

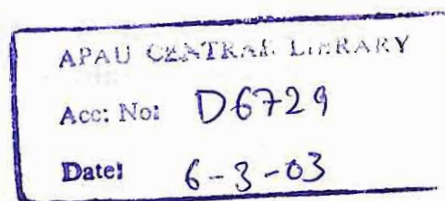
**INFLUENCE OF FAMILY ENVIRONMENT
ON EMOTIONAL COMPETENCE OF
ADOLESCENTS**

BY

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B.Sc. (Home Science)

THESIS SUBMITTED TO THE
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CERTIFICATE

Ms. ARATI CHAKRA has satisfactorily prosecuted the course of research and the thesis entitled **"INFLUENCE OF FAMILY ENVIRONMENT ON EMOTIONAL COMPETENCE OF ADOLESCENTS"** submitted is the result of original work and is of sufficiently high standard to warrant its presentation to the examination. I also certify that the thesis or part there of has not been previously submitted by her for a degree of any university.

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CERTIFICATE

This is to certify that the thesis entitled **INFLUENCE OF FAMILY ENVIRONMENT ON EMOTIONAL COMPETENCE OF ADOLESCENTS** submitted in partial fulfillment of the requirement for the degree of **MASTER OF SCIENCE IN HOME SCIENCE** of the **Acharya N.G. Ranga Agricultural University, Hyderabad** is a record of bonafide research work carried out by **Ms. ARATI CHAKRA** under my guidance and supervision. The subject of the thesis has been approved by the Students Advisory Committee.

No part of the thesis has been submitted for any other degree or diploma or has been published. All the assistance and help received during the course of the investigation have been duly acknowledged by the author of the thesis.

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(ARATI CHAKRA)

DECLARATION

I, Ms. **ARATI CHAKRA**, hereby declare that the thesis entitled **INFLUENCE OF FAMILY ENVIRONMENT ON EMOTIONAL COMPETENCE OF ADOLESCENTS** submitted to Acharya N.G. Ranga Agricultural University for the degree of **MASTER OF SCIENCE IN HOME SCIENCE** is a result of original research work done by me. I also declare that thesis or any part there of has not been published earlier elsewhere in any manner.

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ABSTRACT

Emotions are the central, organizational and motivational forces underlying human behaviour and personality. Emotional competence is an efficiency of the person to deal with emotions effectively. It helps the individual to perceive, understand, regulate and harness emotions adaptively in their interpersonal relationship.

One of the most crucial periods in the life span of every individual is adolescence. This is the period of physical and psychological maturity, when an adolescent is expected to prepare for adulthood by developing the skills necessary for socially responsible behaviour. The adolescent's transition from childhood to adulthood can be a smooth process

facilitated by the guidance of securing, nurturing and understanding parent in an emotionally conducive family environment.

In spite of rapid changes within the modern family, the family still furnishes the basic environment for building healthy emotionality and personality of the child with its warm interpersonal relationship. So in this study an attempt is made to examine the influence of family environment with reference to cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation, independence, organization and control on the emotional competence of adolescents with specific reference to adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions and encouragement of positive emotions. It also examined the correlation between all independent and dependent variables and gender differences with respect to family environment and emotional competence of adolescents.

The independent variables included are family type, gender, number of siblings, ordinal position, father's education, mother's education, father's occupation, mother's occupation, family income, marks secured by the adolescents and family environment of the adolescents.

A questionnaire was used to elicit information regarding selected demographic variables. The scale developed by Bhatia and Chadda was used to find out family environment of the adolescents. Emotional competence scale developed by Sharma & Bharadwaj⁽¹⁹⁹⁵⁾ was used to find out emotional competence of the adolescents. 120 adolescents between the age of 13-16 years from twin cities of Hyderabad and Secunderabad formed the sample for this study. The data collected were subjected to correlation coefficient and Z test. Parts of the data were also presented in frequencies and percentages.

Major findings indicated that most of the adolescents perceived average cohesion, expressiveness, conflict, acceptance and caring, active

recreational orientation, organization, control and family environment in general. Majority of the adolescents however perceived low independence in their family. With regard to emotional competence majority of the adolescents were average in all competencies and emotional competence in general. The family environment as a whole and its dimensions such as cohesion, conflict, acceptance and caring and independence were found to have significant positive influence on emotional competence of adolescents. The demographic variables like gender, number of siblings, father's education, father's occupation and family income were found to have significant positive influence on family environment of adolescents. The number of siblings and gender also had significant positive influence on emotional competence of adolescents. With reference to gender differences, girls significantly perceived higher cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation, independence and family environment as a whole in their families than boys. They were also significantly more competent than boys in the ability to cope with problem emotions and emotional competence in general.

The results indicated were in support of two theoretical propositions. The social learning theory by Albert Bandura emphasizes that adolescents incorporate the aspects of parents and siblings behaviors in their own behaviour pattern through modeling or imitation. In psychosocial theory Erikson emphasizes that parents who show warmth, concern and interest help their adolescent to build a healthy sense of personal identity, mature behaviour and attitude towards others. The result of this study indicates that when there is more cohesion and acceptance and caring in the family the adolescents were more emotionally competent.

Findings of the present study help us to understand the influence of family environment on emotional competence of adolescents. It can create awareness among parents, educators and counsellors and help them to have a closer look at emotional competence and its role in building overall personality of children and adolescents.

Introduction

CHAPTER – I

INTRODUCTION

Emotions are the root forces in the dynamics of human behaviour and personality. Doing anything well is essentially a display of competence (Sharma & Bharadwaj, 1993). The need for competence emerges as most fundamental motives of life in the congenial growth of personality because we survive through competence, grow through competence and actualize ourselves through competence (Allport, 1961). Emotional competence is an efficiency of the person to deal with emotions effectively (Sharma & Bharadwaj, 1995).

The motivation to be emotionally competent appears as a constructive force in life, as characteristic pattern of emotional reactivity, which plays an important role in shaping and reshaping the individual's behaviour and personality. Emotionally competent people strike a balance between emotions and reason; they perceive, understand, regulate and harness emotions effectively in their interpersonal relationship (Mayer & Salovey, 1998).

Several studies reported that emotionally competent people are more likely to succeed in everything they undertake (Goleman, 1995; Singh, 2000). Persons with higher emotional competence are more socially adept, display better social skills and are able to build long-term satisfying relationship (Kulik & Mahler, 1993; Schwarzer & Leppin, 1989; Schutte et. al., 2001).

One of the most important crucial periods in the life span of every individual is adolescence. Adolescent period is the life stage between secure dependent childhood and insecure independent adulthood. It is a

period of physical and psychological maturity, when an individual is expected to prepare for adulthood by replacing childhood attitudes and behaviours with socially responsible behaviours like those of an adult. One of the most important central developmental tasks in adolescence is to acquire emotional control and to develop necessary skills for maintaining good interpersonal relationship (Kopp, 1989; Sroufe, 1996; Thompson, 1994).

Adolescence is a period of heightened emotionality. In adolescence there are marked changes in the stimuli that give rise to emotions and the forms of emotional expression. As the adolescent's social horizon broadens they are confronted with many new feelings and emotions-which are mostly unpleasant rather than pleasant due to rapid physical, psychological, cognitive and moral value changes. If the adolescents cannot perceive, understand, regulate and function with their emotions, it will leave indelible marks on their behaviour and personality.

The extent to which an adult gives evidence of mastery over his emotions is rooted in his/her emotional development, emotional experiences, parental attitude, their stimulation and their treatment from early childhood through adolescence. (Chaudhary and Bajaj, 1995). So for an adolescent transition from childhood to adulthood was found to be a smooth process facilitated by the guidance of securing, nurturing and understanding parent in an emotionally conducive family environment (Sinha & Singh, 1998).

Family is the first and most important socializing agency, which integrates and regulates the individual's behaviour as he/she strives to satisfy his/her basic needs. The family is first to affect the individual when he/she is completely uninformed, unprotected before any other

agency has had a chance to affect him/her and leave indelible impression on child's mind. It influences one's behaviour and personality throughout the life. Family is the backdrop, where the child learns to deal with his emotions and drives and then handles his problems in a socially acceptable manner.

Family has been defined in Oxford dictionary as the body of person who lives in one house or under one head, including parents, children, servants etc. According to Burgess and Locke", "family is a group of persons united by ties of marriage, blood or adoption; constituting a single household, interacting and intercommunicating with each other in the respective social roles of husband and wife, mother and father, son and daughter, brother & sister creating a common culture".

The family furnishes the basic environment for building personality of the individual with its warm intimate contact contributing to their feeling of security and belongingness. Family life is the first school for emotional learning. It is a place where the children learn how to feel about themselves, how others will react to their feelings, how to think about these feelings and what choices they have in reacting; how to read and express hope and fears (Goleman, 1995). The family environment is influenced by a number of factors like family type; family size; numbers of children; parent-child relationship; sibling relationship; parental employment; socio-economic and religious background of the family. A large number of studies emphasized that family happiness, family solidarity, family cohesiveness, family cooperation and above all the quality of interpersonal relationship between family members have crucial effect on the child's emotional and social competence (Bell & Avery, 1985; Mc Millan, Hilton and Smith, 1982; Kidwell, 1981).

Several studies showed that the families, which are less in cohesion, expressiveness, independence and more in conflict and control facilitates emotional disturbances among adolescents (Asarnow, 1988; Campbell et. al. 1993, Lewinson, Rohde and Seeley, 1994, Moos and Moos, 1994; 2000).

Family members particularly parents are the chief architects in shaping healthy personality of a child. There is considerable evidence that parents play an important role in socialization of their children's emotions (Eisenberg, et. al. 1996; Cumberland & Spinad, 1998; Gottman, Katz & Hooven, 1996; 1997). The range and depth of emotions which parents display to their children builds up the psychological interior of their child (Baumarind, 1983; Belsky, 1984; Dombuseh, Ritter, Linderman, Roberts, 1987). In a democratic home parents exercise authority but encourage individual responsibility, decision-making, initiative and autonomy in adolescence through guidance. As a result, family atmosphere is likely to be the place of respect, appreciation, warmth, and acceptance. It has positive impacts on the development of healthy sense of autonomy and psychological orientation in adolescents. (Steinberg, Elmen & Mount, 1989). Extensive review of past research reveals that emotional and social adjustment of children who are loved, accepted, nurtured, trusted and who have close emotional ties with their parents are definitely superior to those of children from home where family relationship is less favourable (Lewis, 1945; Serot & Teevan, 1961; Madiagon, 1962; Bosten, et. al, 1997; Shah 1984; Anshu, 1986; Robert and Strayer, 1987).

Parental acceptance and control is an important antecedent of children's emotional expression. Similarly the parental coaching of

emotions (Suggestion of how to manage emotions) was related to effective management of emotional arousal in adolescents (Gottman, Katz & Hooven, 1996; 1997). Further the relationship between siblings is of vital importance because they have lasting influence on the individual's ultimate personality and roles. The mutual sharing, respect and affection, which prevails in the family among siblings lays the foundation for adolescent's social and emotional functioning (Brody et. al., 1992).

RATIONALE FOR THE STUDY

Adolescence is a period of potential stress as the adolescents experience many new feelings and emotions, which are mostly unpleasant rather than pleasant. So in this stage they are particularly vulnerable to develop emotional disturbances and behavioural disorders. A large number of epidemiological studies revealed that 10-20 percent of adolescents exhibit severe emotional disturbance; approximately the same percentage as in the adult population. (Brown et. al., 1990; Graham & Rutter, 1993; Kashani et. al., 1987; Mc Gee et. al., 1990; Offer, Ostrove Howard, 1981; Offer et. al., 1987; Verhulst et. al., 1997). Adolescents perception of their parents' parenting style, parental caring, parental rejection, parental over control and family climate of warmth and conflict were found to be the significant factors associated with adolescents mental health and interpersonal relationship (Darling & Steinberg, 1993; Maccoby & Martin, 1983; deMan, Labreche & Ladhic, 1993; Martin & Waite, 1994; Peck 1983; Fong, 1993; Lan, 1994; Chen et. al. 1997).

Psychologists, educationists and sociologists all agree that the family furnishes the basic environment for building healthy emotionality

and personality of a child, by satisfying their emotional need to love and to be loved within the family bounded interpersonal relationship. In the recent times due to urbanization, modernization, industrialization and scientific and technical advancement, the pattern of the life has changed from authoritative joint families to democratic nuclear families with working parents. Now days as both the parents are busy, the caring and concern of parents is diverted towards the financial development of the family rather than child development. In most of the families adolescents miss the parental guidance, advice and support and try to overcome their anxiety and frustration through different vices like smoking, drinking, drugs. They thus become delinquents.

In India the need to study adolescents separately and to understand the problem has been repeatedly emphasized by several researchers (Chakrabarty, 1992; Kapur, 1992; Prabhu 1987; and Sethi, 1982). A lot of research was done on adjustment problems of adolescents and the impact of home environment on emotional disturbances of adolescents. The research on emotional competence has recently received great deal of attention by developmental and clinical scholars. In Indian context there are very few studies on emotional competence and no researcher has made any attempt to find the family influence on adolescent's emotional competence. So the investigator felt the imperative need to study the influence of family environment on emotional competence of adolescents.

OBJECTIVES

General Objective - To study the influence of family environment on emotional competence of adolescents.

Specific Objectives

- To study the family environment of the adolescents.
- To study the emotional competence of the adolescents.
- To study the association between family environment and emotional competence of adolescents.
- To study the association between selected demographic variables and adolescent's family environment and emotional competence.
- To find out the gender differences in the adolescent's family environment and emotional competence.

LIMITATIONS OF THE STUDY

As in the case of all social science researches, this study also had its own limitations.

1. The present study had the limitations of the time and resources available to a single investigator.
2. The study was restricted to 120 samples (60 boys and 60 girls) from twin cities of Hyderabad and Secunderabad. So the findings of the study cannot be generalized.
3. The sample did not include those who might have dropped out of high school prior to the data collection of this investigation. The study relied on self-reports. So the findings were based on the expressed perceptions of the respondents and the objectives are limited to the honesty of the respondents.

Review of Literature

CHAPTER – II

REVIEW OF LITERATURE

A comprehensive review of literature is essential in any research endeavor. The main purpose of the literature is to make the investigator up to date with research in the field of investigation and to determine the theoretical and empirical framework that has already been done. The available literature is presented under the following headings:

- 2.1 Theoretical Approaches
- 2.2 Studies related to Family Environment.
 - 2.2.1 Studies on demographic factors influencing family environment
 - 2.2.2 Studies on family environment
 - 2.2.3 Studies on parent-child relationship
 - 2.2.4 Studies on sibling relationship
 - 2.2.5 Studies on inter-parental conflict
- 2.3 Studies on Emotional Competence
 - 2.3.1 Studies on determinants of emotional competence
 - 2.3.2 Studies on emotional competence and personality
 - 2.3.3 Studies on emotional competence and interpersonal relationship
 - 2.3.4 Studies on emotional competence and academic achievement

2.1 THEORETICAL APPROACHES

Behaviorism and Social Learning Theory

Behaviorists accorded that emotional reactions play a vital role in children's development. According to John Watson emotional reactions

to new stimuli are learned through classical conditioning. All the affective responses to objects and people can also be learned through classical conditioning. According to proponents of operant conditioning, children's emotional reaction to stimuli could be changed through parents or caregivers use of reinforcement and punishment.

Social learning theory by Albert Bandura (1986 and 1989) emphasizes that modelling of others emotional reactions and thinking about their own past emotional experience or what they have seen happened to others are important means through which adolescents associate feeling with a particular situation.

Parents intentionally or unintentionally setup a system of reward and punishment that may be directed towards shaping or modifying adolescent behaviour and personality. Through modelling or imitation adolescent incorporate the aspects of parents and sibling behaviour into their own behavior pattern. In many studies parents are listed as the most significant adults in the lives of adolescent (Blyth, Hill and Thiel, 1982; Galbo, 1984). For example: when parent punishes adolescents for aggressive behaviour they learn aggression by modeling the behaviour of the punishing parent (Bandura and Perloff, 1967).

Psycho Analytic Approach

According to Freud, adolescence is a period of internal conflict, psychic dis-equilibrium and erratic behaviour. As the impulse of the id increase at adolescence, they present a direct challenge to the individual's ego and superego. The ego is the evaluative and reasoning power of the individual. The superego means the ego ideal and the conscience that results from the incorporation of the social values of the same sexed

parent. Unless this id-ego-superego conflict is resolved at adolescence, the consequences can be emotionally devastating to the individual.

