

CHAPTER-V

ANALYSIS AND INTERPRETATION OF DATA

5.1 INTRODUCTION

One of the essential steps in the process of research is the organization, analysis, and interpretation of the data. After collecting the data, it must be processed and analyzed to draw the proper inference. The mass of data collected through the use of various reliable and valid tools needs to be systematised and organised, i.e., edited, classified, and tabulated before it can serve any worthwhile purpose.

Analysis of the data means studying the tabulated material to determine basic facts or meanings. It involves breaking down the existing complex factors into simpler parts and putting the parts together in new arrangements for interpretation (Sidhu, 1996). The purpose of the analysis is to find out the relationship between the variables, see the difference between groups and determine the relative effect of independent variables on dependent ones which lead to the verification of the hypotheses. This purpose is achieved by the logical organization of data and use of relevant statistical techniques.

The interpretation of data means attaching meaning and significance to the analysis. Interpretation by no means a mechanical process. It calls for a critical examination of the results of one's analysis in the light of all the limitations of data gathering (Sidhu, 1996). Thus, analysis and interpretation of data help the researcher to arrive at some definite conclusions.

In the present study, data have been analyzed by using the t-test, simple correlation and regression analysis. The analysis and interpretation of data by objectives and related hypotheses have been presented in this chapter hypothesis wise.

5.2 DIFFERENCES BETWEEN ADOLESCENT BOYS AND GIRLS WITH RESPECT TO PARENT-ADOLESCENT RELATIONSHIPS

H_{01(a)}: There is no significant difference between adolescent boys and girls with respect to parent-adolescent relationships.

Table 6

Mean, SD, SE_D, t- ratio, p-value, and significance level of adolescent boys and girls with respect to different dimensions of parent-adolescent relationship

Dimensions	Boys (N=150)		Girls (N=150)		SE _D	t-ratio	p-value	Sig. level
	Mean	S.D	Mean	S.D				
Protecting	75.46	12.964	80.10	11.524	1.416	3.276	.001	**
Symbolic punishment	59.32	12.128	59.77	10.308	1.300	.344	.731	NS
Rejecting	45.59	14.664	41.51	13.642	1.635	2.499	.013	*
Object punishment	50.41	15.521	44.61	14.084	1.711	3.389	.001	**
Demanding	72.19	12.194	75.58	10.420	1.310	2.591	.010	**
Indifferent	51.74	12.778	51.88	12.911	1.483	.094	.925	NS
Symbolic reward	67.97	14.236	70.48	13.424	1.598	1.573	.117	NS
Loving	71.38	12.821	77.10	13.233	1.504	3.802	.000	**
Object reward	55.72	13.356	57.15	15.204	1.652	.863	.389	NS
Neglecting	50.54	12.184	48.79	12.867	1.447	1.207	.228	NS

**** Significant at 0.01 level *Significant at 0.05 level NS = Not significant**

Table 6 represents the Mean, Standard Deviation, Standard Error of Difference, t- ratio, p-value, and the significance level of the scores of adolescent boys and girls with respect to different dimensions of the parent-adolescent relationship.

Table 6 shows that in the protecting dimension, the respective mean and standard deviation of adolescent boys are 75.46 and 12.964, and the respective mean and standard deviation of adolescent girls are 80.10 and 11.524. The obtained t- ratio is 3.276, which is found to be significant at 0.01 level. In the symbolic punishment dimension, the respective mean and standard deviation of adolescent boys are 59.32 and 12.128, and the respective mean and standard deviation of adolescent girls are 59.77 and 10.308. The obtained t-ratio is .344, which is found to be not significant at 0.05 level. In the rejecting dimension, the respective mean and standard deviation of adolescent boys are 45.59 and 14.664, and the respective mean and standard deviation of adolescent girls are 41.51 and 13.642. The obtained t- ratio is 2.499, which is found to be significant at 0.05 level. In the object punishment dimension, the respective mean and standard deviation of adolescent boys are 50.41 and 15.521, and the respective mean and standard deviation of adolescent girls are 44.61 and 14.084. The obtained t- ratio is 3.389, which is found to be significant at 0.01 level. In the demanding dimension, the respective mean and standard deviation of adolescent boys are 72.19 and 12.194, and the mean and standard deviation of adolescent girls are 75.58 and 10.420. The obtained t-ratio is 2.591, which is found to be significant at 0.01 level. In the indifferent dimension, the respective mean and standard deviation of adolescent boys are 51.74 and 12.778, and the respective mean and standard deviation of adolescent girls are 51.88 and 12.911. The obtained t-ratio is .094, which is found to be not significant at 0.05 level. In the symbolic reward dimension, the respective mean and standard

deviation of adolescent boys are 67.97 and 14.236, and the respective mean and standard deviation of adolescent girls are 70.48 and 13.424. The obtained t-ratio is 1.573 which is found to be not significant at 0.05 level. In the loving dimension, the respective mean and standard deviation of adolescent boys are 71.38 and 12.821, and the respective mean and standard deviation of adolescent girls are 77.10 and 13.233. The obtained t-ratio is 3.802, which is found to be significant at 0.01 level. In the object reward dimension, the respective mean and standard deviation of adolescent boys are 55.72 and 13.356, and the respective mean and standard deviation of adolescent girls are 57.15 and 15.204. The obtained t-ratio is .863, which is found to be not significant at 0.05 level. In the neglecting dimension, the respective mean and standard deviation of adolescent boys are 50.54 and 12.184, and the mean and standard deviation of adolescent girls are 48.79 and 12.867. The obtained t-ratio is 1.207, which is also found to be not significant at 0.05 level. Thus, it may be inferred that there is a significant difference between adolescent boys and girls in respect of protecting, rejecting, object punishment, demanding, and loving dimensions of the parent-adolescent relationship. However, there is no significant difference between adolescent boys and girls in respect of symbolic punishment, indifferent, symbolic reward, object reward, and neglecting dimensions of the parent-adolescent relationship.

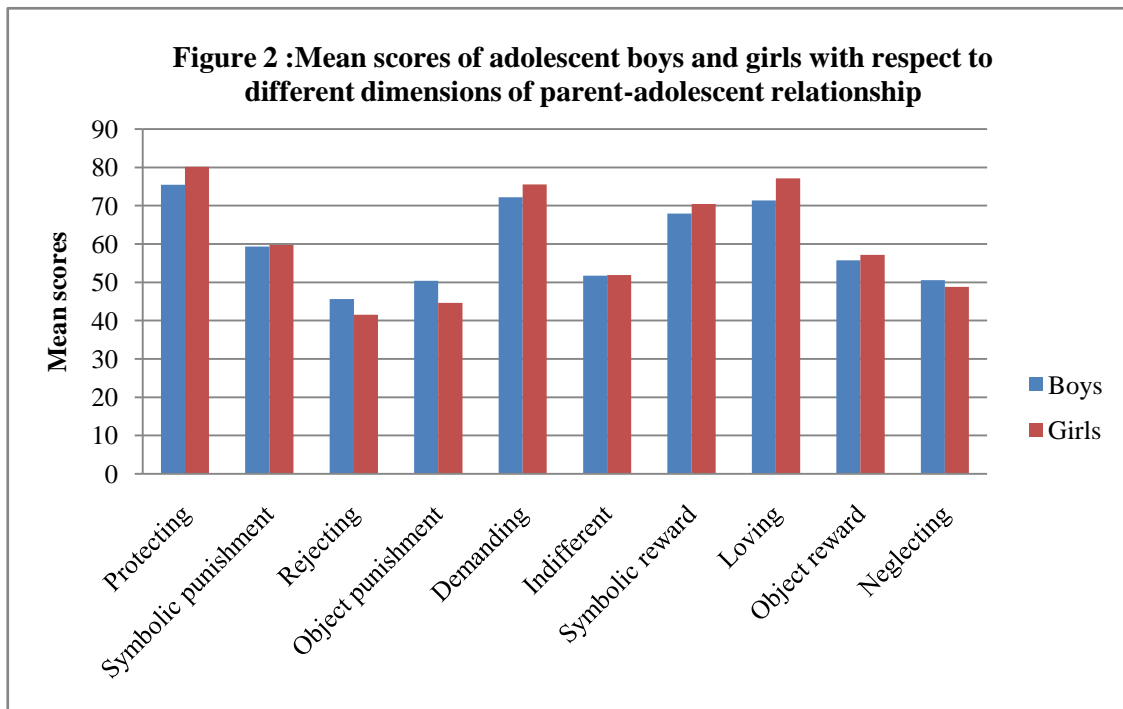


Figure 2 represents graphically the mean scores of adolescent boys and girls with respect to different dimensions of the parent-adolescent relationship.

An observation of the mean scores reveals that the mean score of adolescent boys is higher on the rejecting and object punishment dimensions of the parent-adolescent relationship whereas the mean score of adolescent girls is higher on the protecting, demanding and loving dimensions of the parent-adolescent relationship. It indicates that adolescent boys perceive their parents as more rejecting and high in the use of object punishment whereas adolescent girls perceive their parents as more protective, demanding and loving.

Hence, the null hypothesis is partially rejected. It indicates that adolescent boys and girls differ significantly in respect of protecting, rejecting, object punishment, demanding, and loving dimensions of the parent-adolescent relationship.

H_{01(b)}: There is no significant difference between adolescent boys and girls with respect to father-adolescent relationships.

Table 7

Mean, SD, SE_D, t- ratio, p-value, and significance level of adolescent boys and girls with respect to different dimensions of father-adolescent relationship

Dimensions	Boys(N=150)		Girls(N=150)		SE _D	t-ratio	p-value	Sig. level
	Mean	S.D	Mean	S.D				
Protecting	35.57	6.470	38.09	5.810	.710	3.549	.000	**
Symbolic punishment	30.07	6.769	20.88	5.477	.711	.263	.793	NS
Rejecting	22.85	7.630	20.34	6.788	.834	3.006	.003	**
Object punishment	24.95	8.541	21.15	7.224	.913	4.168	.000	**
Demanding	36.78	6.853	38.32	5.549	.720	2.139	.033	*
Indifferent	24.89	6.861	24.83	6.746	.786	.068	.946	NS
Symbolic reward	33.30	8.587	35.14	8.105	.964	1.909	.057	NS
Loving	34.87	7.162	38.37	7.959	.874	4.003	.000	**
Object reward	26.69	7.314	27.65	8.223	.899	1.061	.290	NS
Neglecting	25.93	6.421	24.86	6.506	.746	1.438	.151	NS

****Significant at 0.01 level *Significant at 0.05 level NS=Not Significant**

Table 7 represents the Mean, Standard Deviation, Standard Error of Difference, t- ratio, p-value, and the significance level of the scores of adolescent boys and girls with respect to different dimensions of the father-adolescent relationship.

