



# Relationship Between Self-Compassion, Emotional Quotient and Maternal Styles with Well-Being in Shiraz School Students

Alireza Zareian<sup>1,\*</sup> and Mahdi Imani<sup>1,\*\*</sup>

<sup>1</sup>Department of Education and Psychology, Shiraz University, Shiraz, Iran

\*Corresponding author: Department of Education and Psychology, Shiraz University, Shiraz, Iran. Tel: +98-9384493367, Email: a.zareian1994@gmail.com

\*\*Corresponding author: Department of Education and Psychology, Shiraz University, Shiraz, Iran. Tel: +98-9143036843, Email: dr.mahdiimani@gmail.com

Received 2018 July 17; Revised 2018 August 07; Accepted 2018 August 11.

## Abstract

**Background:** According to research, one's well-being is an important factor for mental health and satisfaction in one's personal life and people with more well-being are more satisfied with their lives.

**Objectives:** The purpose of this study is to find a relationship between self-compassion, emotional quotient, and maternal styles with the well-being in Shiraz school students.

**Methods:** Elementary school students and high school students in the academic year of 2018 were the research population. A total of 510 students who were chosen by multistage sampling method consisted this study sample so that based on the number of schools in Shiraz, 24 primary and high schools were chosen. Two classes from each school were selected and 9 to 11 students from each class participate in study. The tools used were maternal style questionnaire, self-compassion scale (SCS), emotional quotient scale (TMMS), and subjective well-being inventory (SWB). Pearson correlation coefficient and multiple regression were applied for analyzing data.

**Results:** According to the analysis, authoritative maternal style, self-compassion, and emotional quotient were important predictors of one's well-being and they can predict 81% of well-being in this study ( $P = 0.003$ ). In addition, significant correlations were found between authoritative maternal style and self-compassion (correlation coefficient = 0.88,  $P = 0.007$ ), authoritative maternal style and emotional quotient (correlation coefficient = 0.86,  $P = 0.008$ ), and authoritative maternal style and subjective well-being (correlation coefficient = 0.94,  $P = 0.005$ ).

**Conclusions:** According to this study, maternal style, emotional quotient, and self-compassion play an important role in the society and individuals mental health and well-being, therefore, these factors should be attended, especially the authoritative maternal style, which has the most correlation with well-being.

**Keywords:** Well-Being, Maternal Styles, Self-Compassion, Emotional Quotient, Mental Health, Satisfaction, Students

## 1. Background

In recent years a new concept in psychology named subjective well-being has been represented, subjective well-being has been described as mental assessment of one's own life (1). It is a three dimensional variable that includes two emotional dimensions (positive and negative emotions) and one cognitive dimension, which is life satisfaction (1). Subjective well-being has separate parts: (1) life satisfaction (general assessment of one's life), (2) positive emotions (experiencing pleasant mood and affect), and (3) low levels of negative emotions (experiencing less unpleasant mood) (2). Although each part of SWB shows the assessment of events occurring in their lives, the dimensions of this concept like positive emotion, low negative emotion, and life satisfaction are independent (3, 4). Human development occurs in a dynamic system that in-

cludes biological and social fields (5). Scientists mention that family environment and maternal styles can influence children SWB (6). Family is one of the basic systems where child socialization and emotional development occur and the influences of this system can have an impact on different periods of one's life (7). Maternal style is defined as an emotional environment where child growth occurs (7). The parents main role is to form their children's behavior and guide them on how to behave (8). This control includes responsiveness and demandingness (8). Responsiveness means warm and supportive relationship between parents and children; this relationship provides assertiveness and guideline self-regulation by caring, supporting, and responding to their needs, and demandingness means parental control and expectation that parents have from their children to obey family rules (8). Baumrind (9) introduces three maternal styles including authorita-

tive maternal style, disciplinarian maternal style, and indulgent maternal style. Authoritative maternal style provides sufficient control with support and this relationship is facilitated by communication and useful interaction between them. In authoritarian maternal style there is a control like authoritative maternal style; however, verbal interaction and mutual communication is not encouraged and children must obey their parents, and at last in permissive maternal style, parents do not know themselves responsible to shape children's behavior and they passively accept their children's demands (7).