An important part of the maturing process at adolescence is the loosening of the child's emotional ties with parents. The Oedipus complex in boys and Electra complex in girls directed towards the parents of opposite sex resolved and they give up the parent of opposite sex as a love object and identifies with the behaviors, attitudes and interests of parent of same sex. As a result of natural and socially reinforced barrier against their incestuous fantasies, adolescents detach themselves from parental authority by withdrawing their affection from their parents and transferring it to their peers especially of opposite sex.

Socio Psycho Analytic Approach

Erikson emphasizes that adolescence is the time when individual must establish a sense of personal identity and avoid the dangers of role diffusion and identity diffusion. According to him adolescence becomes a period of standing back, of analyzing and of trying various roles without the responsibility for assuming any one role. Parents who show warmth, concern and interest (democratic) help their adolescent to build a healthy ego identity while parent who are too inconsistent in expectations and discipline, restrictive and rejecting their children experience self-doubts, role diffusion and role confusion (Erikson et. al. 1986). He or she may indulge in a self-diffusion and develop destructive, withdrawal and immature in their attitude and behavior towards others throughout its adulthood.

The above theoretical perspectives throw light on how parents and other family members play a significant role in shaping behaviour and

personality of a child and an adolescent. So the investigator reviewed the literature to find out what the researcher has discovered about the role of family, parents and siblings on emotionality of children and adolescents.

2.2 STUDIES RELATED TO FAMILY ENVIRONMENT

The family is the primary agent of socialization, the context in which children begin to acquire the beliefs, attitudes, values and behaviors considered appropriate in their society. The emotional coloring that takes place in the family interrelationship give the family special power in building child's emotional competence and above all personality.

2.2.1 Studies on Demographic Factors influencing Family Environment

The family size and composition often influences how well children and adolescents adjust to it (Hetherington et. al. 1999; Mekos et. al, 1996). The smaller the family the greater is the quality of interpersonal relationship, which positively contributes to the emotional maturity of the children and adolescents. On the other hand the larger the middle class family the greater is the degree of conflict between parents and youth and more often parents use physical punishment to control adolescents (Bell & Avery, 1985).

The social system perspective emphasizes that family's religion, its socio-economic status, and the values that prevail within a subculture, community or even a neighborhood can affect family interaction and the development of a family's children (Brofenbrenner, 1995; Greenberg et.al. 1999). Economic hardship exerts a strong influence on parenting. Parents often become depressed over their financial situation, which in

turn can lead to marital conflict and cause them to become less nurturing and less involved with their children (Burchinal, Follmer & Byrant, 1996; Haghima & Amato, 1994; Mcloyd, 1998).

Compared with middle and upper class parents economical and working class parents tend to stress obedience and respect for authority; They are more restrictive and authoritarian, more frequently use power-assertive discipline, show less warmth and affection for their children (Maccoby, 1980; Mcloyd, 1990). Some middle class parents are also highly restrictive and power assertive (Kelly, Power & Wimbush, 1992; Laosa, 1981). But on average it appears that lower socio-economic strata and working class parents are more critical, more punitive and more intolerant of disobedience than parents of middle and upper socio-economic strata.

2.2.2 Studies on Family Environment

Family as a key context variable and its relationship to psychological variables has recently become the focus of study in cross-cultural psychology (Fijneman, Willemsen, Poortinga, 1996; Georgas, et.al., 1989, 1991, 1993, 1997; Goodwin, 1999; Kagiticibasi, 1990, 1996a, b, 1999; Vanden, Hecivel and poorting, 1999a, b). Family is a social system much like a holistic structure consisting of interrelated parts each of which affects and is affected by every other part and each of which contributes to the functioning of the whole (Joy & Belsky, 1981). A number of studies have explored the relationship between family environment and emotionality of adolescents (Abb, 1957; Liverant, 1959; Platt, et.al., 1962, Altholff, 1970; Agarwal and Sakesena, 1978; Gupta, 1979; Byrd, 1979). The home background and emotional atmosphere are important contributory factors towards emotional maturity (Casleer,

1961; Dennis and Natarajan, 1957; Provence, 1965). Adolescents those who stay with parents at home had higher level of emotional maturity and occupational aspiration than those of staying in orphanages (Chaudhary & Bajaj, 1995).

Many research studies suggest that emotional disturbances in adolescents are a result of interaction pattern among family members and the general environment of the home (Altholff, 1970; Lapary and Downing, 1968; Gupta, 1979; Byrd, 1979; Dhoundyal, 1984). A study conducted by Ravi (1997) revealed that poor home environment significantly facilitates more frequent occurrence of emotional disturbances in adolescents. Disruption in the family at an early age and lack of cohesiveness or sense of mutual affection and cooperation between family members tend to contribute towards delinquent behavior. A significantly greater number of delinquents than non-delinquents come from broken, unaffectionate or disorganized home (Browning, 1960; Patterson & Becker, 1965; Chilton & Marcel, 1972; Monahan, 1957; Stone, 1965; Rosen, 1970). The tension, conflict and problem that created and contributed to the actual breakup are real causative factors of delinquent behavior.

Over the last two decades in studies of youth, the researcher assessed the family environment based on the children's perception although parents' perceptions are sometimes used (Moos et. al, 1994, 2000). Compared with normative families, families of youth with behavioral problems or conduct disorder tend to be low in cohesion, expressiveness, independence, organization, and active recreational orientation but was found high in conflict and control (Bischof, Stith, & Whitney, 1995; Slee, 1996; Moss & Moss, 1994, 2000). Studies

indicated that more family conflict and less family support were related to adolescents having behavioural and emotional disorder and lower self-competence (Jaycox & Repetti, 1993; Williams et.al, 1990). A large number of studies showed that families of adolescent's who have substance abuse problems tend to be less cohesive and expressive, less independent and socially integrated and higher on conflict and control (Andrews et. al, 1991; Bhatia, 1998; Duncan, 1997; Duncan & Hops, 1994; Utada, 1992).

Similarly family factors have been linked to suicidal ideation. Less family cohesion and expressiveness and more conflict and organization have been associated with suicidal ideation among high school students (Asarnow, 1988; Campbel et. al., 1993; Lewinsohn, Rohde and Seeley, 1994; Moos and Moos, 1994). Few studies revealed that the children and adolescents often remain depressed due to deficit in their family environment (Barnett & Gotlib, 1988; Coiro & Gottesman, 1996).

Together with a considerable body of other research (Moos and Moos, 1994; Tinko & Moos, 1996) the findings were reviewed, it was learnt that relationship dimensions (cohesion, expressiveness, acceptance and caring, lack of conflict) strengthen family member's feelings of commitment and belongingness. The personal growth dimensions (independence and active recreational orientation), channel the directions of individual development and maturation. The system maintenance dimensions (organization and control) affect the likelihood of change and the personal cost involved. More specifically, families and other social systems tend to maintain or accentuate individual characteristics congruent with their dominant aspects. Thus children and adolescents staying in families that value independence, intellectual and recreational

pursuits are likely to show more personal, emotional and social competence (Moos & Moos, 2000).

2.2.3 Studies on Parent-Child Relationship

Parent-child relationship is a developing interaction between parents and children and is viewed in the form of authority pattern, handling of discipline and display and control of emotions.

Parents are the chief architects in shaping healthy emotionality and personality of a child by creating a conducive emotional climate in the family (Saxena & Saxena, 1975; Chauhan & Tiwari, 1980; Prabha, B1990; Sinha and Singh 1994). The capacity of parents to nurture their children with love, care, warmth, affection, support, responsiveness, encouragement, attachment and acceptance has been recognized for years as an important variables in terms of predicting positive development outcomes for children (Becker, 1964; Baumarind, 1969). The adolescent's transition from childhood to adulthood can be a smooth process facilitated by nurturing and understanding parents, so that they can help them to develop into an emotionally integrated well adjusted adult (Sinha & Singh, 1998).

Several studies showed that parenting style or disciplinary method adopted by parent determines the adolescent's emotional competence (Baumarind, 1983; Belsky, 1984; Dornbusch, Ritter, Linderman, Roberts, 1987). The emotional and social adjustment of a child from home with favourable parent-child relationship is definitely superior to those of children from home, where family relationship is less favourable (Lewis, 1945; Serot and Teevan, 1961).

Studies showed that parenting styles had impact on child's and adolescent's social, emotional and intellectual development (Baumrind 1967, 1971; Gottman, et. al. 1996, 1997). Compared with teenagers raised by either permissive or authoritarian parent those raised by authoritative parents were relatively confident, socially skilled and they tended to stay clear of drug abuse and other problem behaviors. (Baumrind, 1991; Glasgow et. al. 1997; Luster & Mc Adoo, 1996; Steinberg et. al. 1989, 1994; Chen et. al. 1998; Pinto, Folkers & Sines, 1991). In the authoritative but democratic home, parents exercise authority but encourage individual responsibility, decision making, initiative and autonomy in adolescents through guidance. As a result the family atmosphere is likely to be the place of love, warmth, respect, appreciation, acceptance and have positive impact on the development of healthy sense of autonomy and psychological orientation in adolescents (Steinberg, Elmen & Mount, 1989; Kurdock & Fine, 1997; Patterson et.al. 1992; Weiss & Schwarz, 1996).

The authoritarian parents are dominating, strict and punishing. They teach adolescents to be submissive, to obey and to be dependent on them. Adolescents in such home environment are usually more hostile, rebellious and model aggressive behavior of the parent and show emotional disturbances (Neapolitan, 1981). Adolescents of authoritative parents scored highest on the measure of psychological competence and lowest on measure of psychological and behavioral dysfunction and this is reverse with the adolescents of neglectful parents (Lamborn et.al, 1991).

The combination of warm, nurturing parenting with clear behavioral standards, results in the formation of children who are

competent, responsible, independent and confident (Maccoby & Martin, 1983). Hence adolescents whose parents are warm, supportive and emotionally invested in child rearing are on an average more academically and socially competent and less inclined to display behavioral problems or delinquent conduct compared with age mates whose parents are less nurturing and less involved in their lives (Lamba, 1997; Croufer et. al. 1996; Labrera et.al. 2000; Rohner, 2000). Conversely the absence of parental nurturing has been found to impair child's emotional competence. Denham's (1989) review of research concludes that children cope poorly with stress when mothers are emotionally unresponsive or express mostly negative emotions. Similarly bulimic behavior in adolescents was positively correlated with inconsistent affection by parents (Scalf-mcIver and Thompson, 1989).

Extensive review of past research indicated that parents play an important role in children emotional socialization (Eisenberg, Cumberland & Spinard, 1998). Parents who are highly accepting and less controlling of their children's emotional display are likely to have children who are more accepted by peers. However the extent to which parent's control the children's emotions is related to their emotional and social competence (Eisenberg et. al. 1996; Gottman, Katz, and Hooven, 1997).

Generally speaking, accepting and demanding parents who appeal to reason in order to enforce their demands tend to raise highly competent and well-adjusted children. In contrast children of less accepting but more demanding and accepting and undemanding (Permissive) parents, display some what less favorable development outcomes and are often

deviant in all aspects of psychosocial functioning (Eisenberg, Sandra, Fabes, Reiser et.al., 2002; Rice Cumingham & Young, 1997).

Many studies revealed that natural bi-directional emotional communication between parent and children have significant influence on child's social and emotional competence. The mother expression of emotions and their pattern of coping with emotions influenced their children's expression of emotions, understanding of emotions and coping with emotions (Denham, 1989; Denham, Rennick & Holt, 1991; Denham and Grout, 1992; Denham Rennick and Hewes, 1994; Denham, Auerbach, 1995). Further mothers who emphasize positive emotions in their parent-child interaction tend to have children who are better able to mask disappointment and other negative feelings (Garner & Power, 1996). So parental socialization of emotions, their expressive style and emotional responses to child emotions were important predictors of children emotional competence and overall social competence (Denham, Mitchell – Copeland, strandberg, Auerbach and Blair, 1997).

Parental encouragement/attitude has an important bearing on adjustment and performance of adolescents (Anshu, 1980; Boston et. al. 1977; Madiagan, 1962). Large number of studies revealed that parental beliefs, attitudes and coping stress are important mediator between environmental stress and child's social and emotional competence (Abb, 1957; Agarwal & Sakesena 1978; Sameroff and Seifor, 1983).

The grand parents who are loving and friendly have positive impact on adolescent's search for identity and personality (Baranowki, 1982). In contrast some grand parents, who are either authoritarian or permissive plays an active role in rearing of adolescents often against their parents

wishes leads to conflict in the family, which in turn affect adolescent's emotionality.

2.2.4 Studies on Sibling Relationship

Although families are getting smaller the majority of children still grow up with at least one sibling (Falbo, 1992). The family as a small group changes with the addition of each child. So the changes in relationships and the degree of affect in relationships in turn bring about changes in the personality of the child (Wagner & Schubert, 1979).

The sibling relationship is described as a relationship within the family and also an independent relationship with its own meaning (Dunn, 1985). The rivalries and conflict among siblings are a normal part of family life. As is true of parent-child relationship, sibling relationship become much more egalitarian during the adolescent years (Shaffer, 2002). Siblings now quarrel less frequently and their relationship otherwise become less intense as they spend less time with their brothers and sisters, but still adolescents perceive their siblings as important and intimate associates.

One of the most important functions of the siblings is to provide emotional support. There are many ways in which children may benefit from their experience with siblings. The children with severe congenial problems and those who have an alcoholic or a mentally ill parent show fewer behavioral problems and more favorable developmental outcomes if they have solid and supportive relationship with their siblings (Vandell, 2000). The sheer frequency and intensity of sibling interaction implies that these contacts may foster the growth of many social-cognitive competencies. (Garner, Jones, & Palmer, 1994; Stewart & Marvin, 1984;

Paulhus & Shaffer, 1981; Azmitia & Hesser, 1993; Smith, 1990). The playful interaction among siblings contributes to the growth of effective communication skills. They can express their needs, wants and emotional reaction to conflict thus providing each other with information that foster the growth of perspective taking skills, emotional understanding, a capacity for negotiation and compromise and more mature forms of moral reasoning (Dunn et. al. 1995; Herrera & Dunn, 1997; Howe, Petrakos & Rinaldi, 1998).

In general, siblings are much likely to get along if their parents get along (Dunn, 1993). Marital conflict is a very good predictor of antagonistic sibling interactions. The sibling relationship tend to be less conflicting if mothers and fathers respond warmly and sensitively to all their children and do not consistently favour one child over the other (Brody, Stoneman & Mc Coy, 1992; Brody, 1998; Mc Male et. al. 1995). Siblings are particularly sensitive to unequal treatment by their parents often reacting negatively and displaying adjustment problem if they perceive that, other sibling is favoured by parents (MC Hale et. al. 1995; Tarullo et.al. 1995).

During the last decades researchers have recognized that the sibling relationship is an important component of family system (Brody & Stoneman, 1990). This realization has influenced the study of parent child relationship in unexpected ways. Recent studies have shown that adolescents believed that they experienced different intra familial environment than did their siblings in a wide variety of areas and that parents perceive differences in their own treatment of their children (Daniels, Dunn, Furstersberg & Plomin, 1985). A large number of studies suggest that, when parents are together with both siblings they

direct higher degree of affectionate, controlling and responsive behavior to the younger child (Abramowitz, Pepler, & Corter, 1982; Brody Stoneman & Buse, 1987; Brody Stoneman & Mc Coy, 1992; Brody, Stoneman, Mc Coy & Forehand, 1992; Dunn & Kendrick, 1982; Hetherington, 1987). It was also suggested that sibling's negative emotionality was associated with higher rates of parental differential treatment.

2.2.5 Studies on Inter-Parental Conflict

The marital subsystem plays a central role in providing cohesion and stability for the entire family. As such the quality of the marriage can have pervasive effect on family life as a whole as well as on individual outcome of its members (Emery, Joyce & Fincham, 1987; Margolin, 1981). Marital satisfaction provides parents with the emotional resources necessary to create healthy family environment and to maintain warm and consistent parent-child relationship. A supportive marital relationship clearly facilitates parent's ability to engage in optimal child rearing (Rutter, 1971; Kemper and Reichler, 1976; Lox & Lox 1977; Leiker & Cross, 1984; Eder, Leiker and Cross, 1984).

There is considerable evidence that conflict within the marriage is a powerful predictor of child's behavior and psychological problems. Marital conflict has been associated with an array of adjustment difficulties in children including poor self esteem, poor interaction, poor health, depression, anxiety, emotional insecurity and conduct and emotional disorder (Davies, 1994; Dogra & Veeraghavan, 1998; Emery, 1982, 1999; Emery & O'Leary, 1982, 1984; Gottman & Katz, 1989; Grych & Fincham, 1990; Howes & Maskman, 1989; Jouriles et.al. 1991; Katz & Gottman, 1993; Kumar & Rortagi, 1976). Research findings

indicated that adolescents were very sensitive to the sign of affection and hostility and interdependent reciprocal nature of family relationship. Adolescents not only rate parental fighting and arguments as one of the most potent negative daily life events. They most often react to conflict by making active attempts to end it. This arousal energizes adolescent's physical and psychological resources so that they can quickly cope with stress and preserve their well-being (Cummings, Zahn-Waxler, Radke-Yarrow, 1981; Schwarz & Getter, 1980).