Table 7 depicts that in the protecting dimension, the respective mean and standard deviation of adolescent boys are 35.57 and 6.470, and the respective mean and standard deviation of adolescent girls are 38.09 and 5.810. The obtained t- ratio is 3.549, which is found to be significant at 0.01 level. In the symbolic punishment

dimension, the respective mean and standard deviation of adolescent boys are 30.07 and 6.769, and the respective mean and standard deviation of adolescent girls are 20.88 and 5.477. The obtained t-ratio is .263, which is found to be not significant at 0.05 level. In the rejecting dimension, the respective mean and standard deviation of adolescent boys are 22.85 and 7.630, and the respective mean and standard deviation of adolescent girls are 20.34 and 6.788. The obtained t-ratio is 3.006, which is found to be significant at 0.01 level. In the object punishment dimension, the respective mean and standard deviation of adolescent boys are 24.95 and 8.541, and the respective mean and standard deviation of adolescent girls are 21.15 and 7.224. The obtained t-ratio is 4.168, which is found to be significant at 0.01 level. In the demanding dimension, the respective mean and standard deviation of adolescent boys are 36.78 and 6.853, and the respective mean and standard deviation of adolescent girls are 38.32 and 5.549. The obtained t-ratio is 2.139, which is found to be significant at 0.05 level. In the indifferent dimension, the respective mean and standard deviation of adolescent boys are 24.89 and 6.861, and the respective mean and standard deviation of adolescent girls are 24.83 and 6.746. The obtained t-ratio is .068, which is found to be not significant at 0.05 level. In the symbolic reward dimension, the respective mean and standard deviation of adolescent boys are 33.30 and 8.587, and the respective mean and standard deviation of adolescent girls are 35.14 and 8.105. The obtained t-ratio is 1.909, which is found to be not significant at 0.05 level. In the loving dimension, the respective mean and standard deviation of adolescent boys are 34.87 and 7.162, and the respective mean and standard deviation of adolescent girls are 38.37 and 7.959. The obtained t-ratio is 4.003, which is found to be significant at 0.01 level. In the object reward dimension, the respective mean and standard deviation of adolescent boys are 26.69 and 7.314, and the respective

mean and standard deviation of adolescent girls are 27.65 and 8.223. The obtained t-ratio is 1.061, which is found to be not significant at 0.05 level. In the neglecting dimension, the respective mean and standard deviation of adolescent boys are 25.93 and 6.421, and the mean and standard deviation of adolescent girls are 24.86 and 6.506. The obtained t-ratio is 1.438, which is found to be not significant at 0.05 level. Thus, it may be inferred that there is a significant difference between adolescent boys and girls in respect of protecting, rejecting, object punishment, demanding, and loving dimensions of the father-adolescent relationship. However, there is no significant difference between adolescent boys and girls in respect of symbolic punishment, indifferent, symbolic reward, object reward, and neglecting dimensions of the father-adolescent relationship.

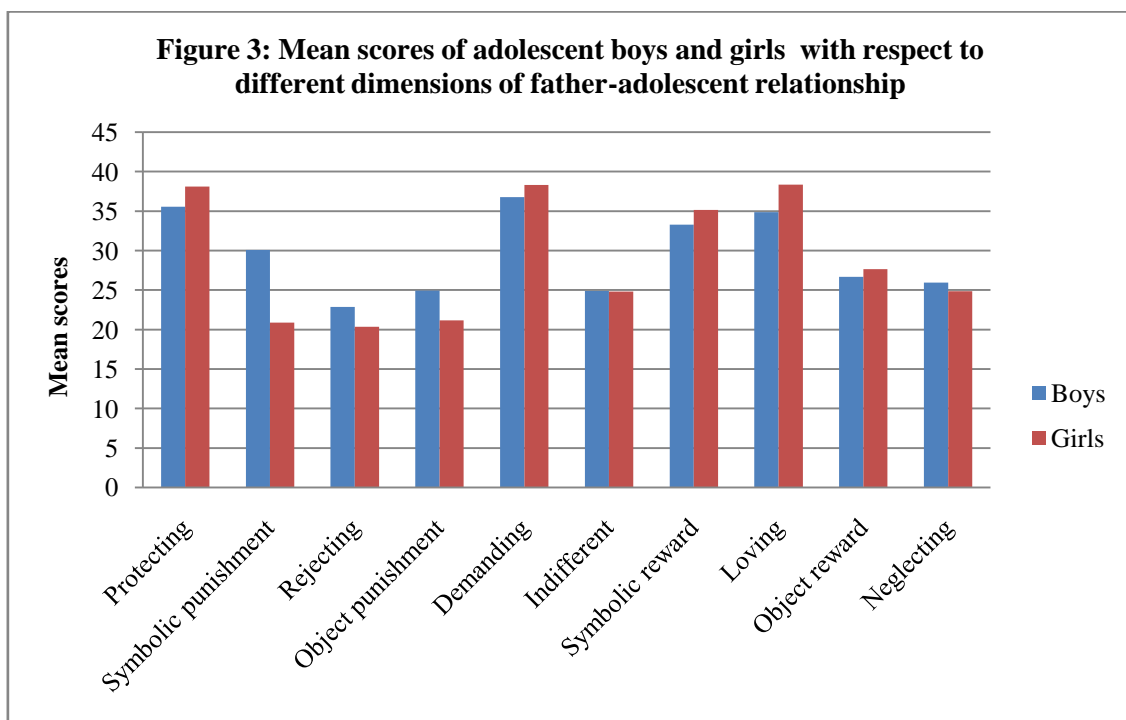


Figure 3 represents graphically the mean scores of adolescent boys and girls with respect to different dimensions of the father-adolescent relationship.

An observation of the mean scores reveals that the mean score of adolescent boys is higher on the rejecting and object punishment dimensions of the father-adolescent relationship whereas the mean score of adolescent girls is higher on the protecting, demanding and the loving dimensions of the father-adolescent relationship. It indicates that adolescent boys perceive their fathers as more rejecting and high in the use of object punishment whereas adolescent girls perceive their fathers as more protective, demanding, and loving.

Hence, the null hypothesis is partially rejected. It indicates that adolescent boys and girls differ significantly in respect of protecting, rejecting, object punishment, demanding, and loving dimensions of the father-adolescent relationship.

H_{01(c)}: There is no significant difference between adolescent boys and girls with respect to mother-adolescent relationships.

Table 8
Mean, SD, SE_D, t-ratio, p-value and significance level of adolescent boys and girls with respect to different dimensions of mother-adolescent relationship

Dimensions	Boys (N=150)		Girls (N=150)		SE _D	t-ratio	p-value	Sig. level
	Mean	S.D	Mean	S.D				
Protecting	39.89	8.140	42.01	7.351	.896	2.367	.019	*
Symbolic punishment	29.25	6.598	29.89	6.246	.742	.854	.394	NS
Rejecting	22.75	7.776	21.17	7.470	.880	1.795	.074	NS
Object punishment	25.45	8.296	23.46	8.072	.945	2.109	.036	*
Demanding	35.41	6.453	37.26	6.468	.746	2.484	.014	*
Indifferent	26.85	6.946	27.05	7.429	.830	.233	.816	NS
Symbolic reward	34.67	6.970	35.34	6.737	.792	.851	.396	NS
Loving	36.51	6.832	38.73	6.647	.778	2.852	.005	**
Object reward	29.03	7.236	29.50	8.489	.911	.520	.604	NS
Neglecting	24.61	6.851	23.93	7.261	.815	.826	.409	NS

**** Significant at 0.01 level *Significant at 0.05 level NS = Not significant**

Table 8 represents the Mean, Standard Deviation, Standard Error of Difference, t- ratio, p-value, and the significance level of the scores of adolescent boys and girls with respect to different dimensions of the mother-adolescent relationship.

Table 8 depicts that in the protecting dimension, the respective mean and standard deviation of adolescent boys are 39.89 and 8.140, and the respective mean and standard deviation of adolescent girls are 42.01 and 7.351. The obtained t-ratio is 2.367, which is found to be significant at 0.05 level. In the symbolic punishment dimension, the respective mean and standard deviation of adolescent boys are 29.25 and 6.598, and the respective mean and standard deviation of adolescent girls are 29.89 and 6.246. The obtained t-ratio is .854, which is found to be not significant at 0.05 level. In the rejecting dimension, the respective mean and standard deviation of adolescent boys are 22.75 and 7.776, and the respective mean and standard deviation of adolescent girls are 21.17 and 7.470. The obtained t- ratio is 1.795, which is found to be not significant at 0.05 level. In the object punishment dimension, the respective mean and standard deviation of adolescent boys are 25.45 and 8.296, and the respective mean and standard deviation of adolescent girls are 23.46 and 8.072. The obtained t-ratio is 2.109, which is found to be significant at 0.05 level. In the demanding dimension, the respective mean and standard deviation of adolescent boys are 35.41 and 6.453, and the mean and standard deviation of adolescent girls are 37.26 and 6.468. The obtained t-ratio is 2.484, which is found to be significant at 0.05 level. In the indifferent dimension, the respective mean and standard deviation of adolescent boys are 26.85 and 6.946, and the respective mean and standard deviation of adolescent girls are 27.05 and 7.429. The obtained t-ratio is .233, which is found to be not significant at 0.05 level. In the symbolic reward dimension, the respective mean and standard deviation of adolescent

boys are 34.67 and 6.970, and the respective mean and standard deviation of adolescent girls are 35.34 and 6.737. The obtained t-ratio is .851 which is found to be not significant at 0.05 level. In the loving dimension, the respective mean and standard deviation of adolescent boys are 36.51 and 6.832, and the respective mean and standard deviation of adolescent girls are 38.73 and 6.647. The obtained t-ratio is 2.852, which is found to be significant at 0.01 level. In the object reward dimension, the respective mean and standard deviation of adolescent boys are 29.03 and 7.236, and the respective mean and standard deviation of adolescent girls are 29.50 and 8.489. The obtained t-ratio is .520, which is found to be not significant at 0.05 level. In neglecting dimension, the respective mean and standard deviation of adolescent boys are 24.61 and 6.851, and the mean and standard deviation of adolescent girls are 23.93 and 7.261. The obtained t-ratio is .826, which is found to be not significant at 0.05 level. Thus, it may be inferred that there is a significant difference between adolescent boys and girls in respect of protecting, object punishment, demanding, and loving dimensions of the mother-adolescent relationship. However, there is no significant difference between adolescent boys and girls in respect of symbolic punishment, rejecting, indifferent, symbolic reward, object reward, and neglecting dimensions of the mother-adolescent relationship.