Another concept that impacts on SWB is emotional quotient (10). This concept can make people experience more positive and less negative emotions that can result in more well-being and health (11). Salovey and Mayer (12), presented different definitions of EQ. They defined EQ as an ability to supervise his own and others emotions to investigate them and also use this data and information in order to lead thoughts and actions. Later this concept was re-defined and four dimensions include perceiving emotions, using emotions, understanding emotions, and managing emotions were added (12). The 1st dimension of EQ is perceiving emotions; it's an ability to recognize emotions. Perceiving emotions is a fundamental prospect of EQ that can make the process of other dimensions possible. The 2nd aspect of EQ is using emotions; it's an ability to control emotions in order to make cognitive and mental processes such as thinking and problem solving easier (12). The 3rd aspect of EQ is understanding emotions; it's an ability to realize and understand complicated relations between emotions. The last aspect of EQ is managing emotions; this ability is defined as an ability to regulate emotions in ourselves (12).

EQ is an important predictor for success in major grounds of life (13) and is also a determining factor for personal success (11). EQ is recognized as an important and basic factor that impacts on social interactions (14, 15). Research literature of EQ shows that people with higher EQ can adapt themselves more easily with stressful situations in life that leads to mental health. In addition, these people have more close relationships and more supportive networks than others (10). These people have more emotional flexibility and results in coping more easily with changes in difficult situations; they define stress and hard situations as an opportunity to show their abilities (16). Therefore, EQ is used in two paths, one is to reduce harmful emotions and the other is to increase positive emotions (17).

One of the concepts that is mentioned as a positive index of mental health well-being is self-compassion (18). Neff's research show that self-compassion has a strong relationship with mental health and well-being (19). Neff's definition of self-compassion is being compassionate and

worrying about one's life (20). Based on Neff (20), self-compassion is made of three related aspects, which include self-kindness vs. self-critic, mindfulness vs. over identifying, and common humanity vs. isolations. Self-kindness is defined as peoples' tendency to show kindness to themselves (20). In addition, it is described as showing positive emotions towards one self rather than criticizing (21). The 2nd aspect of self-compassion is mindfulness, which means being conscious about one's actions and thoughts in present moment (22, 23). The 3rd aspect of self-compassion is common humanity, which means recognizing experiences that are common between all of us, for example recognizing that something like suffering is common experience between people (21). Higher scores of self-compassion is related to more life satisfaction, emotional quotient, happiness, and hope, and also related to less depression, anxiety, fear of failure, and perfectionism (24-27). According to the importance of subjective well-being and its impact on one's functions in life, studying concepts like maternal styles, emotional quotient, self-compassion, and their impacts on well-being is necessary. The purpose of this research is investigating relationship between mentioned concepts.

## 2. Objectives

The intentions of this study are to figure out the relationship between maternal styles, self-compassion, and emotional quotient with well-being in Shiraz school students.

## 3. Methods

The population in research included all Shiraz school students in the academic year of 2018. The population in the study included all 9 to 18 years old students.

First, 519 students (256 boys and 263 girls) were our participants in this study; however, we excluded the questionnaires of 9 students due to the fact that they had some errors; for example not answering all questions, inventories, or random answering patterns. Therefore, the samples consisted of 510 students (251 boys and 259 girls) who were selected by multi stage sampling method so that based on the number of schools in Shiraz, 24 primary and high schools were chosen. Two classes from each school were selected and 9 to 11 students from each class participate in study.

In this research, maternal styles, self-compassio, and emotional quotient are anticipator (predictor) variables and well-being is the criterion variable. Data were analyzed by SPSS version 21 applying Pearson correlation coefficient and multiple regression.

### 3.1. Research Instruments

#### 3.1.1. Self-Compassion Scale

The self-compassion scale (20) has 26 sentences. This scale is scored from almost never (= 1) to almost always (= 5). This inventory measures three bi-polar parts in case of 6 subscales of self-kindliness versus self-critic, mindfulness versus over-identifying, and common humanity versus isolations. Researches showed that this inventory has proper convergent and discriminant validity (28), internal consistency, and reliability. Internal consistency of this inventory in Iranian studies is 0.84 (29).

#### 3.1.2. Emotional Quotient Inventory (TMMS)

Trait meta mood scale (30) consisted of 30 sentences. This questionnaire is scored from totally disagree (= 1) to totally agree (= 5). This inventory measures emotional quotient based on three aspects including attention to emotions, clarifying and distinguishing the emotions, and mood restoring (31). Reliability of variables including attention, distinguishing, and restoring were 0.65, 0.62, and 0.75 in Iranian students (32), and 0.85, 0.83, and 0.75 in American students (30).