Adolescents who feel that their parent's marriage is happy like wise feel that their home are happy places to live for the simple reason that the lesser the friction between parent, the lesser there will be between parent and children and between siblings. When there is frequent conflict and tension in the family, the children's cognitive and socio-emotional functioning tend to be less than optimal (Arnold, 1985, Madaress, 1981; Teybar, 1983a, 1983b).

Several studies conducted by different researchers across different cultures found that there existed significant differences in emotional well being between children who come from intact families and those who come from impaired/distressed and divorced families (Jeannete & Arnold, 1999; Rericha, 1998; Obradovic, 2001).

With these reviews, the investigator throws light on how the emotional atmosphere of the family plays a significant role in building emotional competence in children and adolescents. Further the investigator also reviewed the literature to find out the determinants of emotional competence and its importance in building personality,

maintaining good interpersonal relationship, academic achievement and success in all arenas of life.

2.3 STUDIES ON EMOTIONAL COMPETENCE

Emotional competence is an efficiency of the person to deal with emotions effectively (Sharma & Bharadwaj, 1993). It helps the individual to develop a characteristic pattern of emotional reactivity.

2.3.1 Studies on Determinants of Emotional Competence

A few studies have been conducted to study the determinants of emotional competence. Anxiety affects emotional competence and its competencies. In comparison to late adolescents having moderate anxiety, the adolescents having high anxiety possess greater ability to cope with problem emotions, ability to function with emotions, encouragement of positive emotions and emotional competence as a whole (Jain, 1993). Religious affiliation also affects it. Christians have been found to have best competencies followed by Hindus and Muslims respectively (Jain, 1993). Socioeconomic status also affects it. In comparison to high socioeconomic status groups, late adolescents of low socioeconomic status have more adequate depth of feeling (Jain, 1993). It is also noted that the children of high socioeconomic status have more adequate depth of feeling, adequate expressions and control of emotions and emotional competence in comparison to middle socioeconomic status (Ritu, 1993). Children from middle socioeconomic group are regarded as having higher social competence level and children from lower socioeconomic group are higher on emotional / behavioral problem scores (Larson & Frisk, 1999). The ego strength promotes the ability to function with emotions, ability to cope with problem emotions and emotional competence in

general (Garg, Ph.D Project), where as regression frustration demotes emotional competence (Agarwal, 1991).

2.3.2 Studies on Emotional Competence and Personality

A social functional approach views emotions as a central, organizational and motivational force underlying personality (Izard, 1993; Keltner, 1996; Malatesta, 1990; Pervin, 1993). Several studies conducted in the domain of emotional competence indicated that this aspect of personality plays a vital role in the manifestation of human behaviour, which helps the individual to perceive, understand, regulate and harness emotions effectively in their interpersonal relationship (Mayer & Salovey, 1998, 2000).

People with higher emotional competence have greater ability to experience empathy (Schutte et al. 2001). Adolescent's who have mastered the emotional code of conduct are viewed as more likeable and more competent to their teachers and peers (James, et. al., 1998). Emotionality and socially well-adjusted adolescents set high aspiration level, make good realistic decision and possess an overall healthy personality (Hurlock, 1967).

The emotional maturity is positively and significantly related to morality in college students (Jha, Sharma & Gupta, 1998). The rural undergraduates both males and females exhibited greater emotional maturity than their urban counterparts (Sharma & Singh, 1997).

The level of emotional competence and its competencies differ significantly between both the handicapped and non-handicapped children (Ritu, 1993). Emotional competence affects the different

psychogenic needs of both handicapped and non-handicapped children (Sharma, 1994). Emotionally competent children have greater need for order, autonomy, interaction, nurturing and endurance as compared to emotionally incompetent one (Sharma, 1994). The congenitally blind children have greater emotional competencies as compared to both cerebral palsied and normal ones. The cerebral palsied children were also found to possess greater adequate depth of feeling as compared to normal one (Bharadwaj & Sharma, 1995). It was also found that adequate depth of feeling promoted the need for achievements in general and specifically in non-handicapped boys (Bharadwaj, 1997). Similarly in comparison to chemical dependent people, the non-dependents have greater emotional competence (Bharadwaj & Chauhan, 1996).

2.3.3 Studies on Emotional Competence and Interpersonal Relationship

Social skills are the lubricants of social life, which help the individual to interact in a mutual beneficial way (Schutte et.al, 1998). Higher scores for emotional competence are significantly associated with higher scores for social skills. Persons with higher emotional competence are more socially adept and display better social skills (Austin & Worchel, 1979; Deutsch, 1980; Schutte, et.al, 2001). Persons who display good social skills tend to receive good treatment in return (Gouldner, 1960) and are liked by others (Anderson, 1968). Emotionally competent people give more co-operative responses and have better relationship with others.

Emotional competence helps the individual to build satisfying long-term relationships. Person with higher emotional intelligence have better marital relationship and greater marital satisfaction than those with

lower emotional competence (Kulik & Mahler, 1993; Schwarzer & Leppin 1989; Schutte et.al., 2001). Emotional competence is also positively correlated with an adaptive form of goal orientation and life satisfaction in general (Martinez-P.M., 1997).

2.3.4 Studies on Emotional Competence and Academic Achievement

Emotionally competent people are more likely to succeed in everything they undertake (Goleman, 1995). The senior editor of educational leadership stated in an article that emotional well-being is a predictor of success in academic achievement and job success (Pool, 1997). In Rhode Island students are given social and emotional education, as part of their educational program called "Success for Life" (Parsi, 1997). Teaching emotional and social skills has a long-term effect on achievement (Elias, et.al, 1991). Several studies revealed that emotional competence is significantly and positively correlated with academic achievement (Abisamra, 2000; Finch & Blount et.al., 1998; Finnegan, 1998).

There is a strong relationship between superior performing leaders and emotional competence, as leaders are highly emotionally competent than others (Cavallo, 2002; Mc Clelland, 1998; Sosik & Megerian, 1999). Highest performing managers significantly have more emotional competence than other managers (Mc Clelland, 1998; Kathleen, 2002).

Materials and Methods

CHAPTER – III

MATERIALS AND METHODS

The present study was undertaken with an objective to study influence of different family environmental factors on emotional competence of the adolescents. This chapter elucidates the materials and methods used for the investigation under the following sub-headings.

- 3.1 Research Design
- 3.2 Sampling Procedure
 - 3.2.1 Criteria for selection of sample
 - 3.2.2 Selection of schools
- 3.3 Variables and their empirical measurement
 - 3.3.1 Independent variables
 - 3.3.2 Dependent variables
- 3.4 Tools and Techniques used
 - 3.4.1 Questionnaire
 - 3.4.2 Family environment scale
 - 3.4.3 Emotional competence scale
- 3.5 Methods of Data Collection
 - 3.5.1 Pre testing
 - 3.5.2 Final Study
- 3.6 Analysis Pattern
- 3.7 Conceptual Framework

3.1 RESEARCH DESIGN

The present research study is aimed to study the family environment and emotional competence of the adolescents based on their

perceptions and emotional experiences in their daily life respectively. So by taking this specific nature of problem and objectives into consideration, ex-post-facto research design was adopted for conducting this study.

3.2 SAMPLING PROCEDURE

Purposive random sampling procedure was used to collect sample for this study. Sample comprised of 120 adolescents including equal number of boys and girls (60 boys and 60 girls) from different high schools of twin cities of Hyderabad and Secunderabad.

3.2.1 Criteria for selection of sample

Adolescents studying in VIII, IX and X classes in the age group of 13-16 years were selected for this study. The sample of 10 children was selected randomly from each school to get the total sample of 120 adolescents. The names of the schools and number of adolescents selected from each school were given in Table No.1

3.2.2 Selection of Schools

List of schools coming under different zones of Hyderabad and Secunderabad city was collected from Andhra Pradesh State Department of Secondary Education. Total 12 schools were selected from four zones of twin cities by purposive sampling. The name of the schools and zones and the number of samples selected from each school are given in the following table.

Table 1. Sample Distribution

S. No.	Name of the School	Zone	No. of Students
1.	Sujata High School	Nampally	10
2.	Nandini Public School	Nampally	10
3.	St. George Grammar High School	Nampally	10
4.	Dayanand High School	Khairatabad	10
5.	Marks High School	Khairatabad	10
6.	Blue Bird High School	Khairatabad	10
7.	Kotha Yellaiah Memorial High School	Secunderabad	10
8.	R.M.S High School	Secunderabad	10
9.	The City High School	Secunderabad	10
10.	St. Joseph Secondary School	Marredpally	10
11.	Auxilium High School	Marredpally	10
12.	Kenedy Vidya Bhavan School	Marredpally	10

3.3 VARIABLES AND THEIR EMPIRICAL MEASUREMENT

In the present study independent and dependent variables were taken to find out the relationship between them. The details about these variables and the tools that were used to measure them were given as follows.

3.3.1 Independent Variables

The independent variable is the factor that is measured, manipulated or selected by the researcher to determine its relationship with observed phenomenon. For the present investigation, demographic variables and family environment variables were selected as independent variables.

Demographic Variables - The Demographic variables include the following variables- family type, gender, number of siblings, ordinal position, father's education, mother's education, father's occupation, mother's occupation, socio-economic status (monthly family income) and academic achievement of the child in terms of percentages of marks secured by the child in class examination.

Family Environment Variables - Family environment variables include dimensions like cohesion, expressiveness, conflict, acceptance and caring, independence, active recreational orientation, organization and control.

Operational Definition

Operational definition defines concepts in terms of operations or process.

"An operational definition assigns meaning to a construct or variable by

specifying the activities or operations necessary to measure it". In short it gives or defines meaning to a variable by spelling out what the investigator must do to measure it (Kerlinger, 1995).

Cohesion - Cohesion is the degree of commitment, help and support family members provide for one another.

Expressiveness - Expressiveness is the extent to which family members are encouraged to act openly and express their feelings and thoughts directly.

Conflict - Conflict is the amount of openly expressed aggression among family members.

Acceptance and Caring - Acceptance and caring is the extent to which family members are unconditionally accepted and degree to which caring is expressed in the family.

Independence - Independence is the extent to which family members are self-sufficient and make their own decisions.

Active Recreational Orientation - Active recreational orientation is the extent of family participation in social and recreational activities.

Organization - Organization is the degree of importance of clear planning and arrangement of family activities and responsibilities.

Control - Control is the degree of limit setting within a family.

3.3.2 Dependent Variables

The dependent variable is the factor that is measured to determine the effect of independent variable. In the present investigation, emotional competence of adolescents was considered as dependent variables.

Operational Definition of Emotional Competence

Emotional Competence – Emotional Competence is defined as "an efficiency of the person to deal with emotions effectively" and is a blending of following five competencies.

Adequate depth of feeling - Adequate depth of feeling is the ability of the person to recognize one's own feeling realistically for taking effective judgement in different emotional situations.

Adequate expression and control of emotions - Adequate expression and control of emotions is the ability of an individual to express and control emotions spontaneously as demanded by the situation.

Ability to function with emotions - Ability to function with emotions is the ability in which individual should develop a characteristic pattern of emotional reactivity, which helps him in performing actions of daily routine work.

Ability to cope with problem emotions - Ability to cope with problem emotions is the ability of the person to recognize, accept and experience an emotional situation to react in ways appropriate to the situation by understanding the role of sensitivity to resist their harmful effect thereafter.

Encouragement of positive emotions - Encouragement of positive emotions refers to the ability of the person to develop a predominance of positive emotions in his personality make up.

The selected dependent and independent variables and their empirical measurements are presented in Table 2.

Table 2. Variables and their empirical measurement

Sl. No.	Objectives	Variables	Tools of Measurement	Analysis
1.	To study the family environment of the adolescents	Cohesion, expressiveness, conflict, acceptance and caring independence, active recreational orientation, organization and control	Family environment scale	Frequencies and Percentages
2.	To study the emotional competence of the adolescents	Adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions, encouragement of positive emotion	Emotional competence scale	Frequencies and percentages
3.	To study the association between family environment and emotional competence of adolescents	Cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation, organization and control . Adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions, encouragement of positive emotions.	Family environment Scale and Emotional competence scale	Correlation Coefficient

Table-2 contd...

Encouragement of positive emotions - Encouragement of positive emotions refers to the ability of the person to develop a predominance of positive emotions in his personality make up.

The selected dependent and independent variables and their empirical measurements are presented in Table 2.

Table 2. Variables and their empirical measurement

Sl. No.	Objectives	Variables	Tools of Measurement	Analysis
1.	To study the family environment of the adolescents	Cohesion, expressiveness, conflict, acceptance and caring independence, active recreational orientation, organization and control	Family environment scale	Frequencies and Percentages
2.	To study the emotional competence of the adolescents	Adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions, encouragement of positive emotion	Emotional competence scale	Frequencies and percentages
3.	To study the association between family environment and emotional competence of adolescents	Cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation, organization and control . Adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions, encouragement of positive emotions.	Family environment Scale and Emotional competence scale	Correlation Coefficient

Table-2 contd...

4.	To study the association between selected demographic variables with adolescent's family environment and emotional competence	Family type, gender, ordinal position, number of siblings, father's education, mother's education, father's occupation, mother's occupation, family income and percentages of marks secured. Cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation, organization and control. Adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions and encouragement of positive emotions	Questionnaire, Family Environment scale and Emotional Competence scale	Correlation Coefficient
5.	To find out the gender difference in adolescent's family environment and emotional competence	Cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation, organization and control. Adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions, encouragement of positive emotions	Family environment scale and Emotional competence scale	Mean, standard deviation, and Z -test

3.4 TOOLS AND TECHNIQUES USED

3.4.1. Questionnaire

After a through review of research an effort was made to develop a questionnaire by carrying out discussions with the major guide and other experts of the department of Human Development and Family Studies. The questionnaire was prepared to provide information regarding various factors influencing adolescent's family environment and emotional competence.

Scoring - The scoring of the various demographic variables of the questionnaire was done in the following way.

1. Family Type	Score
Nuclear	1
Joint	2
2. Gender	Score
Male	1
Female	2
3. Number of Siblings	Score
1 – 2	1
3 – 4	2
5 & Above	3
4. Ordinal Position	
Birth order of the child	Score
1st Child	1
2nd Child	2
3rd Child	3
4th Child	4
5th Child	5

5. Parent's Education

	Score
>=Intermediate	1
Graduation	2
Post Graduation	3

6. Parent's Occupation**a. Father's Occupation**

	Score
Businessman	1
Teacher / Police	2
Doctor / Lecturer	3

b. Mother's Occupation

	Score
House Wife	1
Job	2

7. Family Income

	Score
Income per Month	
Below Rs. 10,000/-	1
Rs.10,000/- Rs.20,000/-	2
Above Rs.20,000/-	3

8. Marks Secured**Percentage of marks**

	Score
Below 60%	1
60 - 69%	2
70 - 79%	3
80% and above	4

3.4.2. Family Environment Scale

The family environment scale is based on the family environment by Moos (1974). It was constructed and developed by Dr. Harpreet Bhatia and Dr. N.K. Chadha with 69 items in the final form. Although the concept of three dimensions were taken from Moos scale, all the sub-

scales in each dimension were operationally defined with certain modification of original definition. Three of the original sub-scales were dropped and new sub-scales were added. The dimensions and sub-scales are given as under.

1. Relationship dimension

- | | |
|--------------------|-------------------------|
| i. Cohesion | iii. Conflict |
| ii. Expressiveness | iv. Acceptance & Caring |

2. Personal growth dimensions

- i. Independence
- ii. Active recreational orientation

3. System Maintenance Dimensions

- i. Organization
- ii. Control

Administration - This scale is a paper-pencil questionnaire, which can be administered individually and also to a group. The subjects are asked to respond to any one of five response options of each item by putting a tick (✓) mark.

Scoring - It is a five-point scale having five response options: strongly agree, agree, neutral, disagree and strongly disagree. The positive items were scored as 5, 4, 3, 2 and 1 whereas negative items were scored as 1, 2, 3, 4 and 5 from left to right end. The positive and negative items for each sub-scale were given in the scale. The scores of positive items and negative items were added to get the score of each sub-scale separately.

Interpretation of the raw score of each sub-scale of the family environment is done as follows.