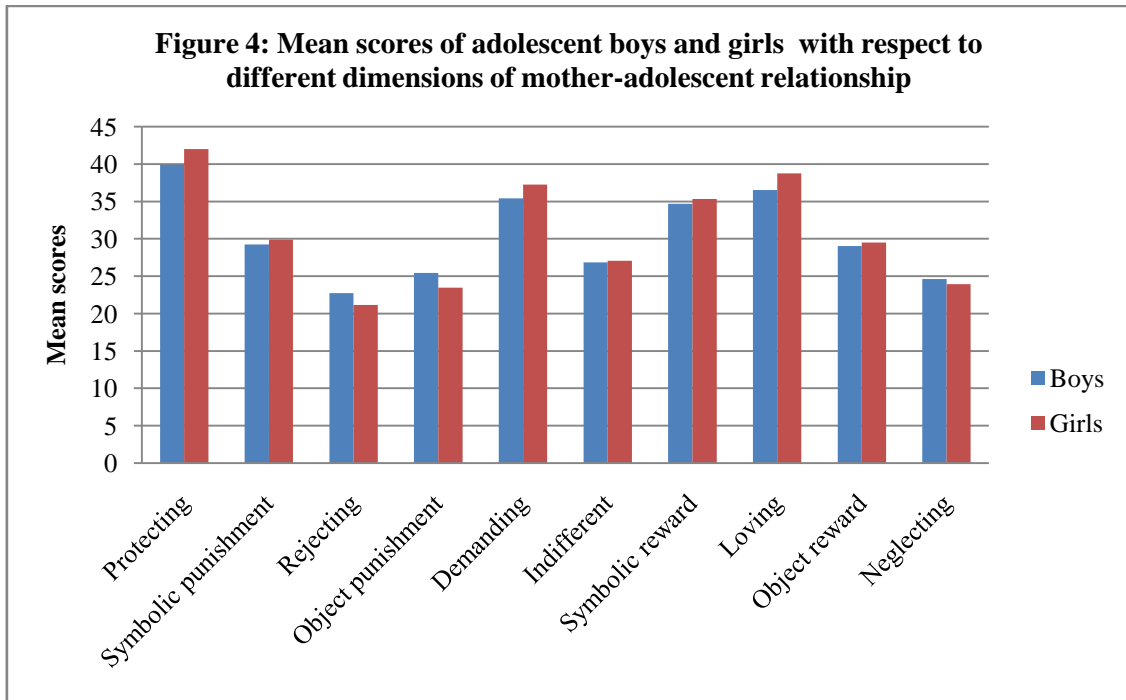


Figure 4 represents graphically the mean scores of adolescent boys and girls with respect to different dimensions of the mother-adolescent relationship.

An observation of the mean scores reveals that the mean score of adolescent boys is higher on the object punishment dimension of the mother-adolescent relationship whereas the mean score of adolescent girls is higher on the protecting, demanding and loving dimensions of the mother-adolescent relationship. It indicates that adolescent boys perceive their mothers as high in the use of object punishment whereas adolescent girls perceive their mothers as more protective, demanding and loving.

Hence, the null hypothesis is partially rejected. It indicates that adolescent boys and girls differ significantly in respect of protecting, object punishment, demanding, and loving dimensions of the mother-adolescent relationship.

5.3 DIFFERENCES BETWEEN ADOLESCENT BOYS AND GIRLS WITH RESPECT TO SOCIAL COMPETENCE AND ITS COMPETENCIES

H₀2: There is no significant difference between adolescent boys and girls with respect to social competence and its competencies.

Table 9

Mean, SD, SE_D, t-ratio, p-value and significance level of adolescent boys and girls with respect to social competence (overall)

Variable	Group	N	Mean	S.D	SE _D	t-ratio	p-value	Sig. Level
Social Competence	Boys	150	105.42	11.601	1.320	2.348	.020	*
	Girls	150	102.32	11.268				

***Significant at 0.05 level**

Table 9 represents the Mean, Standard Deviation, Standard Error of Difference, t-ratio, p-value, and the significance level of the scores of adolescent boys and girls with respect to overall social competence.

Table 9 shows that the respective mean and standard deviation of adolescent boys are 105.42 and 11.601, and the respective mean and standard deviation of adolescent girls are 102.32 and 11.268 in overall social competence. The obtained t-ratio is 2.348, which is found to be significant at 0.05 level. Thus, it may be inferred that there is a significant difference between adolescent boys and girls with respect to overall social competence.

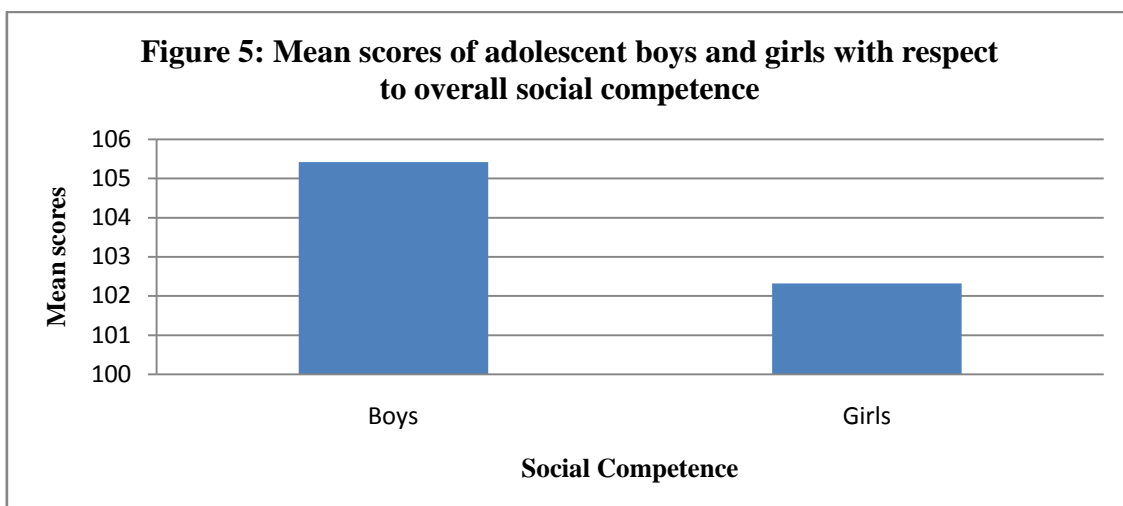


Figure 5 represents graphically the mean scores of adolescent boys and girls with respect to overall social competence.

An observation of the mean scores reveals that the mean score of adolescent boys is higher in overall social competence than the mean score of adolescent girls. It indicates that adolescent boys are more socially competent as compared to the adolescent girls.

Table 10

Mean, SD, SE_D, t-ratio, p-value and significance level of adolescent boys and girls with respect to social competencies

Social competencies	Boys (N=150)		Girls (N=150)		SE _D	t- ratio	p-value	Sig. Level
	Mean	S.D	Mean	S.D				
Social sensitivity	7.58	1.347	7.52	1.482	.164	.367	.714	NS
Social maturity	25.41	3.539	25.33	3.606	.413	.194	.846	NS
Social skills	11.38	1.823	11.08	2.022	.222	1.350	.178	NS
Social relations	9.55	2.448	9.35	2.317	.275	.751	.453	NS
Social leadership	10.93	2.203	10.43	2.090	.248	2.043	.042	*
Social tolerance	16.01	3.557	14.79	3.598	.413	2.937	.004	**
Social competition	17.82	3.109	17.63	2.865	.345	.560	.576	NS
Pro-social attitude	6.73	1.721	6.19	1.557	.190	2.849	.005	**

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

Table 10 represents the Mean, Standard Deviation, Standard Error of Difference, t-ratio, p-value, and the significance level of the scores of adolescent boys and girls with respect to social competencies.

Table 10 depicts that in social sensitivity, the respective mean and standard deviation of adolescent boys are 7.58 and 1.347, and the respective mean and standard deviation of adolescent girls are 7.52 and 1.482. The obtained t-ratio is .367, which is not significant at 0.05 level. In social maturity, the respective mean and standard deviation of adolescent boys are 25.41 and 3.539, and the respective mean and standard deviation of adolescent girls are 25.33 and 3.606. The obtained t-ratio is .194, which is not significant at 0.05 level. In social skills, the respective mean and standard deviation of adolescent boys are 11.38 and 1.823, and the respective mean and standard deviation of adolescent girls are 11.08 and 2.022. The obtained t-ratio is 1.350, which is not significant at 0.05 level. In social relations, the respective mean and standard deviation of adolescent boys are 9.55 and 2.448, and the respective mean and standard deviation of adolescent girls are 9.35 and 2.317. The obtained t-ratio is .751, which is not significant at 0.05 level. In social leadership, the respective mean and standard deviation of adolescent boys are 10.93 and 2.203, and the respective mean and standard deviation of adolescent girls are 10.43 and 2.090. The obtained t-ratio is 2.043, which is significant at 0.05 level. In social tolerance, the respective mean and standard deviation of adolescent boys are 16.01 and 3.557, and the respective mean and standard deviation of adolescent girls are 14.79 and 3.598. The obtained t-ratio is 2.937, which is significant at 0.01 level. In social competition, the respective mean and standard deviation of adolescent boys are 17.82 and 3.109, and the respective mean and standard deviation of adolescent girls are 17.63 and 2.865. The obtained t-ratio is .560, which is

not significant at 0.05 level. In pro-social attitude, the respective mean and standard deviation of adolescent boys are 6.73 and 1.721, and the respective mean and standard deviation of adolescent girls are 6.19 and 1.557. The obtained t-ratio is 2.849, which is significant at 0.01 level. Thus, it may be inferred that there is a significant difference between adolescent boys and girls in respect of social leadership, social tolerance, and pro-social attitude. However, there is no significant difference between adolescent boys and girls in respect of five social competencies, namely, social sensitivity, social maturity, social skills, social relations and social competition.

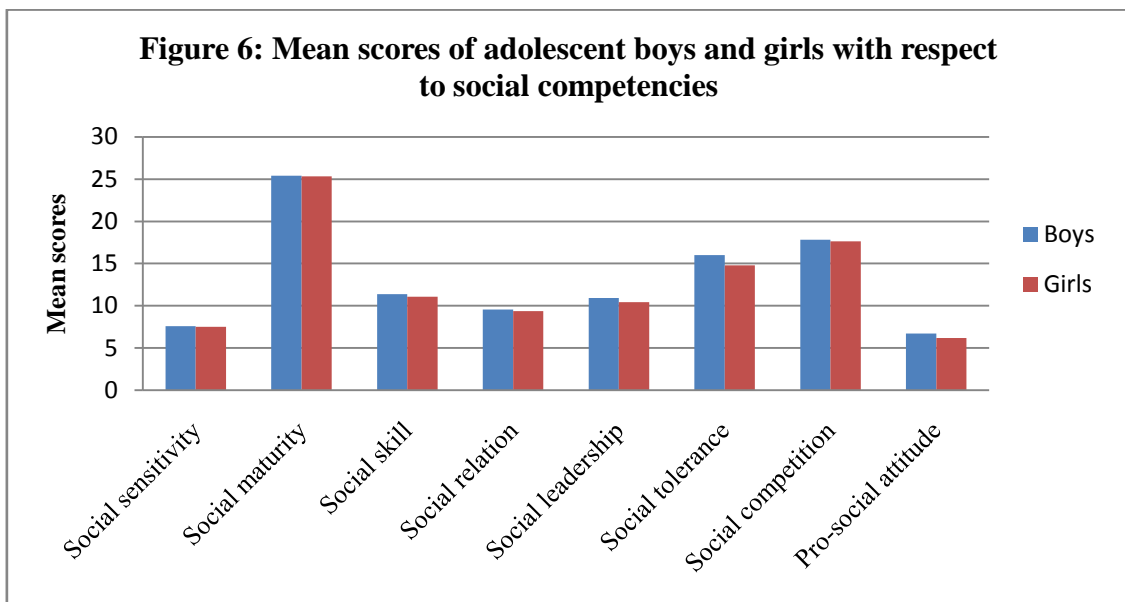


Figure 6 represents graphically the mean scores of adolescent boys and girls with respect to social competencies.

An observation of the mean scores reveals that the mean score of adolescent boys is higher in social leadership, social tolerance, and pro-social attitude than the mean score of adolescent girls. It indicates that adolescent boys are more competent in social leadership, social tolerance, and prosocial attitude as compared to the adolescent girls.

Hence, the null hypothesis is rejected. It indicates that adolescent boys and girls vary significantly in overall social competence and its three competencies, namely, social leadership, social tolerance, and pro-social attitude.