#### 3.1.3. Maternal Styles Questionnaire

This questionnaire consisted of 30 items and is made based on Baumrind's maternal style questionnaire. Each style has 10 sentences and is scored from completely disagree (= 1) to completely agree (= 5) (32). The total score for each maternal style is from 10 to 50. The style that has the highest score shows that the dominant style is realized by the children from their parents. Buri (32) has presented proper reliability coefficient for the styles: 0.78 for authoritative maternal style, 0.86 for disciplinarian maternal style, and 0.81 for indulgent maternal style. In a study by Dabiri et al. (33), the questionnaire was translated into Persian and Cronbach's alpha for authoritative maternal style was 0.66, 0.71 for disciplinarian maternal style, and 0.66 for indulgent maternal style.

#### 3.1.4. Subjective Well-Being Scale

This scale is made by Larsen et al. (34) and has 5 items that measure the cognitive aspect of well-being and also measures one's life satisfaction in a 7 degree scale from totally disagree (= 1) to totally agree (= 7). Larsen et al. (34) reported 0.82 for test-retest reliability and internal consistency of 0.87 using Cronbach's alpha. In addition, Bayani et al. (35) measures reliability of this scale in Iran, which equals 0.83 using Cronbach's alpha and test-retest reliability was 0.64.

## 4. Results

Research sample included 510 students, including 259 female students and 251 male students in Shiraz elementary and high schools. The students' age ranged from 9 to 18 years with an average of  $13.83 \pm 1.39$  SD. Table 1 shows the mean and standard deviation of studied variables.

**Table 1.** The Mean and Standard Deviation of Scores for Studied Variables

Variables	Mean	Standard Deviation
Authoritarian maternal style	26.79	5.67
Permissive maternal style	28.07	5.03
Authoritative maternal style	37.71	8.54
Self-compassion	104.08	15.57
Emotional quotient	118.95	17.02
Well-being	27.19	7.94

Pearson correlation coefficients are shown in Table 2.

To evaluate the analysis between students in the study variables, Pearson correlation coefficient and multiple regression analysis have been used for all 510 students (259 girls and 251 boys). According to Table 2 results, significant correlation coefficients between authoritative maternal style and self-compassion (correlation coefficient = 0.88,  $P = 0.007$ ), authoritative maternal style and emotional Quotient (correlation coefficient = 0.86,  $P = 0.008$ ), and authoritative maternal style and subjective well-being (correlation coefficient = 0.94,  $P = 0.005$ ) were found.

Before performing multiple regression, assumptions were evaluated. First, Kolmogorov-Smirnov test was applied to check the normality of distribution. The non-significant results of this test prove that the variables' distribution is normal. The second step was checking the linearity of variables, which is showed by less than 0.05 for linearity and more than 0.05 for linearity deviation. Then regression analysis was performed after omitting the outlier data and existence of outliers were also considered. The autocorrelation of the independent variables, associated with each error score, was analyzed by Durbin-Watson test, in which the values show independency of variables, which is acceptable. At last, multiple regression was applied to check the predictive role of maternal styles, self-compassion, and emotional quotient (Table 3).

Based on the results of regression analysis, authoritative maternal style, self-compassion, and emotional quotient are the important predictors for the well-being of students. In addition, authoritarian maternal style and permissive maternal style were not included in the analysis. The adjusted R square was 0.814, which means that 81% of the well-being in this study is predicted by authoritative

**Table 2.** Correlation Matrix of Variables

	1	2	3	4	5	6
<b>Authoritarian maternal style</b>	1	-0.09	0.01	0.03	0.00	0.00
<b>Permissive maternal style</b>	-0.09	1	-0.01	-0.02	0.04	0.04
<b>Authoritative maternal style</b>	0.01	-0.01	1	0.88 <sup>a</sup>	0.86 <sup>a</sup>	0.94 <sup>a</sup>
<b>Self-compassion</b>	0.03	-0.02	0.88 <sup>a</sup>	1	0.80 <sup>a</sup>	0.91 <sup>a</sup>
<b>Emotional quotient</b>	0.00	0.04	0.86 <sup>a</sup>	0.80 <sup>a</sup>	1	0.87 <sup>a</sup>
<b>Well-being</b>	0.00	0.04	0.94 <sup>a</sup>	0.91 <sup>a</sup>	0.87 <sup>a</sup>	1

<sup>a</sup>P = 0.01 level.