	Sub Scales	Raw Score	Qualitative Norms
1.	Cohesion	61 and above 46 to 60 45 and below	High Average Low
2.	Expressiveness	40 and above 28 to 39 27 and below	High Average Low
3.	Conflict	32 and above 38 to 51 37 and below	Low Average High
4.	Acceptance & Caring	35 and above 41 to 54 40 and below	High Average Low
5.	Active Recreational Orientation	34 and above 26 to 33 25 and below	High Average Low
6.	Independence	41 and above 31 to 40 30 and below	High Average Low
7.	Organization	10 and above 7 to 9 6 and below	High Average Low
8.	Control	18 and above 14 to 17 13 and below	High Average Low

Family Environment - Mean $\pm$ Standard Deviation

Standardization - The family environment scale was standardized over 350 subjects. The age range of the subjects was 17 to 50 years and they belonged to middle class socio-economic strata.

The scale was administered on the basis of the total score. The group was divided into two- high score and low score group. These scores were subjected to chi-square (X^2) computation. Only those items with at least 0.05 level of significance were retained.

Reliability and Validity - The reliability of the scale has been derived by employing split-half reliability method by using spearman – Brown prophecy formula. The reliability coefficient of 8 sub-scales ranged from 0.48 to 0.92 and the overall test reliability coefficient was 0.95. The scale was given to eighteen experts to evaluate the test items and also to test the face and content validity of the scale. Only those items with at least 75 percent agreement among the judges were retained.

3.4.3. Emotional Competence Scale

Emotional competence scale was constructed and developed by Harish Sharma of Agra and Rajeew Lochan Bharadwaj of Aligarh (1995)

General Description - Emotional competence is a blend of five different competencies. The final form of the scale contains 30 items, where six items selected for the purpose could measure each competency.

The five different competencies are

1. Adequate depth of feeling
2. Adequate expression and control of emotions
3. Ability to function with emotions
4. Ability to cope with problem emotions
5. Encouragement of positive emotions

Administration - This scale is a paper-pencil questionnaire, which can be administered individually and also to groups. After establishing a good rapport with the subjects, the tester ought to read instructions loudly while subject do read them silently along with him. The subjects are asked to respond to any one alternative of each item by putting a tick (✓) mark.

Scoring & Interpretation - It is a five-point scale based on the lines of Likert having five alternatives to each item. Scoring of these five alternatives to follow a system of 1,2,3,4 and 5 from upper to lower end. The item-wise scores are to be transferred to the given table in the scale to obtain different competencies scores. The addition of item scores horizontally will provide scores of the competencies separately. The obtained competency scores are to be converted into Z scores with the given table and addition of these score vertically will provide the score for emotional competence.

In this study, interpretation was done with the use of T Scores derived from Z Scores related to emotional competence and its competencies as under.

Range of T-Scores	Category
60 – 69	Competent
40 – 59	Average
30 – 39	Incompetent

Standardization – The final form of emotional competence scale was standardized over 200 students and competency scores were determined. Coefficient of correlation for all five competencies and the total scores were found high. To establish the norms, the scale was administered

widely on large sample and T-score have been determined for different competencies.

Reliability and Validity - The coefficient of reliability of the scale was obtained by employing test-retest and split half methods as 0.74 and 0.76 respectively. The validity of this scale has been determined with factor A & C of 16 personality factor questionnaire and was found to be 0.64 and 0.69 respectively.

3.5 METHODS OF DATA COLLECTION

3.5.1. Pretesting

In order to find out suitability of selected tools, pre-testing was done on 30 students of two different schools. The total time required for administration of each tool on the child was determined as one hour. Pretesting indicated that all tools were satisfactory. Finally the test was administered to the selected sample.

3.5.2 Final Study

Permission was sought from selected high schools by approaching the Principal of the respective school. After giving clear instructions, the tests were administered to the selected children. The data was then scored, coded, tabulated and analyzed by using appropriate statistical procedure.

3.6 ANALYSIS PATTERN

The data obtained was tabulated and analysed by using percentages, mean, standard deviation, correlation coefficient and Z test.

CONCEPTUAL FRAMEWORK

The anticipated determinant factors of emotional competence of adolescents are Gender, Family Type, Number of Siblings, Ordinal Position, Father's Education, Mother's Education, Father's Occupation, Mother's Occupation, Family Income and Academic achievement of the adolescent in terms of percentage of Marks Secured by him in class examination.

The expected relationships of independent variables with dependent variable - Emotional Competence are represented in the following conceptual framework.

Conceptual Framework

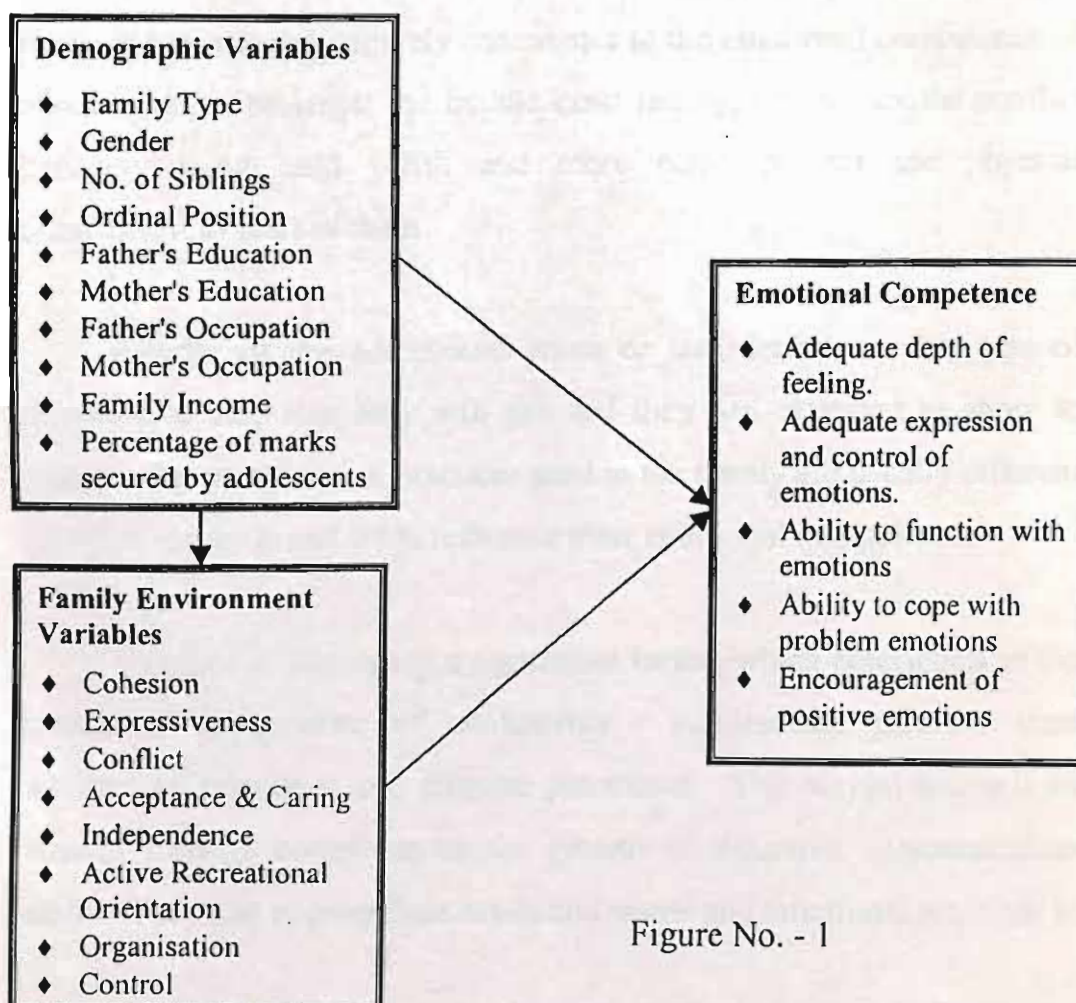


Figure No. - 1

Relationship of Independent variables with Emotional Competence

The emotional competence of adolescents is influenced by various factors like family type, gender, number of siblings, ordinal position, father's education, mother's education, father's occupation, mother's occupation, family income and marks secured by the adolescents in class examination. Besides these variables family environment in term of cohesion, expressiveness, conflict, acceptance and caring, independence, active recreational orientation, organization and control also influence the emotional competence of adolescents.

The family type often influences how well the adolescent adjusts to it. The smaller the family, the greater is the quality of interpersonal relationship, which positively contributes to the emotional competence of adolescents. The larger the middle class family, the greater the conflict between parent and youth and more often parents use physical punishment to control them.

Gender of the adolescents more or less determines the type of behavioural response they will get and they are expected to show to others. The socialisation practices used in the family are usually different for boys and girls and these influence their emotional competence.

Number of siblings is a significant factor, which contributes to the emotional competence of adolescents. Adolescents perceive their siblings as important and intimate associates. The playful interactions among siblings contribute to the growth of effective communication skills. They can express their needs and wants and emotional reactions to

conflict thus providing each other with information that foster the growth of many social and emotional competencies.

The ordinal position of the adolescents often determines the care and importance they get in their family, which influences their emotional competence.

Parent's educational status influence emotional competence of adolescents. Because educated parents can better understand, provide good guidance and support to their adolescents, it is presumed that they know good disciplinary method to handle their adolescents.

Parent's occupation also influences emotional competence of adolescents. Because their occupation determines the amount of time they can spend with their children and the way they behave to them.

Family income is a crucial factor influencing emotional competence of adolescents. The availability of sufficient income fulfills their needs and wants and decreases the unpleasant emotions experienced by them.

Academic achievement is an important factor influencing the emotional competence of adolescents. Higher academic achievement gives adolescents a sense of self worth, which will help them to maintain good interpersonal relationship with others.

Family environment is a significant factor influencing emotional competence of adolescents. The family cohesion and belongingness provide parents and other family members with the emotional resources that enable them to engage in warm and consistent interaction with their adolescents, which make the adolescents to feel secure, accepted and help in their social and emotional development.

Family members expressiveness is a crucial factor influencing emotional competence of adolescents. The parent's expressiveness of emotions and their pattern of coping with emotions influence their children's expression, understanding and coping with emotions.

Family conflict is an important factor influencing emotional competence of adolescents. Conflict between family members make the emotional climate of the family tensed and provide the adolescents with models to imitate aggressive behaviour, which contribute directly to emotional disturbances in adolescents.

Acceptance and caring is a significant contributing factor towards emotional competence of adolescents. The caring and accepting parents generally enhance positive personality characteristics in their adolescents.

The independence is also an important factor influencing emotional competence of adolescents. The adolescents who gradually achieve autonomy while maintaining close attachment with their parents and other family members display the best overall pattern of psychosocial adjustment.

Active recreational orientation in the family influences emotional competence of adolescents because recreational activities help the adolescents to have close emotional ties and understanding with their parents and other family members.

The family organisation contributes to the emotional competence of adolescents. The family, which insists on organisation, helps their adolescents to do their duties and responsibilities in a planned manner, which build their self-confidence and help them to handle their emotions competently.

Control in the family also influences the emotional competence of adolescents. When parents exercise more control on adolescents, they became anxious and depressed, which contributes to emotional disturbances in them.

Results

CHAPTER – IV

RESULTS

This chapter presents the findings of the study under investigation. The raw data obtained were coded, tabulated and analyzed by using appropriate statistical techniques and are interpreted under the following headings:

- 4.1 Profile of the respondents.
- 4.2 Descriptive analysis of the variables under study.
 - 4.2.1 Distribution of adolescents to different categories on dimensions of family environment
 - 4.2.2 Distribution of adolescents to different categories on competencies of emotional competence
- 4.3 Relationship of variables between family environment and emotional competence.
 - 4.3.1 Relationship between dimensions of family environment and emotional competence
 - 4.3.2 Relationship between selected demographic variables and dimensions of family environment.
 - 4.3.3 Relationship between selected demographic variables and competencies of emotional competence.
- 4.4 Gender differences in family environment and emotional competence of adolescents.
 - 4.4.1 Gender differences in perceptions of adolescents on family environment
 - 4.4.2 Gender differences in the emotional competence of adolescents.

PROFILE OF THE RESPONDENTS

The profile of the respondents includes general information about the child, his/her parents and family.

Table – 3: Profile of the respondents

N = 120

S. No.	Variables	Number	Percentage P (%)
1.	Family Type		
	Nuclear	78	65.00
	Joint	42	35.00
2.	Number of Siblings		
	1 to 2	31	25.83
	3 to 4	78	65.00
	5 and above	11	9.17
3.	Ordinal position		
	First Child	44	33.67
	Second Child	46	38.33
	Third Child	21	17.5
	Fourth Child	7	5.83
	Fifth Child	2	1.67
4.	Father's Education		
	>= Intermediate	12	10.00
	Graduation	78	65.00
	Post Graduation	30	25.00
5.	Mother's Education		
	>= Intermediate	31	25.83
	Graduation	79	65.84
	Post Graduation	10	8.33
6.	Father's Occupation		
	Business	68	56.66
	Teacher	32	26.68
	Doctor / Lecturer	20	16.66

Table-3 Contd...

7.	Mother's Occupation		
	Housewife	108	90.00
	Job	12	10.00
8.	Family Income (In Rupees)		
	Less than 10,000	51	42.5
	10,00 – 20,000	44	36.67
	20,000 and above	25	20.83
9.	Marks secured (in %)		
	Less than 60	24	20.00
	60 – 69	30	25.00
	70 – 79	43	35.83
	80 and above	23	19.17

From the above table it is evident that majority of the respondents were from nuclear families and 35 percent of them were from joint families. With regard to number of siblings, 2/3rd of the respondents (65%) were having 3 to 4 siblings, 26 percent of the respondents were having 1 to 2 siblings and very few were having 5 and more siblings. Coming to ordinal position, 38.33 percent of the respondents were second born followed by first born (36.67%), third born (17.5%) and fourth born (5.83%).

Parent's educational status indicated that 2/3rd of the parents (65%) were graduates followed by 25 percent fathers and 8.33 percent mothers who were postgraduates. Parent's occupational status showed that more than half of the fathers (56.67%) were businessman, 26.67 percent were teachers and the remaining 20 percent were doctors, lecturers, etc. In case of mother's occupation, it was interesting to find that majority of mothers (90%) were housewives and remaining (10%) were in jobs.

With regard to monthly family income it is evident from above table that 42.8 percent of the respondent's family income was found

below Rupees 10,000/- followed by 36.67 percent respondent's whose family income ranged from Rupees 10,000/- to Rupees 20,000/- and others (20.83%) family income was found to be more than Rupees 20,000/-.

With reference to the marks secured by the respondents it was surprising find that 60.83 percent respondent's secured 60 to 80% marks and 20 percent respondents secured more than 80% and remaining 20 percent secured below 60% of marks in their final class examination.

4.2 DESCRIPTIVE ANALYSIS OF THE VARIABLES UNDER STUDY

In this section the sample was categorized and tabulated in frequencies and percentages and their interpretations are as follows: -

Table – 4: Distribution of Adolescents to Different Categories on Dimensions of Family Environment.

N = 120

S. No.	Dimension	Category	Number	Percentage (%)
1.	Cohesion	Low	28	23.33
		Average	83	69.17
		High	9	7.5
2.	Expressiveness	Low	15	12.5
		Average	101	84.17
		High	4	3.33
3.	Conflict	Low	6	5.00
		Average	63	52.50
		High	51	42.50
4.	Acceptance and caring	Low	35	29.17
		Average	77	64.17
		High	8	6.66

Table-4 Contd...

5.	Independence	Low	72	60.00
		Average	42	35.00
		High	6	5.00
6.	Active recreational orientation	Low	29	24.17
		Average	78	65.00
		High	13	10.83
7.	Organization	Low	20	16.67
		Average	78	65.00
		High	22	18.33
8.	Control	Low	31	25.83
		Average	70	58.33
		High	19	15.84
	Family Environment (Total)	Low	20	16.66
		Average	78	65.00
		High	22	18.34

The above table categorized the sample on different dimensions of family environment. Which are given as follows:

- 1) Relationship dimensions
 - i. Cohesion
 - ii. Expressiveness
 - iii. Conflict
 - iv. Acceptance and caring
- 2) Personal growth dimensions
 - i) Independence
 - ii) Active recreational orientation
- 3) System maintenance dimensions
 - i) Organization
 - ii) Control

In case of relationship dimensions - in cohesion more than 2/3rd of the adolescents (69.17%) perceived average followed by low (23.33%) and high (7.5%). In expressiveness majority of the adolescents (84.17%)

perceived average, 12.5 percent of them perceived low and very few (3.33%) perceived high. With reference to conflict more than half of the adolescents (52.5%) perceived average, 42.5 percent perceived high and others (5%) perceived low. Where as in acceptance and caring nearly $\frac{2}{3}^{\text{rd}}$ of the adolescents (64.17%) perceived average, 29.17 percent perceived low and 6.67 percent perceived high.