5.4 DIFFERENCES BETWEEN ADOLESCENT BOYS AND GIRLS WITH RESPECT TO EMOTIONAL COMPETENCE AND ITS COMPETENCIES

H₀₃: There is no significant difference between adolescent boys and girls with respect to emotional competence and its competencies.

Table 11
Mean, SD, SE_D, t-value, p-value and significance level of adolescent boys and girls with respect to emotional competence (overall)

Variable	Group	N	Mean	SD	SE _D	t-ratio	p-value	Sig. Level
Emotional Competence	Boys	150	93.13	11.243	1.412	3.564	.000	**
	Girls	150	88.10	13.145				

****Significant at 0.01 level**

Table 11 represents the Mean, Standard Deviation, Standard Error of Difference, t- ratio, p-value, and the significance level of the scores of adolescent boys and girls with respect to overall emotional competence.

Table 11 depicts that the respective mean and standard deviation of adolescent boys are 93.13 and 11.243, and the respective mean and standard deviation of adolescent girls are 88.10 and 13.145 in overall emotional competence. The obtained t-ratio is 3.564, which is found to be significant at 0.01 level. It may be inferred that adolescent boys and girls differ significantly in overall emotional competence.

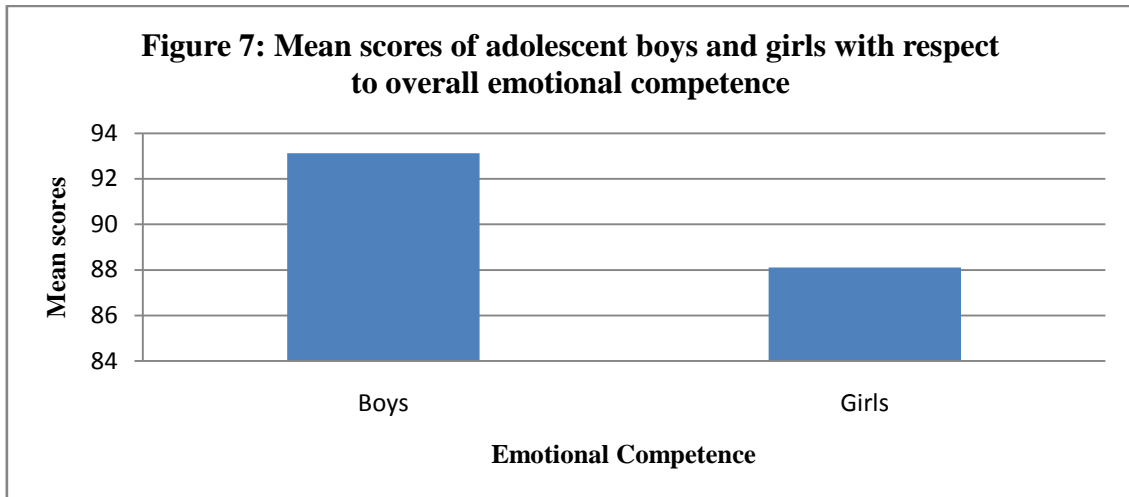


Figure 7 represents graphically the mean scores of adolescent boys and girls with respect to overall emotional competence.

An observation of the mean scores reveals that the mean score of adolescent boys is higher in overall emotional competence than the mean score of adolescent girls. It indicates that adolescent boys are more emotionally competent than adolescent girls.

Table 12
Mean, SD, SE_D, t-value, p-value and significance level of adolescent boys and girls with respect to emotional competencies

Emotional competencies	Boys (N=150)		Girls (N=150)		SE _D	t- ratio	p-value	Sig. Level
	Mean	S.D	Mean	S.D				
Adequate depth of feeling	16.91	3.813	15.89	3.772	.438	2.329	.021	*
Adequate expression and control of emotions	18.13	3.233	16.44	3.551	.392	4.319	.000	**
Ability to function with emotions	17.65	2.965	16.32	3.549	.378	3.513	.001	**
Ability to cope with problem emotions	18.19	3.583	16.95	3.721	.422	2.924	.004	**
Enhancement of positive emotions	22.25	3.838	22.49	3.685	.434	-.552	.581	NS

**** Significant at 0.01 level * Significant at 0.05 level NS = Not significant**

Table 12 represents the Mean, Standard Deviation, Standard Error of Difference, t-ratio, p-value, and the significance level of the scores of adolescent boys and girls with respect to emotional competencies.

Table 12 depicts that the respective mean and standard deviation of adolescent boys are 16.91 and 3.813, and the respective mean and standard deviation of adolescent girls are 15.89 and 3.772 on the adequate depth of feeling. The obtained t-ratio is 2.329, which is significant at 0.05 level. On the adequate expression and control of emotions, the respective mean and standard deviation of adolescent boys are 18.13 and 3.233, and the respective mean and standard deviation of adolescent girls are 16.44 and 3.551. The obtained t-ratio is 4.319, which is significant at 0.01 level. On the ability to function with emotions, the respective mean and standard deviation of adolescent boys are 17.65 and 2.965, and the respective mean and standard deviation of adolescent girls are 16.32 and 3.549. The obtained t-ratio is 3.513, which is significant at 0.01 level. On the ability to cope with problem emotions, the respective mean and standard deviation of adolescent boys are 18.19 and 3.583, and the respective mean and standard deviation of adolescent girls are 16.95 and 3.721. The obtained t-ratio is 2.924, which is significant at 0.01 level. On the enhancement of positive emotions, the respective mean and standard deviation of adolescent boys are 22.25 and 3.838, and the respective mean and standard deviation of adolescent girls are 22.49 and 3.685. The obtained t-ratio is -.552, which is not significant at 0.05 level. Thus, it may be inferred that there is a significant difference between adolescent boys and girls in respect of adequate depth of feeling, adequate expression and control of emotions, ability to functions with emotions, and ability to cope with problem emotions. However, there is no significant difference between adolescent boys and girls in respect of enhancement of positive emotions.

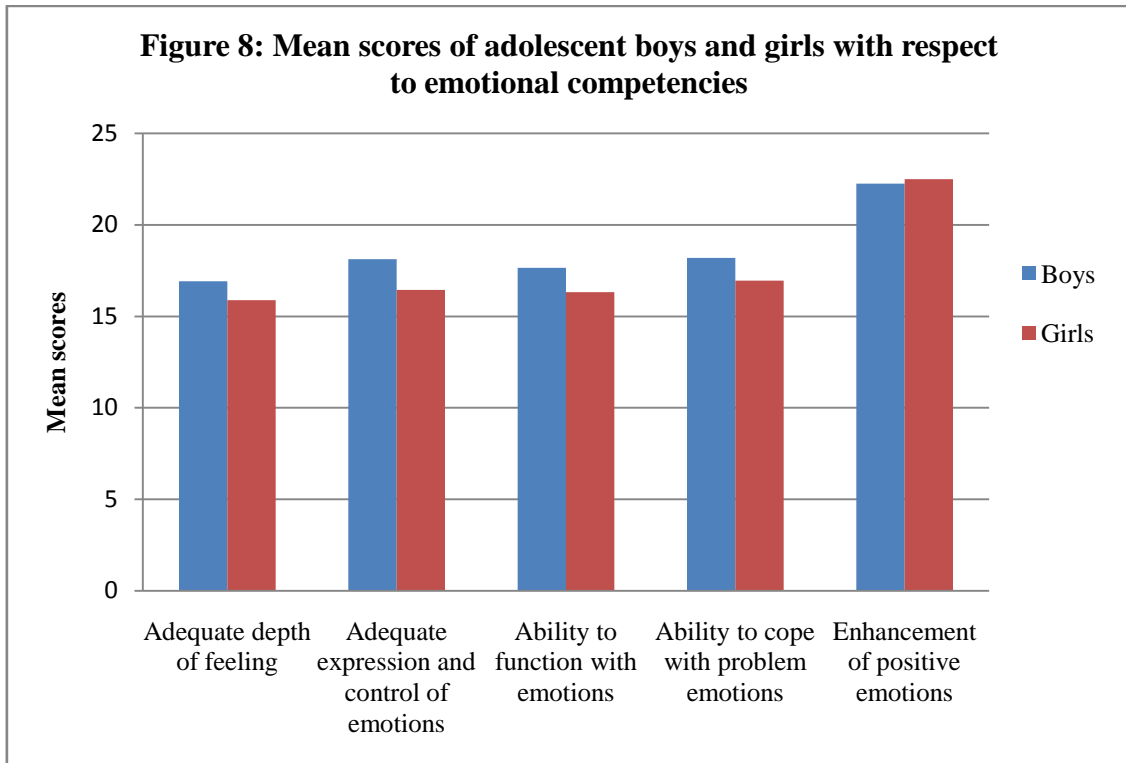


Figure 8 represents graphically the mean scores of adolescent boys and girls with respect to emotional competencies.

An observation of the mean scores reveals that the mean score of adolescent boys is higher in four emotional competencies, namely, adequate depth of feeling, adequate expression and control of emotions, ability to functions with emotions, and ability to cope with problem emotions than the mean score of adolescent girls. It indicates that adolescent boys are higher in emotional competencies as compared to adolescent girls.

Hence, the null hypothesis is rejected. It indicates that adolescent boys and girls vary significantly in overall emotional competence and its all competencies except enhancement of positive emotions.

5.5 RELATIONSHIP BETWEEN SOCIAL COMPETENCE AND EMOTIONAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

H₀4: There is no significant relationship between social competence and emotional competence of adolescent boys and girls.

Table 13

r-value, p-value, and level of significance between social competence and emotional competence of adolescents (total, boys, and girls)

Variables	Adolescents (total) (N=300)			Adolescent boys (N=150)			Adolescent girls (N=150)		
	r	p	Sig	r	p	Sig.	r	p	Sig.
Social competence	.015	.797	NS	.097	.238	NS	-.109	.183	NS
Emotional competence									

NS= Not significant

Table 13 represents the r-value, p-value, and the significance level between social competence and emotional competence of adolescent boys and girls. The coefficient of correlation between social competence and emotional competence of total sample adolescents is found to be .015, which is positive but not significant at 0.05 level.

For the adolescent boys, the coefficient of correlation between social competence and emotional competence is found to be .097, which is positive but not significant at 0.05 level.

For the adolescent girls, the coefficient of correlation between social competence and emotional competence is found to be -.109, which is negative but not significant at 0.05 level. Thus, it may be inferred that social competence and emotional competence

of adolescents, in general, and adolescent boys and girls, in particular, are not significantly associated with each other.

Therefore, the null hypothesis is accepted. It indicates that there is no significant relationship between social competence and emotional competence of adolescent boys and girls.

5.6 RELATION BETWEEN PARENT-ADOLESCENT RELATIONSHIPS AND SOCIAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

H_{05(a)}: There is no significant relationship between parent-adolescent relationships and social competence of adolescent boys and girls.