**Table 3.** Results of Stepwise Multiple Regression to Predict Well-Being Based on Maternal Styles, Self-Compassion and Emotional Quotient

Criterion Variable	Predictor Variables	B	Beta	T	Adjusted R Square	S.E	P
<b>Well-being</b>	Authoritative maternal style	0.47	0.51	9.08	0.78 <sup>a</sup>	0.05	0.003
	Self-compassion	0.16	0.32	6.69	0.80 <sup>b</sup>	0.02	0.005
	Emotional quotient	0.07	0.16	3.78	0.81 <sup>c</sup>	0.02	0.006

<sup>a</sup>Predictor variable: Authoritative maternal style.

<sup>b</sup>Predictor variables: Authoritative maternal style, self-compassion.

<sup>c</sup>Predictor variables: Authoritative maternal style, self-compassion, emotional quotient.

maternal style, self-compassion, and emotional quotient. Therefore, the results of [Table 3](#) shows that authoritative maternal style ( $P = 0.003$ ,  $B = 0.47$ ), self-compassion ( $P = 0.005$ ,  $B = 0.16$ ), and emotional quotient ( $P = 0.006$ ,  $B = 0.07$ ) significantly predicts the well-being in this study.

## 5. Discussion

This study investigated the relationship between maternal styles, emotional quotient, and self-compassion with well-being among Iranian elementary and high school students. According to multiple regression analysis, authoritative maternal style, high levels of emotional quotient, and also high levels of self-compassion were the significant predictors for well-being. In addition, authoritarian maternal style and permissive maternal style were omitted in the analysis.

The results of this study are similar to other studies that investigate maternal styles and well-being. Based on this study's findings and Baumrind's research about maternal style (9), we can explain that due to the parents' authoritative perspective, where they know themselves responsible for their children's demands and also have proper expectations and requests from them, this equilibrium between two basic dimensions of maternal style leads to better functions in their life, which results in more life satisfaction and more well-being. On other hand, if parents do not behave well with their children and have an unpleasant relationship with them, their mental health

will be damaged; the findings are consistent with other researches like Wang and Jiang (6).

In addition, this research shows that people with more emotional quotient, have a higher well-being and mental health; this finding is similar to other findings of researches like Zeidner et al. (10) and Mavroveli et al. (15). These findings admit that emotional quotient is an important factor for well-being and we can clarify these findings that based on studies, emotional quotient is an important predictor of success in life (11, 13) and success can make people feel good and satisfied about themselves. In addition, based on the emotional quotient definition it is an ability to supervise one's own and other's emotions and feelings (12), we can say that understanding and realizing other's emotions can lead to good and functional interaction between people and these interactions can have positive impact on well-being. Furthermore, managing emotions can make logical thinking easier in hard situations and increase problem solving ability so that people can adapt themselves to these situations that can predict life satisfaction, and therefore, more well-being and mental health.

Additionally, self-compassion was admitted as a good predictor for well-being and it is consistent with other study results (18, 19, 24-27). We can explain that people with higher self-compassion critic themselves less than others and have more pleasant feelings about themselves. If they make a mistake, they know and accept that it is possible to make mistakes so they don't have much self-blaming,

which leads to more mental health and less depression and stress. The study limitations were samples, which were chosen only from Shiraz city schools and using inventories only in order to collect data.

## Acknowledgments

This research was not supported by any university. Authors appreciate students who cooperated with us and completed inventories.