Under personal growth dimensions it was surprising find that in independence dimension majority of the adolescents (60%) perceived low, 35 percent perceived average and very few perceived high. In active recreational orientation $\frac{2}{3}^{\text{rd}}$ of the adolescents (65%) perceived average, around $\frac{1}{4}^{\text{th}}$ percent (24.17%) perceived low and the remaining (10.83%) perceived high.

With reference to system maintenance dimension, in organization $\frac{2}{3}^{\text{rd}}$ of the adolescents perceived average, 16.67% perceived low and 18.33% perceived high. Similarly in control 58.33% of adolescents perceived average followed by low (25.83%) and high (15.84%).

By putting all the above dimensions together in family environment as a whole $\frac{2}{3}^{\text{rd}}$ of the adolescents perceived average, 18.34 percent of the adolescent perceived high and 16.66 percent perceived low.

Table – 5: Distribution of Adolescents to Different Categories on Competencies of Emotional Competence

N = 120

S. No.	Dimension	Category	Number	Percentage (%)
1.	Adequate depth of feeling	Incompetent	11	9.17
		Average	104	86.66
		Competent	15	4.17
2.	Adequate expression and control of emotions	Incompetent	11	9.17
		Average	104	86.66
		Competent	15	4.17
3.	Ability to function with emotions	Incompetent	15	12.50
		Average	97	80.83
		Competent	8	6.67
4.	Ability to cope with problem emotions	Incompetent	14	11.67
		Average	103	85.83
		Competent	3	2.50
5.	Encouragement of positive emotions	Incompetent	4	3.33
		Average	44	36.67
		Competent	72	60.00
	Emotional competence (Total)	Incompetent	1	0.83
		Average	88	73.34
		Competent	31	25.83

The above table categorized the sample on different competencies and emotional competence as a whole.

In adequate depth of feeling and ability to express and control emotions competencies it was interesting to find that majority of the adolescents (88.67%) were average, while 9.17 percent and 4.16 percent were incompetent and competent respectively. Similarly in ability to function with emotions 80.83 percent adolescents were average followed by incompetent (12.5%) and competent (6.67%).

Fig.2 : Distribution of Adolescents to different categories on Dimensions of Family Environment

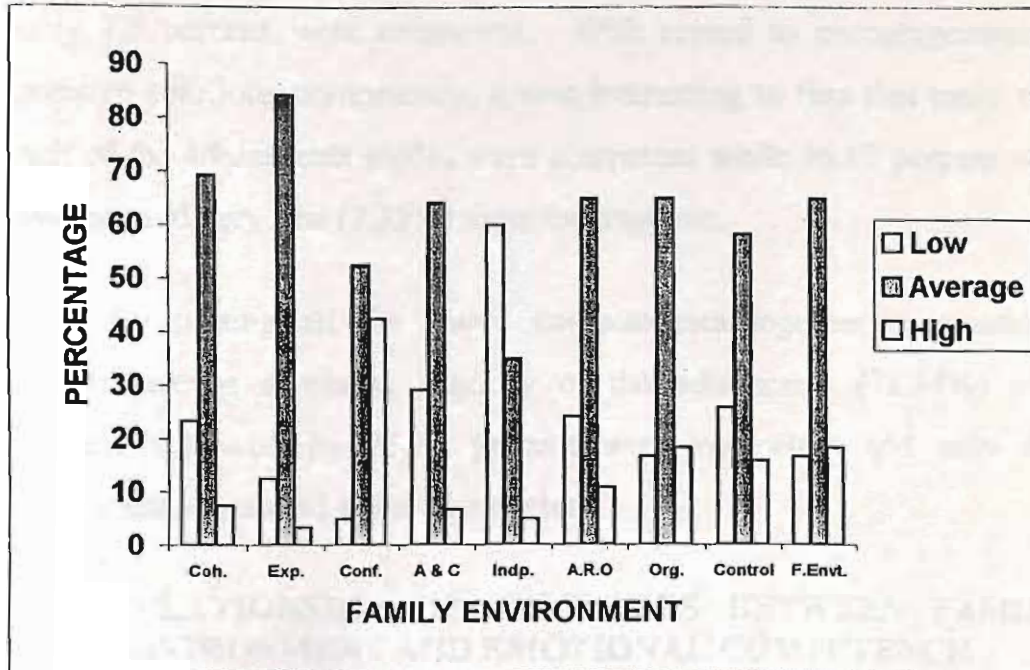
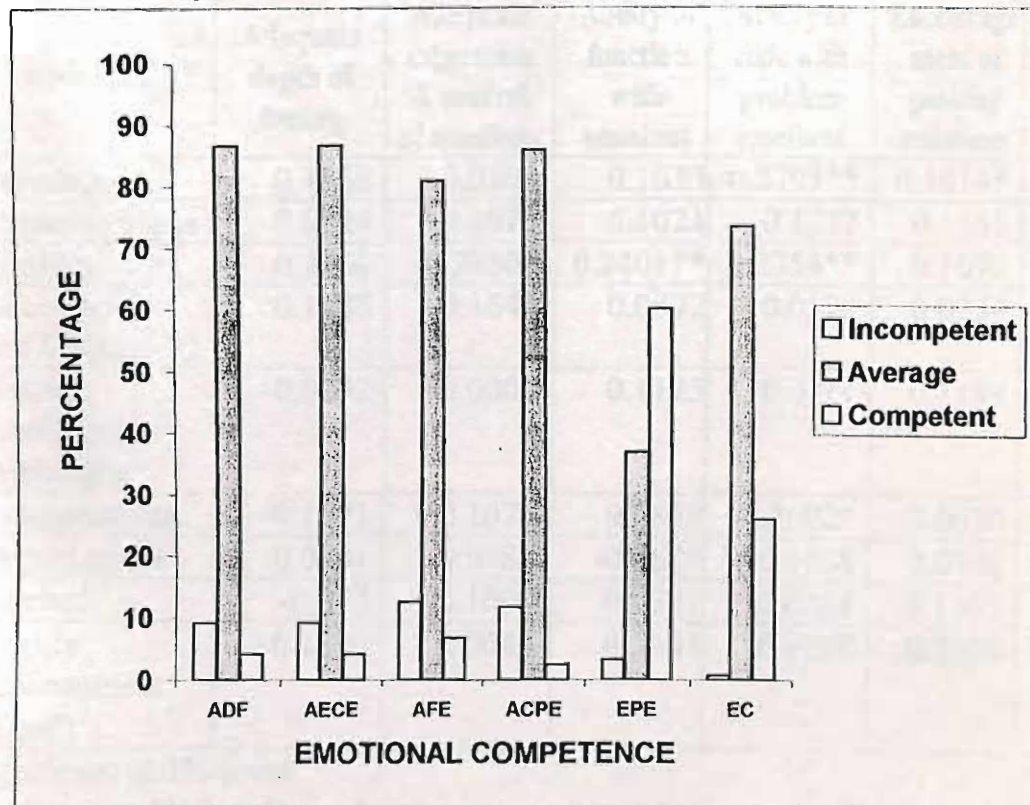


Fig.3 : Distribution of Adolescents to different categories on Competencies of Emotional Competence



In case of ability to cope with problem emotions majority of the adolescents (85.83%) were average, 11.67 percent were incompetent and only 2.5 percent were competent. With regard to encouragement of positive emotions competency, it was interesting to find that more than half of the adolescents (60%) were competent while 36.67 percent were average and very few (3.33%) were incompetent.

By putting all the above competencies together in emotional competence as a whole, majority of the adolescents (73.34%) were average followed by 25.83 percent were competent and only one adolescent was found to be incompetent.

4.3 RELATIONSHIP OF VARIABLES BETWEEN FAMILY ENVIRONMENT AND EMOTIONAL COMPETENCE

4.3.1 Table - 6: Relationship between Dimensions of Family Environment and Emotional Competence

S. No.	Dimension	Adequate depth of feeling	Adequate expression & control of emotions	Ability to function with emotions	Ability to cope with problem emotions	Encouragement of positive emotions	Emotional competence
1.	Cohesion	0.1768	0.0508	0.1633	0.2793**	0.1914*	0.2793**
2.	Expressiveness	0.0824	-0.1075	0.1021	0.1272	0.1565	0.1272
3.	Conflict	0.1760	0.2030*	0.2401**	0.2354**	0.1076	0.3344**
4.	Acceptance and Caring	0.1638	0.1640	0.0872	0.0198	0.0234	0.2242
5.	Active recreational orientation	-0.0092	0.0002	0.1125	0.0711	0.1189	0.1201
6.	Independence	0.1071	0.1079	0.0818	0.2602*	0.0620	0.1791
7.	Organization	-0.0201	-0.0482	-0.0629	-0.1038	0.0740	-0.0891
8.	Control	-0.074	-0.1009	0.0631	-0.0264	0.1603	0.0374
	Family Environment (Total)	0.1549	0.0948	0.1791	0.1598	0.1695	0.2858**

** Significant at 1% level

* Significant at 5% level

The above table illustrates the relationship between dimensions of family environment and competencies of emotional competence. It is quite clear from the table that cohesion showed positive correlation with all the competencies of emotional competence. But it had significant positive correlation with ability to cope with problem emotions (ACPE) and emotional competence in general at 1% level and with encouragement of positive emotions (EPE) at 5% level.

With regard to expressiveness, it was positively correlated with all the competencies of emotional competence except adequate expression and control of emotions (AECE), with which it showed negative correlation. But all these correlation were not statistically significant.

It can be interpreted from the above table that conflict had significant positive correlation with ability to express and control emotions (AECE) at 1% level and with ability to function with emotions (AFE), ability to cope with problem emotions (ACPE) and emotional competence in general at 5% level. Other competencies were positively correlated but not statistically significant.

With reference to acceptance and caring, it had significant positive correlation with emotional competence as a whole at 5% level. All other competencies were positively correlated but not statistically significant.

In case of independence it had positive correlation with all the competencies and emotional competence in general. But it showed significant positive correlation only with ability to cope with problem emotions at 5% level.

The above table illustrates the relationship between dimensions of family environment and competencies of emotional competence. It is quite clear from the table that cohesion showed positive correlation with all the competencies of emotional competence. But it had significant positive correlation with ability to cope with problem emotions (ACPE) and emotional competence in general at 1% level and with encouragement of positive emotions (EPE) at 5% level.

With regard to expressiveness, it was positively correlated with all the competencies of emotional competence except adequate expression and control of emotions (AECE), with which it showed negative correlation. But all these correlation were not statistically significant.

It can be interpreted from the above table that conflict had significant positive correlation with ability to express and control emotions (AECE) at 1% level and with ability to function with emotions (AFE), ability to cope with problem emotions (ACPE) and emotional competence in general at 5% level. Other competencies were positively correlated but not statistically significant.

With reference to acceptance and caring, it had significant positive correlation with emotional competence as a whole at 5% level. All other competencies were positively correlated but not statistically significant.

In case of independence it had positive correlation with all the competencies and emotional competence in general. But it showed significant positive correlation only with ability to cope with problem emotions at 5% level.

With regard to active recreational orientation, it was positively correlated with all competencies of emotional competence except adequate depth of feelings (ADF), with which it was negatively correlated. But all these correlation were not found significant

The above table clearly showed that organization had negative correlation with all competencies and emotional competence in general except encouragement of positive emotions (EPE), with which it was positively correlated. But all these correlation were not statistically significant.

With reference to control it was found that it had positive correlation with ability to function with emotions (AFE), encouragement of positive emotions (EPE) and emotional competence (EC) as a whole. It had negative correlation with adequate depth of feelings (ADF), ability to express and control emotions (AECE) and ability to cope with problem emotions (ACPE), but all these correlation were not found to be statistically significant.

From the above table it is clear that family environment had positive correlation with all competencies and emotional competence in general. But it showed significant positive correlation with emotional competence in general at 1% level.

4.3.2 Table – 7: Relationship Between Selected Demographic Variables and Dimensions of Family Environment

S. No.	Dimension	Cohesion	Expressiveness	Conflict	Acceptance & Caring	Active recreational orientation	Independence	Organization	Control	Family Environment
1.	Family Type	-0.0764	-0.0574	-0.0632	0.0442	-0.0348	-0.0935	-0.0463	-0.0462	-0.0683
2.	Gender	0.3560**	0.2756**	0.3544**	0.2836**	0.2927**	0.3860**	0.1692	-0.0261	0.4266**
3.	Number of siblings	0.2387**	0.1852*	0.1967*	0.2786**	0.1875*	0.1668	-0.0976	0.1865*	0.2362**
4.	Ordinal position	-0.0634	-0.0690	-0.1816*	-0.0811	0.0038	-0.0415	-0.0896	-0.0058	-0.1095
5.	Father's education	0.2528**	0.2142*	0.1903*	0.1945*	0.1515	0.4146**	0.1559	-0.0405	0.3070**
6.	Mother's education	0.0758	0.0115	0.0564	0.0783	0.1337	0.1473	-0.0089	0.0735	0.0964
7.	Father's occupation	0.1045	0.2257*	0.0583	0.0234	0.0497	0.1675	0.0051	-0.1010	0.1160
8.	Mother's occupation	-0.1581	-0.834	-0.1098	-0.0016	-0.1586	-0.0412	-0.1555	-0.2102*	-0.1492
9.	Family income	0.2950**	0.3274**	0.2838**	0.2969**	0.2951**	0.4177**	0.0632	0.0385	0.4082**
10.	Marks secured	0.0347	0.0824	0.0068	-0.0756	0.0051	-0.0169	-0.0026	-0.0276	-0.0023

** Significant at 1% level.

* Significant at 5% level.

The above table illustrates the relationship between selected demographic variables and dimensions of family environment. It is quite clear from the table that family type had negative correlation with all dimensions and family environment in general except acceptance and caring, with which it was positively correlated. But all these correlation were not statistically significant. With regard to gender, it had significant positive correlation with all dimensions and family environment in general at 1% level. With organization it was positively correlated where as with control it was negatively correlated. But these correlations are not significant.

It was interesting to find that the number of siblings had significant positive correlation with cohesion, acceptance and caring and family environment as a whole at 1% level. With expressiveness, active recreational orientation, conflict and control, it had significant positive correlation at 5% level. The correlation of number of siblings with other dimensions was found positive except organization but these correlations were not found to be significant. With reference to ordinal position, it showed negative correlation with all dimensions and family environment in general except active recreational orientation. But its correlation with conflict was found negatively significant at 5% level.

With regard to parents' education, the above table clearly shows that father's education had significant positive correlation with cohesion, independence and family environment as a whole at 1% level and with expressiveness, conflict and acceptance and caring at 5% level. The correlations with other dimensions were not found statistically significant. Coming to mother's education, it was positively correlated with all dimensions and family environment in general except

organization but none of these correlation were found to be statistically significant.

In case of parents' occupation, father's occupation showed positive correlation with all dimensions and family environment in general except control, with which it was negatively correlated. It was also interesting to see that father's occupation had significant positive correlation with expressiveness at 5% level. In contrast, mother's occupation showed negative correlation with all dimensions and family environment in general. But its correlation with control dimension was found negatively significant at 5% level.

It is quite obvious from the above table that family income had significant positive correlation with cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation, independence and family environment as a whole at 1% level. With organization and control it had positive correlation but not found to be significant.

With regard to marks secured by the adolescents, it showed positive correlation with cohesion, expressiveness, conflict, active recreational orientation dimensions and negative correlation with acceptance and caring, independence, organization, control and family environment as a whole. But there was no significant correlation between marks secured and dimensions of family environment.

Table – 8: Relationship between Selected Demographic Variables and Competencies of Emotional Competence.

S. No.	Variable	Adequate depth of feeling	Adequate expression & control of emotions	Ability to function with emotions	Ability to cope with problem emotions	Encouragement of positive emotions	Emotional competence
1.	Family type	-0.0549	-0.0664	-0.1636	-0.1763	-0.0610	-0.1171
2.	Gender	0.1507	0.0884	-0.1052	0.2071*	0.0402	0.1784
3.	Number of siblings	0.1186	0.1862*	0.1928*	0.1763	0.0686	0.2326*
4.	Ordinal position	-0.0142	0.0644	0.0953	0.0510	-0.0458	0.720
5.	Father's education	0.1071	-0.0777	0.0134	0.0979	0.0546	0.1038
6.	Mother's education	0.0398	0.0580	-0.1025	0.0849	0.0139	0.0263
7.	Father's occupation	0.1158	-0.0666	0.0594	0.0718	-0.033	0.0679
8.	Mother's occupation	0.1188	0.0179	0.0443	-0.0033	-0.1348	-0.0380
9.	Family income	0.1079	-0.0123	-0.0564	0.1098	0.1139	0.0977
10.	Marks secured	0.0080	-0.1073	0.0851	0.0216	0.0646	0.0516

** Significant at 1% level

* Significant at 5% level

The above table illustrates the relationship between demographic variables and competencies of emotional competence. It is evident from the table that family type had negative correlation with all the competencies of emotional competence. But none of these correlations were found to be statistically significant. Coming to gender, it had positive correlation with all competencies and emotional competence in general except ability to function with emotions. It was only with ability to cope with problem emotions that it had significant positive correlation at 5% level.

