม่รู้ว่าจะหาอะไรทำ เมื่อรู้สึกเบื่อหน่าย					
48. เมื่อว่างเว้นจากภาระหน้าที่ ฉันจะทำสิ่งที่ฉันชอบ					
49. เมื่อรู้สึกไม่สบายใจ ฉันมีวิธีผ่อนคลาย อารมณ์ได้					
50. ฉันสามารถผ่อนคลายตนเองได้ แม้จะเหนื่อยจากภาระหน้าที่					
51. ฉันไม่สามารถทำใจให้เป็นสุขได้จนกว่าจะได้ทุกสิ่ง ที่ต้องการ					
52. ฉันมักทุกข์ร้อนกับเรื่องเล็กๆ น้อยๆ ที่เกิดขึ้นเสมอ					