## References

- Diener E, Oishi S, Lucas RE. Subjective well-being: the science of happiness and life satisfaction. *Oxford Handbook Pos Psychol.* 2009;**2**:187–94.
- Diener E. Subjective wellbeing: the science of happiness and a proposal for a national index. *American Psychologic Associat.* 2000;**55**(1):34–43.
- Diener E, Oishi S, Lucas RE. Personality, culture, and subjective well-being: emotional and cognitive evaluations of life. *Annu Rev Psychol.* 2003;**54**:403–25. doi: [10.1146/annurev.psych.54.101601.145056](https://doi.org/10.1146/annurev.psych.54.101601.145056). [PubMed: [12172000](https://pubmed.ncbi.nlm.nih.gov/12172000/)].
- Lucas RE, Diener E, Suh E. Discriminant validity of well-being measures. *J Pers Soc Psychol.* 1996;**71**(3):616–28. [PubMed: [8831165](https://pubmed.ncbi.nlm.nih.gov/8831165/)].
- Sameroff A. A unified theory of development: a dialectic integration of nature and nurture. *Child Dev.* 2010;**81**(1):6–22. doi: [10.1111/j.1467-8624.2009.01378.x](https://doi.org/10.1111/j.1467-8624.2009.01378.x). [PubMed: [20331651](https://pubmed.ncbi.nlm.nih.gov/20331651/)].
- Wang Y, Jiang ZP. Effect of maternal styles and self-esteem on subject well-being among Chinese medical students. *Int Forum Teach Stud.* 2016;**12**(2):26.
- Argyriou E, Bakoyannis G, Tantaros S. Maternal styles and trait emotional quotient in adolescence. *Scandinavian J Psychol.* 2016;**57**(1):42–9. doi: [10.1111/sjop.12266](https://doi.org/10.1111/sjop.12266).
- Love KM, Thomas DM. Parenting styles and adjustment outcomes among college students. *J Colleg Stud Develop.* 2014;**55**(2):139–50. doi: [10.1353/csd.2014.0013](https://doi.org/10.1353/csd.2014.0013).
- Baumrind D. The influence of parenting style on adolescent competence and substance use. *J Earl Adolescenc.* 2016;**11**(1):56–95. doi: [10.1177/0272431691111004](https://doi.org/10.1177/0272431691111004).
- Zeidner M, Matthews G, Roberts RD. The emotional intelligence, health, and well-being nexus: what have we learned and what have we missed? *Appl Psychol Health Well Being.* 2012;**4**(1):1–30. doi: [10.1111/j.1758-0854.2011.01062.x](https://doi.org/10.1111/j.1758-0854.2011.01062.x). [PubMed: [26286968](https://pubmed.ncbi.nlm.nih.gov/26286968/)].
- Vicente-Galindo MP, López-Herrera H, Pedrosa I, Suárez-A. J, Galindo-Villardón MP, García-Cueto E. Estimating the effect of emotional intelligence in wellbeing among priests. *Int J Clinical Health Psychol.* 2017;**17**(1):46–55. doi: [10.1016/j.ijchp.2016.10.001](https://doi.org/10.1016/j.ijchp.2016.10.001).
- Salovey P, Mayer JD. Emotional intelligence. *Imagin Cognit Personal.* 2016;**9**(3):185–211. doi: [10.2190/dugg-p24e-52wk-6cdg](https://doi.org/10.2190/dugg-p24e-52wk-6cdg).
- Salovey P, Grewal D. The science of emotional intelligence. *Current Direction Psychol Sci.* 2016;**14**(6):281–5. doi: [10.1111/j.0963-7214.2005.00381.x](https://doi.org/10.1111/j.0963-7214.2005.00381.x).
- Fernandez ME, Rodriguez JM, Gibbs J. Psychometrical properties of the "How I Think" questionnaire (HIT-Q) in adolescents. *Psicothema.* 2013;**25**(4):542–8.
- Mavroveli S, Petrides KV, Rieffe C, Bakker F. Trait emotional intelligence, psychological well-being and peer-rated social competence in adolescence. *British J Development Psychol.* 2007;**25**(2):263–75. doi: [10.1348/026151006x118577](https://doi.org/10.1348/026151006x118577).
- Schneider TR, Lyons JB, Khazon S. Emotional intelligence and resilience. *Personal Individual Differ.* 2013;**55**(8):909–14. doi: [10.1016/j.paid.2013.07.460](https://doi.org/10.1016/j.paid.2013.07.460).
- Orchard B, MacCann C, Schulze R, Matthews G, Zeidner M, Roberts RD. *New directions and alternative approaches to the measurement of emotional quotient.* In *Assessing Emotional Quotient.* Springer US; 2009. p. 321–44.