It is clear from the table that number of siblings showed positive correlation with all competencies but it showed significant correlation with adequate expression and control of emotions, ability to function with emotions and emotional competence in general at 5% level. With regard to ordinal position, it had positive correlation with all competencies and emotional competence in general except adequate depth of feeling and encouragement of positive emotions but none of these correlations were found to be statistically significant.

From the above table it was found that father's education had positive correlation with all competencies and emotional competence in general except ability to express and control emotions, with which it was negatively correlated. Similarly, mother's education showed positive correlation with all competencies and emotional competence in general except ability to function with emotions, with which it was negatively correlated. But none of these above correlation were found to be statistically significant.

In case of father's occupation, it is evident from the table that it had positive correlation with all competencies and emotional competence in general except ability to express and control emotions and encouragement of positive emotions, with which it was negatively correlated.

In the same way, mother's occupation showed positive correlation with adequate depth of feeling, adequate expression and control of emotions and ability to function with emotions and it showed negative correlation with ability to cope with problem emotions, encouragement of positive emotions and emotional competence in general. There was no

significant correlation between parents' occupation and emotional competence.

Further it is clear from the table that family income showed positive correlation with all competencies and emotional competence in general expect adequate expression and control of emotions and ability to function with emotions, with which it was negatively correlated. With regard to marks secured, it had positive correlation with all competencies expect ability to express and control emotions, with which it was negatively correlated. But there was no significant correlation between marks secured and competencies of emotional competence.

4.4 GENDER DIFFERENCES IN FAMILY ENVIRONMENT AND EMOTIONAL COMPETENCE OF ADOLESCENTS.

Adolescence is the critical period during which boys and girls grow and develop physically, mentally and socially. Some studies stated that from childhood to adolescence, there is a corresponding increase in rates of conduct disorders for adolescent boys and emotional disorders for adolescent girls (Brown, Fitzgerald & Kinsella, 1990; Mc Gee et.al., 1990; Offord et.al., 1987). In families as different socialisation practices are used for boys and girls they differ in their behaviour and attitudes towards others. There is a remarkable confluence of evidence suggesting that girls are more adept in understanding others emotion and managing their own emotions in general. Specifically girls express less negative emotions than boys (Brody and Hall, 1993; Coie and Herbsman, 1992; Cumberland, 1998;; Davis, 1995; Parke, 2000; Saarni, 1984, 1988). So the investigator took further interest to find out gender differences in the perception of family environment and emotional competence.

4.4.1 Table – 9: Gender Differences in the perceptions of Adolescents on Family Environment

N = 120

S. No.	Variables	Boys (N = 60)		Girls (N = 60)		Z Value
		Mean	Standard Deviation	Mean	Standard Deviation	
1.	Cohesion	48.5167	6.2585	53.60	7.1068	4.1732**
2.	Expressiveness	30.7167	3.858	33.0167	4.2246	3.1403**
3.	Conflict	36.0667	5.6744	41.0167	7.3841	4.1520**
4.	Acceptance and caring	42.2333	4.4811	45.4833	6.4295	3.2393**
5.	Active recreational orientation	27.4	3.5281	29.7833	4.2867	3.3533**
6.	Independence	28.333	4.2453	32.30	5.2603	4.5838**
7.	Organization	7.5167	1.5997	8.1	1.8199	1.8806 (NS)
8.	Control	15.1833	2.2284	15.05	2.8726	0.2865 (NS)
	Family Environment(total)	234.583	20.83	254.583	28.41	4.3612**

The above table illustrates significant gender differences in cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation and family environment as a whole at 1% level. Girls perceived better than boys in all dimensions and family environment in general. It was also evident from the table that, girls perceived high organization and control in their families than boys, but these differences were not found to be statistically significant.

4.4.2 Table – 10: Gender Differences in the Emotional Competence of Adolescents

N = 120

S. No.	Variables	Boys (N = 60)		Girls (N = 60)		Z Value
		Mean	Standard Deviation	Mean	Standard Deviation	
1.	Adequate depth of feeling	15.8167	3.6124	16.9333	3.7142	1.6694 (NS)
2.	Adequate expression and control of emotions	17.50	2.9297	18.0667	3.4345	0.9723 (NS)
3.	Ability to function with emotions	18.1333	3.5518	17.40	3.3774	1.1590 (NS)
4.	Ability to cope with problem emotions	17.45	2.5847	18.8333	3.8304	2.3188*
5.	Encouragement of positive emotions	23.3167	10.3738	23.933	3.1298	0.4408 (NS)
	Emotional competence(total)	91.50	8.9861	95.3667	12.1064	1.9865*

*Significant at 5% level

It is clear from the above table that there were significant gender differences in ability to cope with problem emotions competency and emotional competence in general at 5% level. It was also evident from the table that, though there was no significant gender difference in all other competencies, mean scores of girls were found to be higher than boys except ability to function with emotions competency, in which boys scored higher than girls.

Fig.4 : Gender Differences in the Perceptions of Adolescents on Family Environment

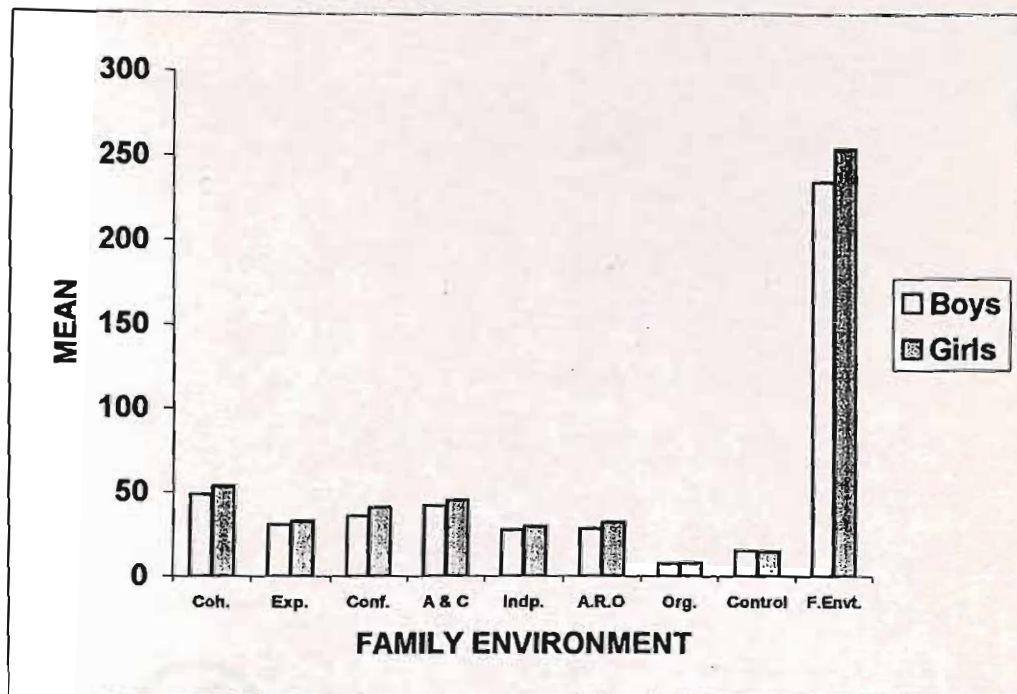
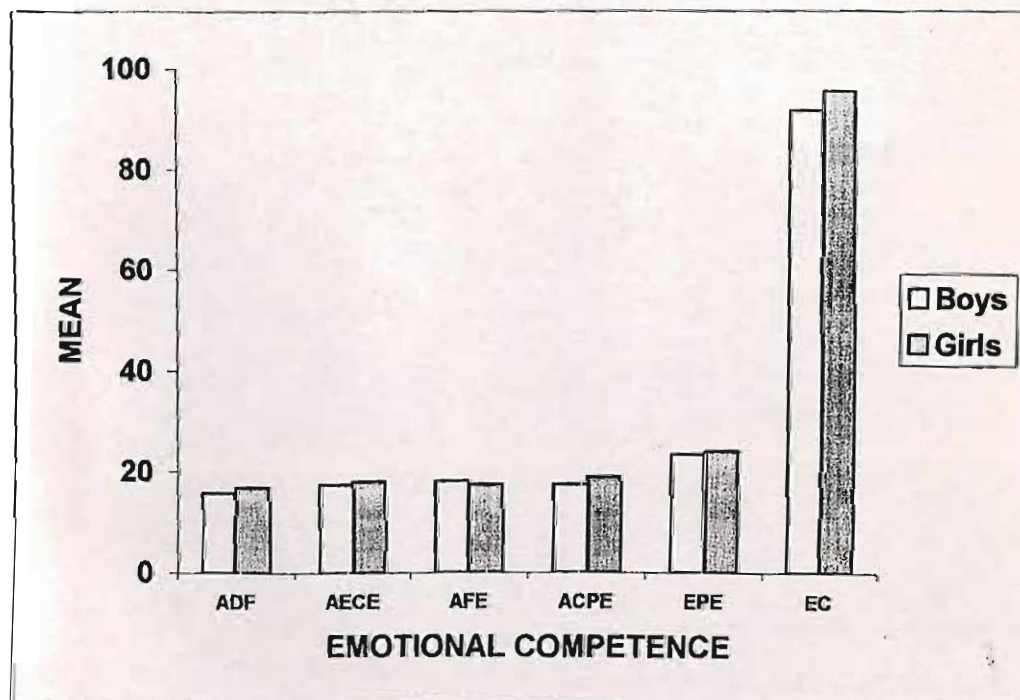


Fig.5 : Gender Differences in the Emotional Competence of Adolescents



DISCUSSION

The results of the study are discussed in the following sections.

1.1. Introduction

The study was conducted to investigate the

relationship between the variables of interest.

The results of the study are discussed in the following sections.

The study was conducted to investigate the

Discussion

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CHAPTER – V

DISCUSSION

This chapter deals with detailed discussion about results presented in previous chapter under the following sections:

- 5.1 Profile of the respondents
- 5.2 Descriptive analysis of the variables under study
 - 5.2.1. Distribution of Adolescents to different categories on dimensions of family environment
 - 5.2.2. Distribution of Adolescents to different categories on competencies of emotional competence
- 5.3 Relationship of variables between family environment and emotional competence.
 - 5.3.1 Relationship between dimensions of family environment and emotional competence.
 - 5.3.2 Relationship between selected demographic variables and dimensions of family environment.
 - 5.3.3 Relationship between selected demographic variables and competencies of emotional competence.
- 5.4 Gender differences in the perceptions of family environment and emotional competence of adolescents.
 - 5.4.1 Gender difference in the perceptions of adolescents on family environment
 - 5.4.2 Gender differences in the emotional competence of adolescents

5.1 PROFILE OF THE RESPONDENTS

In the present study majority of the respondents were from nuclear family having 3-4 siblings and most of them were either first born or second born. The educational level of the respondents' parents revealed that almost all the parents have had college education and majority of them were graduates. The occupational level of the respondent's parent revealed that more than half of fathers were businessman and majority of mothers were home makers. As majority of the respondents' belonged to middle to high-income group families, their monthly family income ranged from 10,000/- – 20,000/- rupees. With regard to marks secured by the respondents in their class examination, majority of the respondents secured more than 60 percent of marks and among these 20 percent of the respondents secured more than 80 percent of marks, which shows that academic achievement of the respondents was good.

5.2 DESCRIPTIVE ANALYSIS OF THE VARIABLES UNDER STUDY

5.2.1 Distribution of Adolescents to different categories on Dimensions of Family Environment

In the family environment dimensions, majority of the adolescents perceived average cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation, organization and control except independence. In independence dimension more than half of the adolescents perceived low, 35 percent perceived average and few perceived high independence in their family. In family environment as a whole majority of the adolescents perceived average. This might be due to the reason that now days parents are educated. They have better knowledge

about good child rearing practices and try spending more time with their children in the family. Parents are trying to understand the feelings of their adolescents to meet their needs and wants. Though the parents provide all opportunities to their adolescents, they put some restrictions to discipline them. Extensive review of past research revealed that personal growth dimensions (Cohesion, expressiveness, acceptance and caring and lack of conflict) strengthen the family members feeling of commitment and belongingness. The personal growth dimensions (independence and active recreational orientation) channel the direction of individual development and maturation. The system maintenance dimensions (organization and control) allow an individual to plan and manage family responsibilities in effective way (Moos & Moos, 1994, 2000; Tinko & Moos, 1996).

5.2.2 Distribution of Adolescents to different categories on Competencies of Emotional Competence

From the results it was found that majority of the adolescents were average in all competencies and emotional competence as a whole except encouragement of positive emotions competency. In encouragement of positive emotions competency, more than half of the adolescents were competent followed by average (36.7%) and incompetent (3.33%). In emotional competence as a whole, nearly 3/4th of the adolescents were average, 35.83 percent were competent and only one respondent was found to be incompetent. This might be due to the reason that adolescents found their family supportive and as a source of love, warmth and comfort, which help them to overcome their negative feelings and emotions and to develop positive attitude towards others.

5.3 RELATIONSHIP OF VARIABLES BETWEEN FAMILY ENVIRONMENT AND EMOTIONAL COMPETENCE OF ADOLESCENTS.

5.3.1 Relationship between Dimensions of Family Environment and Competencies of Emotional Competence

It is evident from the results that cohesion was positively correlated with all the competencies of emotional competence and emotional competence as a whole. It also had significant positive correlation with the ability to cope with problem emotions, encouragement of positive emotions and emotional competence in general. These findings can be strengthened by the studies, which revealed that family cohesion and belongingness provide parents with the emotional resources that enable them to engage in warm and consistent interaction with their children. They also help the children in their psycho-social development (Lamba, 1997; Croufer et. al., 1999; Labrera et.al., 2000; Moos & Moos, 2000).

With regard to expressiveness dimension, it had positive correlation with all competencies and emotional competence in general except ability to express and control emotions, with which it was negatively correlated. But none of these correlations were found to be statistically significant. This might be due to the fact that adolescents who are expressive could not regulate and control their emotions as demanded by the situation. These above results are in congruence with the research findings, which revealed that parental socialization of emotions; their expressive style and emotional response to child's emotions were important predictors of children's emotional competence and overall social competence (Baumrind 1983; Belsky 1983; Dornbusch, Ritter, Leiderman, et. al. 1984; Auerbach and

Blair, 1997). The parents' expression of emotions and their pattern of coping with emotions influence their children's expression, understanding and coping with emotions (Denham, 1989; Denham, Rennick and Holt, 1991; Denham and Grout 1992; Denham, Rennick and Hewes 1994; Denham and Auerbach, 1995).

In case of conflict dimension, it had positive correlation with all competencies and emotional competence as a whole. But it showed significant positive correlation with the ability to express and control emotions, ability to function with emotions and emotional competence as a whole. These results can be supported by the findings that during adolescence, adolescents were very sensitive to the sign of affection and hostility between their parents. The adolescents not only rate their parental fighting and arguments as one of the most potent negative daily life events, but they most often react to conflict by making active attempts to end it and also develop a pattern of coping to overcome the emotional stress (Cumming, Zahn-Waxler, Radke-Yarrow, 1981; Schwarz and Getter, 1980). There is considerable empirical evidence that conflict between parents and siblings in the family contribute directly to emotional disturbances in adolescents (Cumming and Davies, 1994, 1998, Emery, 1982, 1999; Emery & O'leary, 1982, 1984; Gottman & Katz, 1989; Grych & Fincham, 1990; Hewes & Maskman, 1989; Jouriles et.al. 1991; Katz & Gottman, 1993).

The results indicated that acceptance and caring had positive correlation with all competencies of emotional competence but its correlation with emotional competence as a whole was found to be significant. The loving and accepting parents generally enhance the positive characteristics in the child (Suman and Achala, 1997). These

result are in tune with several research findings that the adolescents with conduct disorder perceived their parents as less loving and caring than normal (Eisenberg, Fabes & Murphy, 1996; Gluecks, 1950; Merrill, 1962; Robert & Strayer, 1987).