Table 14
r-value, p-value, and significance level between different dimensions of parent-adolescent relationship and social competence of adolescents (total)

Dimensions of parent-adolescent relationship	Social competence of adolescents (N=300)		
	r-value	p-value	Sig. level
Protecting	.040	.494	NS
Symbolic punishment	.086	.138	NS
Rejecting	.077	.182	NS
Object punishment	.095	.102	NS
Demanding	.129	.025	*
Indifferent	.114	.049	*
Symbolic reward	.115	.047	*
Loving	.050	.387	NS
Object reward	.101	.080	NS
Neglecting	.112	.052	NS

***Significant at 0.05 level NS= Not significant**

Table 14 represents the r-value, p-value, and the significance level between different dimensions of the parent-adolescent relationship and social competence of total sample adolescents. The coefficients of correlation between demanding, indifferent, and symbolic reward dimensions of the parent-adolescent relationship and the social competence of adolescents are found to be .129, .114 and .115 respectively, which are positive and significant at 0.05 level. Thus, it may be inferred that there is a significant and positive relationship between demanding, indifferent, and symbolic reward dimensions of the parent-adolescent relationship and the social competence of adolescents. It reveals that as the parents' demanding, indifferent, and symbolic reward behaviour increases, the social competence of adolescents also increases and vice versa.

Table 14 also indicates that the coefficients of correlation between protecting, symbolic punishment, rejecting, object punishment, loving, object reward, and neglecting dimensions of the parent-adolescent relationship and the social competence of adolescents are found to be .040, .086, .077, .095, .050, .101, and .112 respectively, which are found to be not significant at 0.05 level. Thus it may be inferred that there is no significant relationship between protecting, symbolic punishment, rejecting, object punishment, loving, object reward, and neglecting dimensions of the parent-adolescent relationship and the social competence of adolescents.

Table 15

r-value, p-value and significance level between different dimensions of parent-adolescent relationship and social competence of adolescents (boys)

Dimensions of parent-adolescent relationship	Social competence of adolescent boys (N=150)		
	r-value	p-value	Sig. level
Protecting	.143	.080	NS
Symbolic punishment	.132	.106	NS
Rejecting	.063	.447	NS
Object punishment	.052	.529	NS
Demanding	.246	.002	**
Indifferent	.064	.434	NS
Symbolic reward	.210	.010	**
Loving	.201	.014	*
Object reward	.044	.595	NS
Neglecting	.056	.497	NS

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

Table 15 represents the r-value, p-value, and the significance level between different dimensions of the parent-adolescent relationship and social competence of adolescent boys. The coefficients of correlation between demanding and symbolic reward dimensions of parent-adolescent relationship and the social competence of adolescent boys are found to be .246 and .210 respectively, which are found to be positive and significant at 0.01 level. Further, the coefficient of correlation between the loving dimension of the parent-adolescent relationship and social competence of adolescent boys is found to be .201, which is positive and significant at 0.05 level. Thus, it may be inferred that there is a significant and positive relationship between demanding, symbolic reward, and loving dimensions of the parent-adolescent relationship and the social competence of adolescent boys. It reveals that as the parents'

demanding, symbolic reward and loving behaviour increases, the social competence of the adolescent boys also increases and vice versa.

Table 15 also shows that the coefficients of correlation between protecting, symbolic punishment, rejecting, object punishment, indifferent, object reward, and neglecting dimensions of the parent-adolescent relationship and the social competence of adolescent boys are found to be .143, .132, .063, .052, .064, .044 and .056 respectively, which are not significant at 0.05 level. Thus, it may be inferred that there is no significant relationship between protecting, symbolic punishment, rejecting, object punishment, indifferent, object reward, and neglecting dimensions of the parent-adolescent relationship and the social competence of adolescent boys.

Table 16

r-value, p-value and significance level between different dimensions of parent-adolescent relationship and social competence of adolescents (girls)

Dimensions of parent-adolescent relationship	Social competence of adolescent girls (N=150)		
	r-value	p-value	Sig. level
Protecting	-.022	.788	NS
Symbolic punishment	.038	.647	NS
Rejecting	.055	.501	NS
Object punishment	.092	.263	NS
Demanding	.040	.626	NS
Indifferent	.168	.040	*
Symbolic reward	.040	.626	NS
Loving	-.037	.650	NS
Object reward	.169	.039	*
Neglecting	.151	.065	NS

***Significant at 0.05 level NS= Not significant**

Table 16 represents the r-value, p-value, and significance level between different dimensions of the parent-adolescent relationship and social competence of adolescent girls. The coefficients of correlation between indifferent and object reward dimensions of parent-adolescent relationship and social competence of adolescent girls are found to be .168 and .169 respectively, which are found to be positive and significant at 0.05 level. Thus, it may be inferred that there is a significant and positive relationship between indifferent, and object reward dimensions of the parent-adolescent relationship and the social competence of adolescent girls. It reveals that as indifferent and object reward behaviour of parents increases, the social competence of the adolescent girls also increases and vice-versa.

From Table 16, it is also observed that the coefficients of correlation between protecting, symbolic punishment, rejecting, object punishment, demanding, symbolic reward, loving, and neglecting dimensions of parent-adolescent relationship and the social competence of adolescent girls are found to be -.022, .038, .055, .092, .040, .040, -.037 and .151 respectively, which are not significant at 0.05 level. Thus, it may be inferred that there is no significant relationship between protecting, symbolic punishment, rejecting, object punishment, demanding, symbolic reward, loving, and neglecting dimensions of the parent-adolescent relationship and the social competence of adolescent girls.

Hence, the null hypothesis is partially rejected. It indicates that demanding, symbolic reward and loving behaviour of parents are significantly related to the social competence of adolescent boys, and the indifferent and object reward behaviour of parents are significantly related to the social competence of adolescent girls.

H_{05(b)}: There is no significant relationship between father-adolescent relationships and social competence of adolescent boys and girls.

Table 17

r-value, p-value, and level of significance between different dimensions of father-adolescent relationship and social competence of adolescents (total)

Dimensions of father-adolescent relationship	Social competence of adolescents (N=300)		
	r-value	p-value	Sig. level
Protecting	.096	.096	NS
Symbolic punishment	.137	.018	*
Rejecting	.070	.230	NS
Object punishment	.107	.065	NS
Demanding	.122	.035	*
Indifferent	.084	.144	NS
Symbolic reward	.076	.189	NS
Loving	.035	.546	NS
Object reward	.052	.372	NS
Neglecting	.086	.138	NS

***Significant at 0.05 level NS= Not significant**

Table 17 represents the r-value, p-value, and the significance level between different dimensions of the father-adolescent relationship and social competence of total sample adolescents. The coefficients of correlation between symbolic punishment and demanding dimensions of the father-adolescent relationship and the social competence of adolescents are found to be .137 and .122 respectively, which are positive and significant at 0.05 level. Thus, it may be inferred that there is a significant positive relationship between symbolic punishment and demanding dimensions of the father-adolescent relationship and the social competence of adolescents. It reveals that as fathers' symbolic punishment and demanding behaviour increases, the social competence of the adolescents also increases and vice versa.

Table 17 also shows that the coefficients of correlation between protecting, rejecting, object punishment, indifferent, symbolic reward, loving, object reward and neglecting dimensions of the father-adolescent relationship and the social competence of adolescents are found to be .096, .070, .107, .084, .076, .035, .052 and .086 respectively, which are found to be not significant at 0.05 level. It may be inferred that there is no significant relationship between protecting, rejecting, object punishment, indifferent, symbolic reward, loving, object reward, and neglecting dimensions of the father-adolescent relationship and the social competence of adolescents.

Table 18
r-value, p-value, and significance level between different dimensions of father-adolescent relationship and social competence of adolescents (boys)

Dimensions of father-adolescent relationship	Social competence of adolescent boys (N=150)		
	r-value	p-value	Sig. level
Protecting	.212	.009	**
Symbolic punishment	.225	.006	**
Rejecting	.048	.564	NS
Object punishment	.103	.210	NS
Demanding	.264	.001	**
Indifferent	.049	.550	NS
Symbolic reward	.170	.037	*
Loving	.176	.032	*
Object reward	.020	.809	NS
Neglecting	.047	.570	NS

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

Table 18 represents the r-value, p-value, and the significance level between different dimensions of the father-adolescent relationship and social competence of adolescent boys. The coefficients of correlation between protecting, symbolic

punishment, and demanding dimensions of the father-adolescent relationship and the social competence of adolescent boys are found to be .212, .225 and .264 respectively, which are positive and significant at 0.01 level. The coefficients of correlation between symbolic reward and loving dimensions of the father-adolescent relationship and the social competence of adolescent boys are found to be .170 and .176 respectively, which are positive and significant at 0.05 level. Thus, it may be inferred that there is a significant positive relationship between protecting, symbolic punishment, demanding, symbolic reward, and loving dimensions of the father-adolescent relationship and the social competence of adolescent boys. It reveals that as fathers' protecting, symbolic punishment, demanding, symbolic reward, and loving behaviour increases, the social competence of the adolescent boys also increases and vice versa.

From Table 18, it is also observed that the coefficients of correlation between rejecting, object punishment, indifferent, object reward, and neglecting dimensions of the father-adolescent relationship and the social competence of adolescent boys are found to be .048, .103, .049, .020, and .047 respectively, which are found to be not significant at 0.05 level. Thus, it may be inferred that there is no significant relationship between rejecting, object punishment, indifferent, object reward, and neglecting dimensions of the father-adolescent relationship and the social competence of adolescent boys.

Table 19

r-value, p-value and significance level between different dimensions of father-adolescent relationship and social competence of adolescents (girls)

Dimensions of father-adolescent relationship	Social competence of adolescent girls (N=150)		
	r-value	p-value	Sig. level
Protecting	.030	.714	NS
Symbolic punishment	.024	.771	NS
Rejecting	.048	.563	NS
Object punishment	.047	.564	NS
Demanding	-.014	.868	NS
Indifferent	.122	.137	NS
Symbolic reward	.007	.932	NS
Loving	-.032	.699	NS
Object reward	.098	.231	NS
Neglecting	.105	.202	NS

NS=Not significant

Table 19 represents the r-value, p-value, and the significance level between different dimensions of the father-adolescent relationship and social competence of adolescent girls. The coefficients of correlation between protecting, symbolic punishment, rejecting, object punishment, indifferent, symbolic reward, object reward, and neglecting dimensions of the father-adolescent relationship and the social competence of adolescent girls are found to be .030, .024, .048, .047, .122, .007, .098 and .105 respectively, which are found to be positive but not significant at 0.05 level. Further, the coefficients of correlation between demanding and loving dimensions of the father-adolescent relationship and the social competence of adolescent girls are found to be -.014 and -.032 respectively, which are found to be negative and not significant at 0.05 level. Thus, it may be inferred that none of the dimensions of the father-adolescent relationship is significantly related to the social competence of adolescent girls.

Hence, the null hypothesis is partially rejected for the adolescent boys, but accepted for the adolescent girls. It indicates that the protecting, symbolic punishment, demanding, symbolic reward, and loving behaviour of fathers are significantly related to the social competence of adolescent boys. However, none of the behaviours of fathers is significantly related to the social competence of adolescent girls.

H_{05(c)}: There is no significant relationship between mother-adolescent relationships and social competence of adolescent boys and girls.