- Neff KD. The development and validation of a scale to measure self-compassion. *Self Identit.* 2003;**2**(3):223–50. doi: [10.1080/15298860309027](https://doi.org/10.1080/15298860309027).
- Neff KD. Self-compassion, self-esteem, and well-being. *Social Personal Psychol Compass.* 2011;**5**(1):1–12. doi: [10.1111/j.1751-9004.2010.00330.x](https://doi.org/10.1111/j.1751-9004.2010.00330.x).
- Neff K. Self-compassion: an alternative conceptualization of a healthy attitude toward oneself. *Self Identit.* 2003;**2**(2):85–101. doi: [10.1080/15298860309032](https://doi.org/10.1080/15298860309032).
- Neff KD, Rude SS, Kirkpatrick KL. An examination of self-compassion in relation to positive psychological functioning and personality traits. *J Res Personal.* 2007;**41**(4):908–16. doi: [10.1016/j.jrp.2006.08.002](https://doi.org/10.1016/j.jrp.2006.08.002).
- Neff KD, Hsieh YP, Dejitterat K. Self-compassion, achievement goals, and coping with academic failure. *Self Identit.* 2005;**4**(3):263–87. doi: [10.1080/13576500444000317](https://doi.org/10.1080/13576500444000317).
- Grossman P, Niemann L, Schmidt S, Walach H. Mindfulness-based stress reduction and health benefits. *J Psychosomat Res.* 2004;**57**(1):35–43. doi: [10.1016/s0022-3999\(03\)00573-7](https://doi.org/10.1016/s0022-3999(03)00573-7).
- Leary MR, Hoyle RH. *Handbook of individual differences in social behavior.* Guilford Press; 2009.
- Gilbert P. *The compassionate mind: a new approach to life's challenges.* New Harbinger Publications; 2010.
- MacBeth A, Gumley A. Exploring compassion: a meta-analysis of the association between self-compassion and psychopathology. *Clin Psychol Rev.* 2012;**32**(6):545–52. doi: [10.1016/j.cpr.2012.06.003](https://doi.org/10.1016/j.cpr.2012.06.003). [PubMed: [22796446](https://pubmed.ncbi.nlm.nih.gov/22796446/)].
- Neff K. *Self-compassion step by step: the proven power of being kind to yourself.* Sounds True; 2013.
- Neff KD, Kirkpatrick KL, Rude SS. Self-compassion and adaptive psychological functioning. *J Res Personal.* 2007;**41**(1):139–54. doi: [10.1016/j.jrp.2006.03.004](https://doi.org/10.1016/j.jrp.2006.03.004).
- Ghorbani N, Watson PJ, Chen Z, Norballa F. Self-Compassion in Iranian muslims: relationships with integrative self-knowledge, mental health, and religious orientation. *Int J Psychol Religion.* 2012;**22**(2):106–18. doi: [10.1080/10508619.2011.638601](https://doi.org/10.1080/10508619.2011.638601).
- Salovey P, Mayer JD, Goldman CT, Palfai TP. *Emotional attention, clarity and repair: exploring emotional quotient using the trait meta mood scale.* 1995.
- Ghorbani N, Bing MN, Watson PJ, Davison HK, Mack DA. Self-reported emotional intelligence: Construct similarity and functional dissimilarity of higher-order processing in Iran and the United States. *Int J Psychol.* 2002;**37**(5):297–308. doi: [10.1080/00207590244000098](https://doi.org/10.1080/00207590244000098).
- Buri JR. Parental authority questionnaire. *J Pers Assess.* 1991;**57**(1):110–9. doi: [10.1207/s15327752jpa5701\\_13](https://doi.org/10.1207/s15327752jpa5701_13). [PubMed: [16370893](https://pubmed.ncbi.nlm.nih.gov/16370893/)].
- Dabiri S, Delavar A, Serami G, Falsafinejad M. Codification of the relationship model of maternal styles, personality, self-esteem and happiness, path analysis pattern. *J Famil Res.* 2012;**2**(30):141–59.
- Larsen RJ, Diener E, Emmons RA. An evaluation of subjective well-being measures. *Social Indicator Res.* 1985;**17**(1):1–17. doi: [10.1007/bf00354108](https://doi.org/10.1007/bf00354108).
- Bayani AA, Koocheky AM, Goodarzi H. The reliability and validity of the satisfaction with life scale. *J Iranian Psychologist.* 2007;**3**(11):259–60.