With reference to active recreational orientation, it can be inferred from the results that it had positive correlation with all competencies of emotional competence except adequate depth of feelings competency, with which it showed negative correlation. These results are in agreement with the research findings, which revealed that adolescents who participate frequently in family leisure recreational activities foster a feeling of mutual understanding with their parents and siblings, which in turn helps adolescents to become emotionally competent (Hurlock, 1960).

With regard to independence, it had positive correlation with all competencies and emotional competence in general but its correlation with ability to cope with problem emotions competency was found to be significant. These results were in tune with the findings that adolescents who are self-sufficient and make their own decision have the ability to cope with problem emotions (Moos & Moss, 2000). The adolescents who gradually achieve autonomy while maintaining close attachment with their parents and other family members display the best overall pattern of psychosocial adjustment (Lamborn & Steinberg, 1993; Roth and Brooks-Gun, 2000).

Coming to organization, it showed negative correlation with all competencies and emotional competence as a whole except encouragement of positive emotions competency, with which it was positively correlated. But none of these correlations were found to be significant. In contrast to these results, several research findings revealed that families which are less

supportive, possess less independence, are less well organized and have low recreational orientation contribute to emotional and behavioral problems in children (James & Kazak, 1992; Werner & Broida, 1991; Connolly et. al., 1993).

With regard to control, it had negative correlation with adequate depth of feeling, ability to cope with problem emotions, ability to express and control emotions. It however, had positive correlation with the ability to function with emotions, encouragement of positive emotions and emotional competence in general. But none of these correlations were found to be significant. These results can be supported by the research studies, which revealed that families of youth with behavioral problem or conduct disorder tend to be higher on control (Bischof, Stich & Whitney, 1995; Slee, 1996). Adolescents with high level of stress, depression and suicidal ideation perceive their parents child rearing regime as controlling and lacking in warmth (de Man 1987-88); de Man, Labreche & Leduc, 1993).

It is clear from the results that family environment as a whole had positive correlation with all competencies and emotional competence in general. But its correlation with emotional competence only was found to be positively significant. These findings can be supported by several studies, which revealed that family background and emotional atmosphere are the important contributing factors in building child and adolescent emotional competence (Abb, 1957; Agarwal and Sakesena, 1978; Altholff, 1970; Byrd, 1979; Casleer, 1961; Dennis and Natarajan, 1957; Gupta, 1979; Liverant, 1959; Platt, et.al. 1962;). Similarly adolescents who stay with parents at home had higher level of emotional maturity than those of staying in orphanages (Chaudhary & Bajaj, 1995). A study conducted by

Ravi (1997) revealed that poor home environment significantly facilitates more frequent occurrence of emotional disturbances in adolescents.

5.3.2 Relationship between Selected Demographic Variables and Dimensions of Family Environment

It can be inferred from the results that family type had negative correlation with all dimensions of family environment except acceptance and caring, with which it was positively correlated. In this study as majority of the adolescents were from nuclear family they might have lacked the adult support, which is available in joint family. With regard to gender it had significant positive correlation with all dimensions and family environment as a whole except organization and control. The results revealed that girls perceived better about their family environment. This might be due to the reason that usually girls give more importance to their family and spend more time with their parents in family in comparison to boys.

Similarly number of siblings had positive correlation with all dimensions of family environment except organization. But its correlation with cohesion, expressiveness, conflict, active recreational orientation and control were found to be positively significant. These results were in tune with the previous research findings that siblings' relationship becomes egalitarian during adolescent years and they perceive their siblings as important and intimate associates. The mutual sharing respect and affection which prevails in the sibling relationship is an important component of family system (Brody & Stoneman, 1990; Brody, Stoneman, Mc Coy & Forehand 1992).

With reference to ordinal position, it had negative correlation with all dimensions of family environment except active recreational orientation. But the correlation between ordinal position and conflict was found to be negatively significant. This might be due to the reason that first-born children most often have desire to get more attention and affection from their parents and were jealous of their siblings.

Regarding parents' education, father's education was positively correlated with all dimensions of family environment except control, with which it was negatively correlated. But it had significant positive correlation with cohesion, expressiveness, conflict, acceptance and caring and independence dimensions. Coming to mother's education, it showed positive correlation with all dimensions except organization, with which it had negative correlation. These results are in congruence with research findings, which revealed that high parental knowledge is linked to adolescent adjustment in the family (Kerr & Stattin, 2000). Similarly Forest (1999) found that the higher is the level of parents education, the lower is the reported level of family conflict.

Further in parents' occupation, father's occupation had positive correlation with all dimensions of family environment except control, with which it had negative correlation. But only with the expressiveness dimension it had significant positive correlation. In contrast, mother's occupation showed negative correlation with all dimensions of family environment and only with controls its correlation was found to be significant. This might be due to the reason that during adolescence, the adolescents strive for independence and have different attitudes than their parents. In this study as since majority of the respondent's mother were housewives, they had spent most of the time with their mothers and

perceived their relationship with them as more controlling and conflicting than with their fathers.

With regard to family income it had positive significant correlation with cohesion, expressiveness, conflict, acceptance and caring and active recreational orientation dimensions. With organization and control it had positive correlation but was not found to be significant. These results might be due to the reason that majority of the adolescents were from middle to high-income families where all their needs and wants are fulfilled. These results can be supported by several studies which revealed that lower socio-economic strata and working class parents were more critical, more punitive, showed less warmth and affection and were more intolerant to disobedience than parents from middle and upper socio-economic strata (Maccoby, 1980; Mc Loyd, 1990; Kelly, Power, Wimbush, 1992, Laosa, 1981).

With reference to marks secured by the respondents, it had positive correlation with cohesion, expressiveness, conflict, and active recreational orientation dimensions. It was negatively correlated with acceptance and caring, independence, organization and control dimension. These results can be supported by the findings that family environment influenced the academic achievement of the children. (Audinarayana, 1996).

5.3.3 Relationship between Selected Demographic Variables and Competencies of Emotional Competence

It was clear from the results that family type had negative correlation with all competencies of emotional competence. But none of these correlations were found to be significant. These results can be supported by the research findings that extended family members play a

supportive role in ameliorating the deleterious psychological and somatic effects of psychosocial stress. (Alder, 1994; Kessler & Wortman, 1985; Uzoka, 1979). As more than half of the adolescents were from nuclear families they might have lacked emotional support from their parents in the family. Youngsters who live in conflict-ridden nuclear families often suffer both physically and emotionally.

With regard to gender, it had positive correlation with all competencies and emotional competence as a whole except the ability to function with emotions competency. It had significant positive correlation with the ability to cope with problem emotions competency, which showed that girls were more adept in this competency. These findings can be supported by the studies which revealed that girls were more adept in masking negative emotions and managing their emotions in general than boys (Brody and Hall, 1993; Lumberland, 1998; Neil & Parke, 2000).

With reference to the number of siblings it showed positive correlation with all competencies and emotional competence in general. But its correlation with ability to express and control emotions, ability to function with emotions and emotional competence was found to be significant. These results were in congruence with the several research findings, which revealed that playful interaction among siblings; contributes to the growth of effective communication skills. The adolescents can express their needs, wants and emotional reactions to conflict thus providing each other with information that foster the growth of perspective taking skills and emotional understanding (Dunn, et.al. 1995; Herrera & Dunn, 1999; Howe, Petrakos & Rinaldi, 1998).

Coming to ordinal position, it had positive correlation with all competencies and emotional competence in general except adequate depth of feeling and encouragement of positive emotions competencies, with which it had negative correlation. But none of these correlations were found to be significant. In contrast to these findings, studies of Deepika & Nanda (1999) revealed that ordinal position was associated with aggressive behaviours in adolescents.

Regarding parents' education, father's education was positively correlated with all competencies and emotional competence as a whole except the ability to express and control emotions, with which it was negatively correlated. Similarly mother's education was positively correlated with all competencies except ability to function with emotions competency, with which it was negatively correlated. But none of these correlations were found to be significant. These results were in agreement with the research findings which revealed that parents' years of schooling especially mothers relate more strongly to the social functioning of children (Hanson, Mc Lanahan & Thompson, 1997; Mc Hanahan & Sandeful, 1994).

Coming to parents' occupation, father's occupation had positive correlation with all competencies and emotional competence except ability to express and control emotions and encouragement of positive emotions, with which it was negatively correlated. Mother's occupation had positive correlation with all competencies of emotional competence except encouragement of positive emotions and emotional competence as a whole, with which it was negatively correlated. But none of these correlations were found to be significant.

It was clear from the results that family income had positive correlation with all competencies and emotional competence as a whole except ability to express and control emotions and ability to function with emotions, with which it had negative correlation. These results can be supported from the research findings which revealed that adolescents of high socio-economic status have more adequate depth of feeling, adequate expression and control of emotions and emotional competence in general in comparison to children of middle socio-economic status (Ritu, 1993). It was also found that children from middle socio-economic group were regarded as having higher social competence level and children from low socio-economic group had higher emotional / behavioral problem scores.

With regard to marks secured by the adolescents it had positive correlation with all competencies and emotional competence in general except the ability to express and control emotions competency, with which it had negative correlation. But none of these correlations were found to be significant. These results can be strengthened by several research findings which revealed that academic achievement was positively correlated with emotional competence (Abisamra, 2000; Garland & Zeigter, 1999; Kraynak, 1997; Raychoudhury & Jayanti, 1998).

5.4 GENDER DIFFERENCE IN THE PERCEPTIONS OF FAMILY ENVIRONMENT AND EMOTIONAL COMPETENCE OF ADOLESCENTS

5.4.1. Gender Differences in the Perceptions of Adolescents on Family Environment

The results indicated that there was significant gender difference in all dimensions and family environment as a whole except organization and control. The mean scores of girls were higher than boys in all the

dimensions of family environment except control, in which boys scored higher than girls. This might be due to reason that girls usually restrict them to family while boys do not. Parents therefore exercise more control on boys than on girls. In contrast to these findings several studies revealed that girls and boys did not differ in their perception of parental acceptance. But some studies showed that boys perceived more parental avoidance than girls (Dodia & Patel 1997; Desai, 1998).

5.4.2. Gender Differences in the Emotional Competence of Adolescents

The results showed that there were significant gender differences in the ability to cope with problem emotions competency and emotional competence as a whole. In all competencies mean scores of girls were higher than boys except in ability to function with emotions competency, where boys scored higher than that of girls. These results can be supported by several research studies which revealed that girls were more adept at use of display rule, masking negative emotions and managing their emotions in general than boys (Brody and Hall, 1993; Coie & Herbsman, 1992; Cole 1986; Zeman & Garbar, 1996; O' Neil & Parke 2000; Lumberland, 1998; Paries 1995; Saarni, 1984, 1988). By contrast Verma and Larson (1999) showed that there was no difference in the emotionality of adolescent boys and girls.

*Summary
and
Conclusions*

SUMMARY AND CONCLUSIONS

Emotions are the central, organizational and motivational force underlying personality. Emotional competence is an efficiency of the person to deal with emotions effectively. It helps the individual to perceive, understand, regulate and harness emotions adaptively in their interpersonal relationship.

One of the most crucial periods in the life span of every individual is adolescence. Adolescence is a period of physical and psychological maturity, when an individual is expected to establish his/her own identity and to develop necessary skills for socially responsible behaviour. It is also a period of heightened emotionality that they feel the emotions in a strong and more persistent manner. The adolescent's transition from childhood to adulthood can be a smooth process facilitated by the guidance of securing, nurturing and understanding parent in an emotionally conducive family environment. A family where emotional bonding and communication between adolescents and parents are adequate with clear behavioral standards has adolescents who are emotionally competent, responsible, independent and confident.

The study was conducted on 120 adolescents comprising equal number of boys and girls. Adolescents in the age of 13 – 16 years belonging to VIII, IX and X classes were selected as sample. The data was collected by using Questionnaire, Family Environment scale and Emotional Competence scale. The questionnaire was developed by the investigator to collect information on the general background of the respondents. The family environment scale developed by Harpreet Bhatia and N.K. Chadda and emotional competence scale developed by Harish

Sharma & Rajeev Lochan Bharadwaj were used to find out family environment and emotional competence of the adolescents. The data collected was scored, tabulated, analyzed and interpreted with the help of appropriate statistical procedures.

The present study entitled "influence of family environment on emotional competence of adolescents" was undertaken with the following objectives.

General Objective - To study the influence of family environment on emotional competence of adolescents.

Specific Objectives

1. To study the family environment of the adolescents.
2. To study the emotional competence of the adolescents.
3. To study the association between family environment and emotional competence of adolescents.
4. To study the association between selected demographic variables and adolescent's family environment and emotional competence.
5. To find out the gender differences in the adolescent's family environment and emotional competence.

The major inferences drawn from the study were as follows

- Majority of the adolescents were from nuclear family having 3-4 siblings and most of them were first born and second born.
- Almost all the adolescent's parents were having college education and majority of them were graduates
- More than half of the adolescent's fathers were businessman and majority of mothers were house makers.
- Majority of the adolescents secured more than 60 percent of marks in their class examination.

- Majority of the adolescents perceived average cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation, organization, Control and family environment as a whole.
- Majority of the adolescents perceived low independence in their family.
- Majority of the adolescents were averagely competent in all the competencies and emotional competence as a whole.
- Increase in family cohesion increased the ability to cope with problem emotions, encouragement of positive emotions and emotional competence of the adolescents.
- Increase in family conflict increased the adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions and emotional competence of the adolescents.
- Increase in family acceptance and caring increased the emotional competence of the adolescents.
- Increase in family independence increased the ability to cope with problem emotions of the adolescents.
- Adolescents who perceived their family environment as good had higher emotional competence.
- Increase in number of siblings, father's educational status and family income increased the cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation and independence in the adolescent's family.
- Increase in number of siblings increased the control in the adolescent's family whereas the mother's occupation decreased it.
- Increase in number of siblings increased the adequate expression and control of emotions, ability to function with emotions and emotional competence of the adolescents.

- Girls perceived significantly higher cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation and independence in their family than boys.
- Girls were significantly more competent in ability to cope with problem emotions and emotional competence as a whole than boys.

The Analysis of the findings revealed that among all family environment dimensions, in relationship dimensions - cohesion, conflict, acceptance and caring and in personal growth dimensions independence were found to have significant positive influence on emotional competence of adolescents. The family environment as a whole was found to have significant positive influence on emotional competence of adolescents.

The results of this study thus revealed that family environment had a profound influence on emotional competence of adolescents.

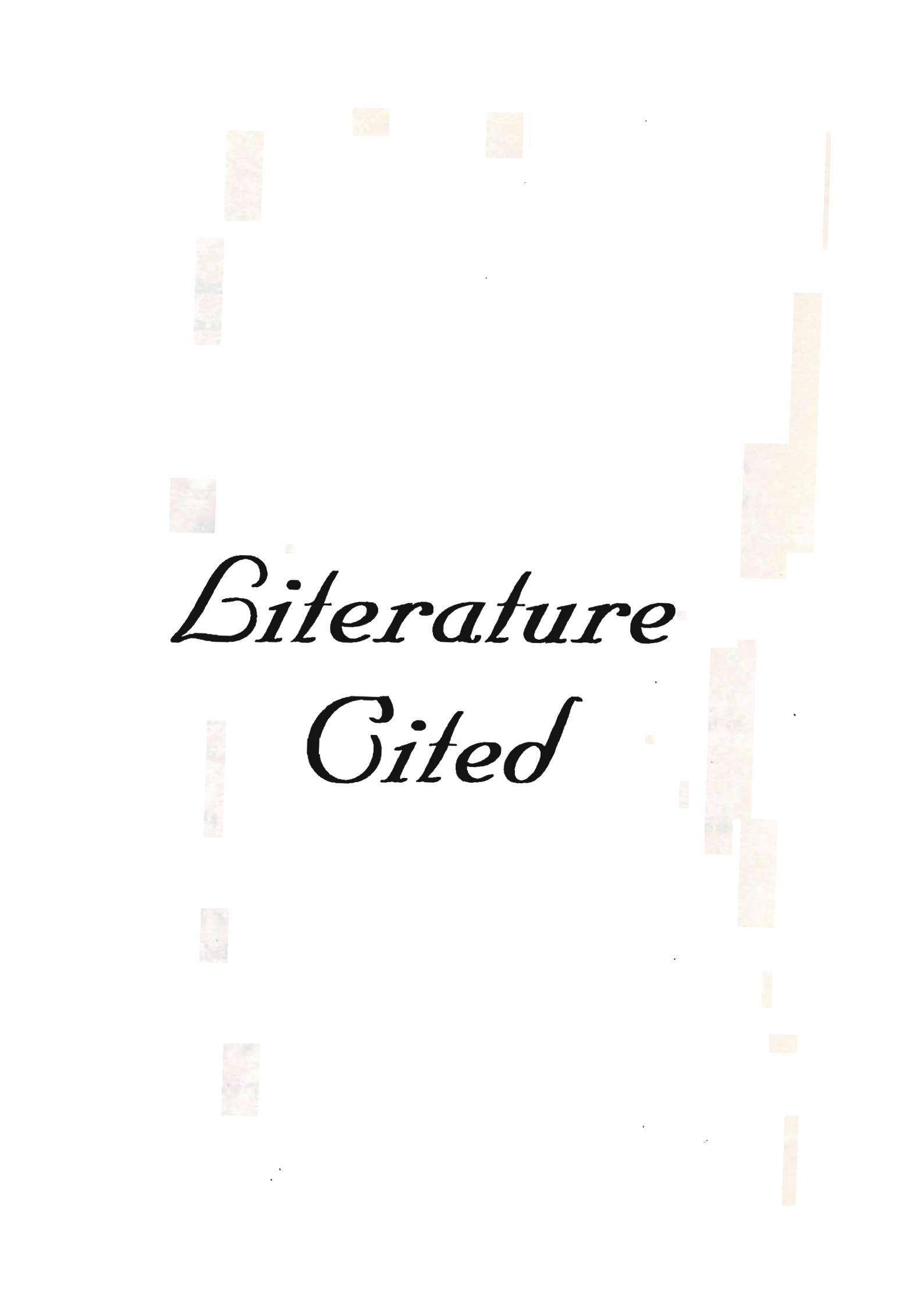
IMPLICATION OF THE PRESENT STUDY

1. The present study helps us to know the factors contributing to the family environment and emotional competence of adolescents.
2. This study gives an empirical evidence of factors leading to emotional disturbances among adolescents.
3. This study will create awareness among parents, educators and counselors about emotional competence and their role in building emotional competence of adolescents.
4. The result of the present study can create awareness among parents to concentrate more on providing congenial family environment, which will reduce emotional disturbances and build emotional competence in adolescents.