Table 20
r-value, p-value, and level of significance between different dimensions of mother-adolescent relationship and social competence of adolescents (total)

Dimensions of mother-adolescent relationship	Social competence of adolescents (N=300)		
	r-value	p-value	Sig. level
Protecting	-.014	.809	NS
Symbolic punishment	.019	.740	NS
Rejecting	.078	.179	NS
Object punishment	.068	.239	NS
Demanding	.109	.058	NS
Indifferent	.123	.033	*
Symbolic reward	.140	.016	*
Loving	.058	.317	NS
Object reward	.133	.022	*
Neglecting	.121	.037	*

***Significant at 0.05 level NS= Not significant**

Table 20 shows that the coefficients of correlation between indifferent, symbolic reward, object reward, and neglecting dimensions of the mother-adolescent relationship and the social competence of adolescents are found to be .123, .140, .133 and .121 respectively, which are positive and significant at 0.05 level. Thus, it may be inferred that there is a significant positive relationship between indifferent, symbolic reward,

object reward, and neglecting dimensions of the mother-adolescent relationship and the social competence of adolescents. It reveals that as mothers' indifferent, symbolic reward, object reward, and neglecting behaviour increases, the social competence of the adolescents also increases and vice versa.

Table 20 also shows that the coefficients of correlation between protecting, symbolic punishment, rejecting, object punishment, demanding, and loving dimensions of the mother-adolescent relationship and the social competence of adolescents are found to be -.014, .019, .078, .068, .109 and .058 respectively, which are found to be not significant at 0.05 level. It may be inferred that there is no significant relationship between protecting, symbolic punishment, rejecting, object punishment, demanding, and loving dimensions of the mother-adolescent relationship and the social competence of adolescents.

Table 21
r-value, p-value and significance level between different dimensions of mother-adolescent relationship and social competence of adolescents (boys)

Dimensions of mother-adolescent relationship	Social competence of adolescent boys (N=150)		
	r-value	p-value	Sig. level
Protecting	.060	.469	NS
Symbolic punishment	.012	.881	NS
Rejecting	.071	.386	NS
Object punishment	-.009	.911	NS
Demanding	.185	.024	*
Indifferent	.070	.396	NS
Symbolic reward	.220	.007	**
Loving	.193	.018	*
Object reward	.061	.461	NS
Neglecting	.056	.500	NS

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

Table 21 represents the r-value, p-value, and the significance level of different dimensions of the mother-adolescent relationship and social competence of adolescent boys. The coefficient of correlation between symbolic reward dimension of the mother-adolescent relationship and the social competence of adolescent boys is .220, which is found to be positive and significant at 0.01 level. The coefficients of correlation between demanding and loving dimensions of the mother-adolescent relationship and the social competence of adolescent boys are .185 and .193 respectively, which are found to be positive and significant at 0.05 level. Thus, it may be inferred that demanding, symbolic reward and loving dimensions of the mother-adolescent relationship are significantly and positively related to the social competence of adolescent boys. It reveals that as mothers' demanding, symbolic reward, and loving behaviour increases, the social competence of the adolescent boys also increases and vice versa.

Table 21 also indicates that the coefficients of correlation between protecting, symbolic punishment, rejecting, object punishment, indifferent, object reward, and neglecting dimensions of the mother-adolescent relationship and the social competence of adolescent boys are found to be .060, .012, .071, -.009, .070, .061 and .056 respectively, which are found to be not significant at 0.05 level. Thus, it may be inferred that protecting, symbolic punishment, rejecting, object punishment, indifferent, object reward, and neglecting dimensions of the mother-adolescent relationship are not significantly related to the social competence of adolescent boys.

Table 22

r-value, p-value and significance level between different dimensions of mother-adolescent relationship and social competence of adolescents (girls)

Dimensions of mother-adolescent relationship	Social competence of adolescent girls (N=150)		
	r-value	p-value	Sig. level
Protecting	.059	.477	NS
Symbolic punishment	.041	.617	NS
Rejecting	.058	.482	NS
Object punishment	.118	.150	NS
Demanding	.076	.353	NS
Indifferent	.181	.026	*
Symbolic reward	.071	.386	NS
Loving	-.036	.659	NS
Object reward	.207	.011	*
Neglecting	.174	.034	*

***Significant at 0.05 level NS= Not significant**

Table 22 represents the r-value, p-value, and the significance level between different dimensions of the mother-adolescent relationship and social competence of adolescent girls. The coefficients of correlation between indifferent, object reward, and neglecting dimensions of the mother-adolescent relationship and the social competence of adolescent girls are found to be .181, .207 and .174 respectively, which are found to be positive and significant at 0.05 level. Thus, it may be inferred that indifferent, object reward, and neglecting dimensions of the mother-adolescent relationship are significantly and positively related to the social competence of adolescent girls. It reveals that as mothers' indifferent, object reward and neglecting behaviour increases, the social competence of adolescent girls also increases and vice versa.

From Table 22, it is also observed that the coefficients of correlation between protecting, symbolic punishment, rejecting, object punishment, demanding, symbolic reward, and loving dimensions of the mother-adolescent relationship and the social competence of adolescent girls are found to be .059, .041, .058, .118, .076, .071, and -.036 respectively, which are found to be not significant at 0.05 level. Thus, it may be

inferred that protecting, symbolic punishment, rejecting, object punishment, demanding, symbolic reward, and loving dimensions of the mother-adolescent relationship are not significantly related to the social competence of adolescent girls.

Hence, the null hypothesis is partially rejected. It indicates that demanding, symbolic reward, and loving behaviour of mothers are significantly related to the social competence of adolescent boys, and the indifferent, object reward and neglecting behaviour of mothers are significantly related to the social competence of adolescent girls.

5.7 RELATION BETWEEN PARENT-ADOLESCENT RELATIONSHIPS AND EMOTIONAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

H_{06(a)}: There is no significant relationship between parent-adolescent relationships and emotional competence of adolescent boys and girls.

Table 23

r-value, p-value and significance level between different dimensions of parent-adolescent relationship and emotional competence of adolescents (total)

Dimensions of parent-adolescent relationship	Emotional competence of adolescents (N=300)		
	r-value	p-value	Sig. level
Protecting	.007	.901	NS
Symbolic punishment	-.234	.000	**
Rejecting	-.253	.000	**
Object punishment	-.276	.000	**
Demanding	-.114	.049	*
Indifferent	-.088	.128	NS
Symbolic reward	.041	.481	NS
Loving	.148	.010	**
Object reward	-.007	.901	NS
Neglecting	-.205	.000	**

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

Table 23 represents the r-value, p-value, and the significance level between different dimensions of the parent-adolescent relationship and the emotional competence of total sample adolescents. The coefficients of correlation between symbolic punishment, rejecting, object punishment, and neglecting dimensions of the parent-adolescent relationship and the emotional competence of adolescents are found to be -.234, -.253, -.276, and -.205 respectively, which are found to be negative and significant at 0.01 level. The coefficient of correlation between the demanding dimension of parent-adolescent relationship and the emotional competence of adolescents is found to be -.114, which is negative and significant at 0.05 level. Thus, it may be inferred that symbolic punishment, rejecting, object punishment, demanding, and neglecting dimensions of the parent-adolescent relationship are significantly and negatively related to the emotional competence of adolescents. It reveals that as the symbolic punishment, rejecting, object punishment, demanding, and neglecting behaviour of parents increases, the emotional competence of adolescents decreases and vice versa.

However, the coefficient of correlation between the loving dimension of parent-adolescent relationship and the emotional competence of adolescents is found to be .148, which is positive and significant at 0.01 level. Thus, it may also be inferred that loving dimension of the parent-adolescent relationship is significantly and positively related to the emotional competence of adolescents. It reveals that as the loving behaviour of parents increases, the emotional competence of adolescents also increases and vice versa.

Table 23 also shows that the coefficients of correlation between protecting, indifferent, symbolic reward, and object reward dimensions of the parent-adolescent

relationship and the emotional competence of adolescents are found to be .007, -.088, .041 and -.007 respectively, which are found to be not significant at 0.05 level. Thus, it may be inferred that there is no significant relationship between protecting, indifferent, symbolic reward, and object reward dimensions of the parent-adolescent relationship and the emotional competence of adolescents.

Table 24
r-value, p-value and significance level between different dimensions of parent-adolescent relationship and emotional competence of adolescents (boys)

Dimensions of parent-adolescent relationship	Emotional competence of adolescent boys (N=150)		
	r-value	p-value	Sig. level
Protecting	.138	.092	NS
Symbolic punishment	-.141	.086	NS
Rejecting	-.320	.000	**
Object punishment	-.328	.000	**
Demanding	.031	.702	NS
Indifferent	-.105	.203	NS
Symbolic reward	.139	.089	NS
Loving	.203	.013	*
Object reward	-.013	.873	NS
Neglecting	-.236	.004	**

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

Table 24 represents the r-value, p-value, and the significance level between different dimensions of the parent-adolescent relationship and emotional competence of adolescent boys. The coefficients of correlation between rejecting, object punishment, and neglecting dimensions of the parent-adolescent relationship and the emotional competence of adolescent boys are found to be -.320, -.328, and -.236 respectively, which are found to be negative and significant at 0.01 level. Thus, it may be inferred

that rejecting, object punishment, and neglecting dimensions of the parent-adolescent relationship are significantly and negatively related to the emotional competence of adolescent boys. It reveals that as the rejecting, object punishment, and neglecting behaviour of parents increases, the emotional competence of adolescent boys decreases and vice versa.

However, the coefficient of correlation between the loving dimension of parent-adolescent relationship and the emotional competence of adolescent boys is found to be .203, which is found to be positive and significant at 0.05 level. Thus, it may also be inferred that loving dimension of parent-adolescent relationship is significantly and positively related to the emotional competence of adolescent boys. It reveals that as parents' loving behaviour increases, the emotional competence of adolescent boys also increases and vice versa.

From Table 24, it is also observed that the coefficients of correlation between protecting, symbolic punishment, demanding, indifferent, symbolic reward, and object reward dimensions of the parent-adolescent relationship and the emotional competence of adolescent boys are found to be .138, -.141, .031, -.105, .139, and -.013 respectively, which are found to be not significant at 0.05 level. Thus, it may be inferred that there is no significant relationship between protecting, symbolic punishment, demanding, indifferent, symbolic reward, and the object reward dimensions of parent-adolescent relationship and the emotional competence of adolescent boys.

Table 25

r-value, p-value and significance level between different dimensions of parent-adolescent relationship and emotional competence of adolescents (girls)

Dimensions of parent-adolescent relationship	Emotional competence of adolescent girls (N=150)		
	r-value	p-value	Sig. level
Protecting	-.040	.623	NS
Symbolic punishment	-.335	.000	**
Rejecting	-.268	.001	**
Object punishment	-.332	.000	**
Demanding	-.206	.011	*
Indifferent	-.076	.356	NS
Symbolic reward	-.010	.903	NS
Loving	.199	.015	*
Object reward	.015	.855	NS
Neglecting	-.216	.008	**

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

Table 25 represents the r-value, p-value, and the significance level between different dimensions of the parent-adolescent relationship and the emotional competence of adolescent girls. The coefficients of correlation between symbolic punishment, rejecting, object punishment, and neglecting dimensions of the parent-adolescent relationship and the emotional competence of adolescent girls are found to be -.335,-.268,-.332, and -.216 respectively, which are found to be negative and significant at 0.01 level. Besides, the coefficient of correlation between the demanding dimension of parent-adolescent relationship and the emotional competence of adolescent girls is found to be -.206, which is negative and significant at 0.05 level. Thus, it may be inferred that there is a significant negative relationship between symbolic punishment, rejecting, object punishment, demanding, and neglecting dimensions of the parent-adolescent relationship and the emotional competence of adolescent girls. It reveals that as the symbolic punishment, rejecting, object

punishment, demanding, and the neglecting behaviour of parents increases, the emotional competence of adolescent girls decreases and vice versa.