5. This study will help the parents and family members to understand the feelings and emotions of the adolescents to give necessary guidance and support when needed.
6. This study will help the parents and family members to understand the importance of their relationship with adolescents in terms of cohesion, conflict, expressiveness, acceptance and caring, independence, active recreational orientation, organization and control.
7. Centre of guidance and counselling and mental health centres may be established throughout the country to help the adolescents to overcome this period of emotional disturbance with competence.

SUGGESTIONS FOR FUTURE RESEARCH

1. The findings of the present study point towards future directions for epidemiological research to identify the trends and correlates of emotional competence among Indian adolescents.
2. The further study conducted in this area should include sophisticated representative sampling procedure and large sample, so that the results obtained can be generalized for all adolescents.
3. The study of similar nature can be conducted in Indian context -
 - On different age groups from different areas, religions and socio-economic status.
 - To find out the influence of schools, community or society at large on emotional competence of children and adolescents.
 - To find out the influence of parenting style on emotional competence of children and adolescents.
 - To find out the influence of sibling relationship on emotional competence of children and adolescents.
 - To find out the impact of parental conflict / divorce on emotional competence of children and adolescents.

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5. <http://meltingpot.fortunecity.com/zairc/131/onlinematerial.html>

Appendices

APPENDIX – A

QUESTIONNAIRE

The questionnaire given below is being used by Ms. Arati Chakra, M.Sc. IInd Year, Department of Human Development and Family Studies, College of Home Science for conducting a research study on "Influence of Family Environment on Emotional Competence of Adolescents".

Please give answer to all the questions by writing your answers in the space given. Do not leave any question unanswered. There is no time limit but try to complete it quickly.

GENERAL INFORMATION ABOUT THE RESPONDENT

Name	:	
Age	:	
Gender	:	Male / Female
School Name	:	
Class	:	
Percentage of marks Secured in class examination	:	
Family Type	:	Joint / Nuclear
No. of siblings	:	
Ordinal Position	:	
Parent Education	:	Father : Mother :
Parent Occupation	:	Father : Mother :
Family Income (Monthly)	:	

APPENDIX – B

FAMILY ENVIRONMENT SCALE

This booklet contains some statements. These statements are about families; you have to decide which of these statements are applicable to you, about your family and which are not. Along side the statements have five cells (). If you strongly agree with the statement, mark tick in the cell labeled 'strongly agree'. If you strongly disagree with the statement, mark tick in the cell labeled 'strongly disagree'. For in between preferences, marks accordingly agree, neutral or disagree.

Give us your general impression of your family. There are no right or wrong answers to any statement. Your responses will be kept in strict confidence and will be used for research purposes.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. We enjoy doing things together	()	()	()	()	()
2. Family members often do not express their feelings.	()	()	()	()	()
3. Breaking things in anger is quite common in our family.	()	()	()	()	()
4. Making decisions independently is strongly encouraged in our family.	()	()	()	()	()
5. In our family everyone is encouraged to play and interact with neighbors.	()	()	()	()	()
6. Responsibilities are not taken seriously in our family.	()	()	()	()	()
7. All members of the family are expected to be together for at least one meal in a day.	()	()	()	()	()
8. Affection is expressed openly, quite often in our family.	()	()	()	()	()

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. Togetherness is the basic feeling of our family.	()	()	()	()	()
10. Our feelings of happiness are shared openly with others in the family.	()	()	()	()	()
11. Beating up people in anger is not seen in our family.	()	()	()	()	()
12. There are a lot of restrictions in our family.	()	()	()	()	()
13. Friends and guests are always welcome in our family.	()	()	()	()	()
14. Everyone in our family is well aware of their responsibilities.	()	()	()	()	()
15. Nobody in our family is bothered about rules of any kind.	()	()	()	()	()
16. Everyone in our family listens to what each one has to say.	()	()	()	()	()
17. Whenever any work comes up, everyone tries to get out the situation.	()	()	()	()	()
18. It is difficult to express ourselves openly for fear of someone reaction to it angrily.	()	()	()	()	()
19. Everyone tries to sort things out if there is a disagreement in the family.	()	()	()	()	()
20. Thinking for ourselves is not encouraged in our family.	()	()	()	()	()
21. We often go out together for movies in our family.	()	()	()	()	()
22. Going for programmes with out informing at home is not accepted in our family.	()	()	()	()	()
23. Nobody bothers to look after any one else in our family.	()	()	()	()	()
24. Any new situation that arises is discussed openly in the family in order to get ideas and suggestions from every body.	()	()	()	()	()
25. We talk about our personal problems to each other in our family.	()	()	()	()	()

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
26.	When members are angry, they do not talk to each other for days together.	()	()	()	()	()
27.	In our family, members ask for what they need, quite openly.	()	()	()	()	()
28.	Having hobbies is encouraged in our family.	()	()	()	()	()
29.	Quite often members of our family stay out with out informing at home.	()	()	()	()	()
30.	Only when we do something well we get praise and attention from other in our family.	()	()	()	()	()
31.	Family members do not get along with each other.	()	()	()	()	()
32.	Complaining about something that we don't like is not accepted in our family.	()	()	()	()	()
33.	Finding faults with each other is quite common in our family.	()	()	()	()	()
34.	It is difficult to do something on your own in our family, with out someone feeling rejected or left out.	()	()	()	()	()
35.	Watching T.V. in our only form of entertainment.	()	()	()	()	()
36.	There is plenty of time and attention for everyone in our family.	()	()	()	()	()
37.	Everyone comes together to sort out any new situation that may arise in our family.	()	()	()	()	()
38.	At home we feel free to do anything we want to.	()	()	()	()	()
39.	Shouting in anger is not common in our family.	()	()	()	()	()
40.	Everyone is expected to accept all decisions made in the family. Whether they like it or not.	()	()	()	()	()
41.	Our family members are just confined to either work or school.	()	()	()	()	()
42.	We are careful not to hurt any one in the family by making thought-less remarks.	()	()	()	()	()

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
43. Whenever some thing needs to be done in the house, every one joins, happily.	()	()	()	()	()
44. When any member is feeling upset, he/she talks to some one in the family.	()	()	()	()	()
45. The members of our family constantly keep bickering over small matters.	()	()	()	()	()
46. Whenever a marriage takes place in our family the person concerned is asked his/her views.	()	()	()	()	()
47. We go out often to visit friends or relations.	()	()	()	()	()
48. In our family if any one is upset, there is always some one to comfort them.	()	()	()	()	()
49. There is no sense of closeness in our family.	()	()	()	()	()
50. Family members often keep their feelings to themselves.	()	()	()	()	()
51. Whenever anyone in our family is angry with another member, he makes sort out things with him.	()	()	()	()	()
52. Joking and laughing is not encouraged in our family.	()	()	()	()	()
53. The decision to take on or continue a particular job is taken by the family concerned in consultation with other family members.	()	()	()	()	()
54. When things get tough there is always some one in the family whom we can turn to.	()	()	()	()	()
55. When some one is sick in our family every one participates in looking after the person.	()	()	()	()	()
56. Expressing an opinion about matters at home is strongly encouraged in our family.	()	()	()	()	()
57. Whenever a family member does something well, the other members feel upset about it.	()	()	()	()	()
58. All major decisions in our family are taken by the elders in our family, without asking any one's opinion.	()	()	()	()	()

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
59.	There is a lot of affection amongst our family members.	()	()	()	()	()
60.	When a family vacation is planned we all give our suggestions.	()	()	()	()	()
61.	Our family believes in not letting differences continue unsorted out.	()	()	()	()	()
62.	If any member gets in to trouble he-she gets help and sympathy from other family members.	()	()	()	()	()
63.	When in trouble all of us stand up for our family member.	()	()	()	()	()
64.	Quite often members of our family fail to arrive at a mutually acceptable solution.	()	()	()	()	()
65.	When any one makes a mistake, the other members ridicule them.	()	()	()	()	()
66.	In our family, we enjoy sitting together and taking to each other.	()	()	()	()	()
67.	Showing anger by banging doors is rarely seen in our family.	()	()	()	()	()
68.	Members of our family are very critical of each other.	()	()	()	()	()
69.	All of us participate together in family functions/programmes.	()	()	()	()	()

APPENDIX-C

EMOTIONAL COMPETENCE SCALE

Instructions –

1. Some incomplete statements are given in this scale.
2. Every incomplete statement can be completed with the help of any of the five alternatives mentioned before the incomplete one.
3. You have to complete every statement in terms of your own, therefore think adequately and respond in an honest manner.
4. Tick the (✓) mark whichever suits you among the five alternatives.
5. The information given by you will be kept secret.

- | | | | |
|----|--|-------------------------------|-----|
| 1. | Even a slight thing to me, | strikes very much | () |
| | | strikes much | () |
| | | strikes normal | () |
| | | strikes highly | () |
| | | strikes very highly | () |
| 2. | When I am inclined to react upon others, I | cannot control absolutely | () |
| | | cannot control | () |
| | | cannot control normally | () |
| | | am able to control | () |
| | | am able to control very much | () |
| 3. | Due to petty incidents, I my deeds in a very balanced manner. | am able to do very slightly | () |
| | | am able to do slightly | () |
| | | cannot do normally | () |
| | | do | () |
| | | am able to do very much | () |
| 4. | Even after realising the causes of miseries, I those from my mind. | cannot overcome absolutely | () |
| | | cannot overcome | () |
| | | cannot overcome normally | () |
| | | am able to overcome | () |
| | | am able to overcome very much | () |

- | | | |
|---|--|--|
| 5. The moments of happiness, I
open heartedly. | cannot enjoy absolutely
cannot enjoy
cannot enjoy normally
am able to enjoy
am able enjoy too much | ()
()
()
()
() |
| 6. The impact of day to day events on
me | is too much
is much
is normal
is slight
is very slight | ()
()
()
()
() |
| 7. I my control even
on the slight life incidents. | lose very hastily
lose hastily
lose normally
am not able to lose
am not able to lose absolutely | ()
()
()
()
() |
| 8. In adverse circumstances, I | become nervous at once
become nervous
become nervous normally
do not become nervous
do not become nervous absolutely | ()
()
()
()
() |
| 9. The fear of strange circumstances
for me | remains too much
remains much
remains normally
does not remain
does not remain absolutely | ()
()
()
()
() |
| 10. To chat with others, I | do not like absolutely
do not like
do not like normally
like
like very much | ()
()
()
()
() |
| 11. I am by the critical notions
of others. | affected very much
affected much
affected much
affected normally
affected slightly
affected very slightly | ()
()
()
()
()
() |

- | | | |
|--|---------------------------------|-----|
| 12. I whatever may be the form of misery. | weep very much | () |
| | weep much | () |
| | weep normally | () |
| | weep slightly | () |
| | weep very slightly | () |
| 13. There are the persons who remain normal even in most adverse conditions but I in adverse circumstances leaving aside all essential work. | become disappointed very much | () |
| | become disappointed much | () |
| | become disappointed normally | () |
| | am not disappointed | () |
| | am not disappointed absolutely | () |
| 14. I the aggression towards others aroused by know or unknown reasons. | cannot keep aside absolutely | () |
| | cannot keep aside | () |
| | cannot keep aside normally | () |
| | keep aside | () |
| | keep aside very much | () |
| 15. I to participate with a great zeal on the occasion of happiness like marriage or other functions. | do not like absolutely | () |
| | do not like | () |
| | do not like normally | () |
| | like much | () |
| | like very much | () |
| 16. When some body hurts my feelings, I | become very much sad | () |
| | become much sad | () |
| | become sad normally | () |
| | become sad slightly | () |
| | become sad very slightly | () |
| 17. People my emotions through my facial and overt gestures. | realise very easily | () |
| | realise easily | () |
| | realise normally | () |
| | cannot realise easily | () |
| | cannot realise absolutely | () |
| 18. In the conditions of indifferent feelings (anxiety, fear anger etc.), I | cannot take decision absolutely | () |
| | cannot take decision | () |
| | cannot take decision normally | () |
| | take decision accordingly | () |
| | take decision easily | () |

- | | | | |
|-----|---|---|-----|
| 19. | The impact of misfortunes
on me. | remains very much | () |
| | | remains much | () |
| | | remains normally | () |
| | | remains for a while | () |
| | | remains for a period slightly | () |
| 20. | To go in merry-making, I | like very slightly | () |
| | | like slightly | () |
| | | like normally | () |
| | | like much | () |
| | | like very much | () |
| 21. | Usually everybody has a habit
to say something but I, on
hearing their slight remarks. | become impatient very much | () |
| | | become impatient | () |
| | | become impatient normally | () |
| | | become impatient slightly | () |
| | | become impatient very slightly | () |
| 22. | All do express their feelings like
laughing, weeping, fearing and
becoming angry but I, | express either very much or very little | () |
| | | express more or less | () |
| | | express sometimes more or less | () |
| | | do not express more or less | () |
| | | do not express very much or little | () |
| 23. | In the circumstances of opposite
feelings, I keep my behaviour | balanced very slightly | () |
| | | balanced slightly | () |
| | | balanced normally | () |
| | | much balanced | () |
| | | very much balanced | () |
| 24. | Thinking in the way, "O dear,
leave it, do not worry or feel
sad" I my feelings at bay. | cannot keep absolutely | () |
| | | cannot keep | () |
| | | cannot keep normally | () |
| | | keep | () |
| | | keep accordingly | () |
| 25. | In the ways others remain happy,
I despite having a wish for
being happy. | cannot remain absolutely so | () |
| | | cannot remain so | () |
| | | cannot remain normally so | () |
| | | am able to remain so | () |
| | | am able to remain by large so | () |

26. Everything that is related to joy and sorrow, I
 take it in depth very much ()
 take it in depth much ()
 take it in depth normally ()
 take it in depth slightly ()
 take it in depth very slightly ()
27. I am afraid of what people would say about me, I normal expression of feelings.
 refrain very much from ()
 much refrain from ()
 refrain normally from ()
 do not refrain from ()
 do not refrain absolutely from ()
28. In the mist of some worries, the jobs that I want to perform, I
 cannot fulfil absolutely ()
 cannot fulfil ()
 cannot fulfil normally ()
 am able to fulfil ()
 am able to fulfil very much ()
29. Leaving aside all superfluous feelings, I must keep myself busy in my jobs, this I
 cannot do absolutely ()
 cannot do ()
 cannot do normally ()
 able to do ()
 able to do more easily ()
30. That I never miss any opportunity to remain happy, on me.
 does not apply absolutely ()
 does not apply ()
 does not apply normally ()
 apply ()
 apply very much ()

Thanking you.

For the use of tester only -		Total
A		
B		
C		
D		
E		