However, the coefficient of correlation between the loving dimension of parent-adolescent relationship and the emotional competence of adolescent girls is found to be .199, which is found to be positive and significant at 0.05 level. Thus, it may also be inferred that there is a significant positive relationship between the loving dimension of parent-adolescent relationship and the emotional competence of adolescent girls. It also reveals that as the loving behaviour of parents increases, the emotional competence of adolescent girls also increases and vice versa.

From Table 25, it is also observed that the coefficients of correlation between protecting, indifferent, symbolic reward, and object reward dimensions of the parent-adolescent relationship and the emotional competence of adolescent girls are found to be -.040, -.076, -.010, and .015 respectively, which are found to be not significant at 0.05 level. Thus, it may be inferred that there is no significant relationship between protecting, indifferent, symbolic reward, and object reward dimensions of the parent-adolescent relationship and the emotional competence of adolescent girls.

Hence, the null hypothesis is partially rejected. It indicates that rejecting, object punishment, neglecting, and the loving behaviour of parents are significantly related to the emotional competence of adolescent boys, and the symbolic punishment, rejecting, object punishment, demanding, neglecting, and the loving behaviour of parents are significantly related to the emotional competence of adolescent girls.

H_{06(b)}: There is no significant relationship between father-adolescent relationships and emotional competence of adolescent boys and girls.

Table 26
r-value, p-value and significance level between different dimensions of father-adolescent relationship and emotional competence of adolescents (total)

Dimensions of father-adolescent relationship	Emotional competence of adolescents (N=300)		
	r-value	p-value	Sig. level
Protecting	.016	.778	NS
Symbolic punishment	-.186	.001	**
Rejecting	-.240	.000	**
Object punishment	-.221	.000	**
Demanding	-.106	.066	NS
Indifferent	-.040	.494	NS
Symbolic reward	.035	.550	NS
Loving	.156	.007	**
Object reward	-.060	.302	NS
Neglecting	-.167	.004	**

****Significant at 0.01 level NS= Not significant**

Table 26 represents the r-value, p-value, and the significance level between different dimensions of the father-adolescent relationship and the emotional competence of total sample adolescents. The coefficients of correlation between symbolic punishment, rejecting, object punishment, and neglecting dimensions of the father-adolescent relationship and the emotional competence of adolescents are found to be -.186, -.240, -.221, and -.167 respectively, which are found to be negative and significant at 0.01 level. Further, the coefficient of correlation between the loving dimension of father-adolescent relationship and the emotional competence of adolescents is found to be .156, which is positive and significant at 0.01 level. Thus, it may be inferred that there is a significant negative relationship between symbolic punishment, rejecting, object punishment, and neglecting dimensions of the father-adolescent relationship and the emotional competence of adolescents. Further, it may also be inferred that there is a

significant positive relationship between the loving dimension of father-adolescent relationship and the emotional competence of adolescents. It reveals that as the symbolic punishment, rejecting, object punishment, and the neglecting behaviour of fathers increases, the emotional competence of adolescents decreases and vice versa. It also reveals that as the loving behaviour of fathers increases, the emotional competence of adolescents also increases and vice versa.

Table 26 also shows that the coefficients of correlation between protecting, demanding, indifferent, symbolic reward, and object reward dimensions of the father-adolescent relationship and the emotional competence of adolescents are found to be .016, -.106, -.040, .035 and -.060 respectively, which are found to be not significant at 0.05 level. Thus, it may be inferred there is no significant relationship between protecting, demanding, indifferent, symbolic reward, and object reward dimensions of the father-adolescent relationship and the emotional competence of adolescents.

Table 27

r-value, p-value and significance level between different dimensions of father-adolescent relationship and emotional competence of adolescents (boys)

Dimensions of father-adolescent relationship	Emotional competence of adolescent boys (N=150)		
	r-value	p-value	Sig. level
Protecting	.119	.149	NS
Symbolic punishment	-.120	.145	NS
Rejecting	-.317	.000	**
Object punishment	-.286	.000	**
Demanding	.053	.517	NS
Indifferent	-.099	.229	NS
Symbolic reward	.119	.148	NS
Loving	.169	.039	*
Object reward	-.046	.577	NS
Neglecting	-.183	.025	*

****Significant at 0.01 level * Significant at 0.05 level NS= Not significant**

Table 27 represents the r-value, p-value, and the significance level between different dimensions of the father-adolescent relationship and emotional competence of adolescent boys. The coefficients of correlation between rejecting and object punishment dimensions of the father-adolescent relationship and the emotional competence of adolescent boys are found to be $-.317$ and $-.286$ respectively, which are found to be negative and significant at 0.01 level. The coefficient of correlation between neglecting dimension of the father-adolescent relationship and the emotional competence of adolescent boys is found to be $-.183$, which is found to be negative and significant at 0.05 level. Further, the coefficient of correlation between the loving dimension of the father-adolescent relationship and the emotional competence of adolescent boys is found to be $.169$, which is found to be positive and significant at 0.05 level. Thus, it may be inferred that there is a significant negative relationship between rejecting, object punishment, and neglecting dimensions of the father-adolescent relationship and the emotional competence of adolescent boys. It may also be inferred that there is a significant positive relationship between the loving dimension of father-adolescent relationship and the emotional competence of adolescent boys. It reveals that as the rejecting, object punishment, and the neglecting behaviour of fathers increases, the emotional competence of adolescent boys decreases and vice versa. It also reveals that as fathers' loving behaviour increases, the emotional competence of adolescent boys also increases and vice versa.

From Table 27, it is also observed that the coefficients of correlation between protecting, symbolic punishment, demanding, indifferent, symbolic reward, and object reward dimensions of the father-adolescent relationship and the emotional competence of adolescent boys are found to be $.119$, $-.120$, $.053$, $-.099$, $.119$, and $-.046$ respectively,

which are found to be not significant at 0.05 level. Thus, it may be inferred that there is no significant relationship between protecting, symbolic punishment, demanding, indifferent, symbolic reward, and object reward dimensions of the father-adolescent relationship and the emotional competence of adolescent boys.

Table 28

r-value, p-value and significance level between different dimensions of father-adolescent relationship and emotional competence of adolescents (girls)

Dimensions of father-adolescent relationship	Emotional competence of adolescent girls (N=150)		
	r-value	p-value	Sig. level
Protecting	.004	.959	NS
Symbolic punishment	-.277	.001	**
Rejecting	-.259	.001	**
Object punishment	-.286	.000	**
Demanding	-.231	.004	**
Indifferent	.009	.918	NS
Symbolic reward	.004	.957	NS
Loving	.244	.003	**
Object reward	.050	.540	NS
Neglecting	-.194	.018	*

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

Table 28 represents the r-value, p-value, and the significance level between different dimensions of the father-adolescent relationship and emotional competence of adolescent girls. The coefficients of correlation between symbolic punishment, rejecting, object punishment, and demanding dimensions of the father-adolescent relationship and the emotional competence of adolescent girls are found to be -.277, -.259, -.286, and -.231 respectively, which are found to be negative and significant at 0.01 level. Besides, the coefficient of correlation between the neglecting dimension of father-adolescent relationship and the emotional competence of adolescent girls is found to be -.194, which is found to be negative and significant at 0.05 level. Further, the coefficient of correlation between the loving dimension of the father-adolescent

relationship and the emotional competence of adolescent girls is found to be .244, which is found to be positive and significant at 0.01 level. Thus, it may be inferred that there is a significant negative relationship between symbolic punishment, rejecting, object punishment, demanding, and neglecting dimensions of the father-adolescent relationship and the emotional competence of adolescent girls. Further, it may also be inferred that there is a significant positive relationship between the loving dimension of father-adolescent relationship and the emotional competence of adolescent girls. It reveals that as the symbolic punishment, rejecting, object punishment, demanding, and the neglecting behaviour of fathers increases, the emotional competence of adolescent girls decreases and vice versa. It also reveals that as the loving behaviour of fathers increases, the emotional competence of adolescent girls also increases and vice versa.

From Table 28, it is also observed that the coefficients of correlation between protecting, indifferent, symbolic reward, and object reward dimensions of the father-adolescent relationship and the emotional competence of adolescent girls are found to be .004, .009, .004, and .050 respectively, which are found to be not significant at 0.05 level. Thus, it may be inferred that there is no significant relationship between protecting, indifferent, symbolic reward, and object reward dimensions of the father-adolescent relationship and the emotional competence of adolescent girls.

Hence, the null hypothesis is partially rejected. It indicates that rejecting, object punishment, neglecting, and the loving behaviour of fathers are significantly related to the emotional competence of adolescent boys, and the symbolic punishment, rejecting, object punishment, demanding, neglecting, and loving behaviour of fathers are significantly related to the emotional competence of adolescent girls.

H_{06(c)}: There is no significant relationship between mother-adolescent relationships and emotional competence of adolescent boys and girls.

Table 29

r-value, p-value and significance level between different dimensions of mother-adolescent relationship and emotional competence of adolescents (total)

Dimensions of mother-adolescent relationship	Emotional competence of adolescents (N=300)		
	r-value	p-value	Sig. level
Protecting	-.002	.979	NS
Symbolic punishment	-.231	.000	**
Rejecting	-.243	.000	**
Object punishment	-.287	.000	**
Demanding	-.098	.092	NS
Indifferent	-.120	.038	*
Symbolic reward	.040	.486	NS
Loving	.112	.053	NS
Object reward	.046	.428	NS
Neglecting	-.212	.000	**

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

Table 29 represents the r-value, p-value, and the significance level between different dimensions of the mother-adolescent relationship and emotional competence of total sample adolescents. The coefficients of correlation between symbolic punishment, rejecting, object punishment, and neglecting dimensions of the mother-adolescent relationship and the emotional competence of adolescents are found to be -.231, -.243, -.287, and -.212 respectively, which are found to be negative and significant at 0.01 level. Further, the coefficient of correlation between the indifferent dimension of mother-adolescent relationship and the emotional competence of adolescents is found to be -.120, which is found to be negative and significant at 0.05 level. It may be inferred that there is a significant negative relationship between symbolic punishment,

rejecting, object punishment, indifferent, and neglecting dimensions of the mother-adolescent relationship and the emotional competence of adolescents. It reveals that as the symbolic punishment, rejecting, object punishment, indifferent, and the neglecting behaviour of mothers increases, the emotional competence of adolescents decreases and vice versa.

Table 29 also shows that the coefficients of correlation between protecting, demanding, symbolic reward, loving, and object reward dimensions of the mother-adolescent relationship and the emotional competence of adolescents are found to be -.002, -.098, .040, .112 and .046 respectively, which are found to be not significant at 0.05 level. Thus, it may be inferred that there is no significant relationship between protecting, demanding, symbolic reward, loving, and object reward dimensions of the mother-adolescent relationship and the emotional competence of adolescents.

Table 30
r-value, p-value and significance level between different dimensions of mother-adolescent relationship and emotional competence of adolescents (boys)

Dimensions of mother-adolescent relationship	Emotional competence of adolescent boys (N=150)		
	r-value	p-value	Sig. level
Protecting	.126	.125	NS
Symbolic punishment	-.136	.098	NS
Rejecting	-.293	.000	**
Object punishment	-.319	.000	**
Demanding	.003	.972	NS
Indifferent	-.095	.249	NS
Symbolic reward	.139	.091	NS
Loving	.204	.012	*
Object reward	.022	.788	NS
Neglecting	-.249	.002	**

**Significant at 0.01 level *Significant at 0.05 level NS= Not significant

Table 30 represents the r-value, p-value, and the significance level between different dimensions of the mother-adolescent relationship and emotional competence of adolescent boys. The coefficients of correlation between rejecting, object punishment, and neglecting dimensions of the mother-adolescent relationship and the emotional competence of adolescent boys are found to be -.293, -.319 and -.249 respectively, which are found to be negative and significant at 0.01 level. Further, the coefficient of correlation between the loving dimension of mother-adolescent relationship and the emotional competence of adolescent boys is found to be .204, which is found to be positive and significant at 0.05 level. Thus, it may be inferred that there is a significant negative relationship between rejecting, object punishment, and neglecting dimensions of the mother-adolescent relationship and the emotional competence of adolescent boys. Further, it may also be inferred that there is a significant positive relationship between the loving dimension of mother-adolescent relationship and the emotional competence of adolescent boys. It reveals that as the rejecting, object punishment, and the neglecting behaviour of mothers increases, the emotional competence of adolescent boys decreases and vice versa. It also reveals that as the loving behaviour of mothers increases, the emotional competence of adolescent boys also increases and vice versa.

From Table 30, it is also observed that the coefficients of correlation between protecting, symbolic punishment, demanding, indifferent, symbolic reward, and object reward dimensions of the mother-adolescent relationship and the emotional competence of adolescent boys are found to be .126, -.136, .003, -.095, .139, and .022 respectively, which are found to be not significant at 0.05 level. Thus, it may be inferred that there is no significant relationship between protecting, symbolic punishment, demanding,

indifferent, symbolic reward, and object reward dimensions of the mother-adolescent relationship and the emotional competence of adolescent boys.

Table 31
r-value, p-value and significance level between different dimensions of mother-adolescent relationships and emotional competence of adolescents (girls)

Dimensions of mother-adolescent relationship	Emotional competence of adolescent girls (N=150)		
	r-value	p-value	Sig. level
Protecting	-.067	.416	NS
Symbolic punishment	-.309	.000	**
Rejecting	-.254	.002	**
Object punishment	-.324	.000	**
Demanding	-.134	.101	NS
Indifferent	-.140	.088	NS
Symbolic reward	-.025	.759	NS
Loving	.103	.209	NS
Object reward	.076	.357	NS
Neglecting	-.209	.010	**

****Significant at 0.01 level NS= Not significant**

Table 31 represents the r-value, p-value, and the significance level between different dimensions of mother-adolescent relationship and emotional competence of adolescent girls. The coefficients of correlation between symbolic punishment, rejecting, object punishment, and neglecting dimensions of the mother-adolescent relationship and the emotional competence of adolescent girls are found to be -.309, -.254, -.324, and -.209 respectively, which are found to be negative and significant at 0.01 level. Thus, it may be inferred that there is a significant negative relationship between symbolic punishment, rejecting, object punishment, and neglecting dimensions of the mother-adolescent relationship and the emotional competence of adolescent girls.

It reveals that as mothers' symbolic punishment, rejecting, object punishment, and the neglecting behaviour increases, the emotional competence of adolescent girls decreases and vice versa.

From Table 31, it is also observed that the coefficients of correlation between protecting, demanding, indifferent, symbolic reward, loving, and object reward dimensions of the mother-adolescent relationship and the emotional competence of adolescent girls are found to be -.067, -.134, -.140, -.025, .103 and .076 respectively, which are found to be not significant at 0.05 level. Thus, it may be inferred that there is no significant relationship between protecting, demanding, indifferent, symbolic reward, loving, and object reward dimensions of the mother-adolescent relationship and the emotional competence of adolescent girls.

Hence, the null hypothesis is partially rejected. It indicates that rejecting, object punishment, neglecting, and the loving behaviour of mothers are significantly related to the emotional competence of adolescent boys, and the symbolic punishment, rejecting, object punishment, and neglecting behaviour of mothers are significantly related to the emotional competence of adolescent girls.

5.8 EFFECT OF PARENT-ADOLESCENT RELATIONSHIPS ON SOCIAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

$H_{07(a)}$: There is no significant effect of parent-adolescent relationships on the social competence of adolescent boys and girls.

Table 32

Regression analysis on dimensions of parent-adolescent relationship and social competence of adolescents (total)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	86.312	6.585		13.108	.000	**
Protecting	-.045	.070	-.049	-.648	.518	NS
Symbolic punishment	.023	.079	.022	.285	.776	NS
Rejecting	-.007	.074	-.009	-.099	.921	NS
Object punishment	-.001	.063	-.001	-.016	.987	NS
Demanding	.115	.069	.115	1.663	.097	NS
Indifferent	.068	.070	.076	.981	.327	NS
Symbolic reward	.066	.063	.079	1.043	.298	NS
Loving	.005	.070	.006	.075	.940	NS
Object reward	.028	.059	.035	.474	.636	NS
Neglecting	.031	.078	.034	.396	.692	NS
R= .198, R²= .039, Adjusted R²= .006, F(10,289) = 1.180^{NS}, P= .304, Std.Error of estimate = 11.487						

****Significant at 0.01 level NS= Not significant**

From Table 32, it is observed that the obtained F value (F= 1.180) is not significant at 0.05 level, which indicates that the overall model is not significant. It means that the model does not explain a significant amount of variance in the outcome variable. The obtained coefficient of determination (R²=.039) indicates that the ten dimensions of parent-adolescent relationship contribute 3.9% towards social competence of adolescents. Since the F value is not found to be statistically significant,

it may be inferred that changes in the adolescents' social competence have not resulted from changes in parent-adolescent relationships.

Table 33
Regression analysis on dimensions of parent-adolescent relationship and social competence of adolescents (boys)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	79.273	8.467		9.362	.000	**
Protecting	-.040	.102	-.045	-.391	.696	NS
Symbolic punishment	.022	.106	.023	.211	.833	NS
Rejecting	.058	.096	.074	.608	.544	NS
Object punishment	-.075	.090	-.100	-.832	.407	NS
Demanding	.176	.100	.185	1.755	.081	NS
Indifferent	.052	.095	.057	.546	.586	NS
Symbolic reward	.097	.089	.119	1.089	.278	NS
Loving	.122	.112	.134	1.086	.280	NS
Object reward	-.066	.086	-.075	-.762	.447	NS
Neglecting	.038	.107	.040	.356	.723	NS
R= .310, R²= .096, Adjusted R²= .031, F(10,139)= 1.482^{NS}, P=.152, Std. Error of estimate.= 11.418						

****Significant at 0.01 level NS= Not significant**

From Table 33, it is observed that the obtained F value (F=1.482) is not significant at 0.05 level, which indicates that the overall model is not significant. It means that the model does not explain a significant amount of variance in the outcome variable. The obtained coefficient of determination (R²=.096) indicates that the ten dimensions of parent-adolescent relationship contribute 9.6% towards social competence of adolescent boys. Since the F value is not found to be statistically significant, it may be inferred that the changes in the social competence of the

adolescent boys cannot be explained by the changes in the parent-adolescent relationships.

Table 34
Regression analysis on dimensions of parent-adolescent relationship and social competence of adolescents (girls)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	98.392	11.485		8.567	.000	**
Protecting	-.018	.097	-.019	-.191	.849	NS
Symbolic punishment	-.018	.122	-.016	-.144	.886	NS
Rejecting	-.146	.117	-.176	-1.249	.214	NS
Object punishment	.034	.096	.043	.359	.720	NS
Demanding	.062	.102	.058	.612	.541	NS
Indifferent	.124	.105	.142	1.187	.237	NS
Symbolic reward	-.048	.092	-.057	-.520	.604	NS
Loving	-.098	.095	-.115	-1.033	.304	NS
Object reward	.124	.082	.168	1.522	.130	NS
Neglecting	.074	.116	.085	.641	.523	NS
R= .252, R²= .063, Adjusted R²= -.004, F (10,139) =.940^{NS}, P=.499, Std. Error of estimate= 11.290						

****Significant at 0.01 level NS= Not significant**

From Table 34, it is observed that the obtained F value (F= .940) is not significant at 0.05 level, which indicates that the overall model is not significant. It means that the model does not explain a significant amount of variance in the outcome variable. The obtained coefficient of determination (R²=.063) indicates that the ten dimensions of parent-adolescent relationship contribute 6.3% towards social competence of adolescent girls. Since the F value is not found to be statistically significant, it may be inferred that the changes in the social competence of the

adolescent girls cannot be explained by the changes in the parent-adolescent relationships.

Hence, the null hypothesis is accepted. It indicates that parent-adolescent relationships have no significant effect on the social competence of adolescent boys and girls.

H_{07(b)}: There is no significant effect of father-adolescent relationships on the social competence of adolescent boys and girls.

Table 35
Regression analysis on dimensions of father-adolescent relationship and social competence of adolescents (total)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	86.900	5.983		14.525	.000	**
Protecting	.109	.134	.059	.809	.419	NS
Symbolic punishment	.162	.139	.086	1.165	.245	NS
Rejecting	-.045	.129	-.028	-.345	.730	NS
Object punishment	.059	.106	.041	.554	.580	NS
Demanding	.113	.127	.062	.889	.375	NS
Indifferent	.129	.124	.076	1.035	.301	NS
Symbolic reward	.041	.096	.030	.428	.669	NS
Loving	-.029	.110	-.019	-.261	.794	NS
Object reward	-.012	.107	-.008	-.113	.910	NS
Neglecting	.011	.139	.006	.076	.940	NS
R= .189, R²= .036, AdjustedR²= .002, F(10,289) = 1.065^{NS}, P=.389, Std. Error of estimate= 11.509						

****Significant at 0.01 level NS= Not significant**

From Table 35, it is observed that the obtained F value (F=1.065) is not significant at 0.05 level, which indicates that the overall model is not significant. It

means that the model does not explain a significant amount of variance in the outcome variable. The obtained coefficient of determination ($R^2=.036$) indicates that the father-adolescent relationships contribute 3.6% towards social competence of adolescents. Since the F value is not found to be statistically significant, it may be inferred that the changes in the social competence of the adolescents cannot be explained by the changes in the father-adolescent relationships.

Table 36

Regression analysis on dimensions of father-adolescent relationship and social competence of adolescents (boys)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	80.254	7.462		10.755	.000	**
Protecting	.185	.205	.103	.901	.369	NS
Symbolic punishment	.260	.178	.152	1.461	.146	NS
Rejecting	-.032	.165	-.021	-.190	.849	NS
Object punishment	-.017	.140	-.012	-.119	.906	NS
Demanding	.269	.169	.159	1.588	.115	NS
Indifferent	.127	.165	.075	.769	.443	NS
Symbolic reward	.028	.142	.021	.199	.842	NS
Loving	.060	.180	.037	.335	.738	NS
Object reward	-.079	.154	-.050	-.514	.608	NS
Neglecting	-.079	.185	-.044	-.429	.669	NS
R= .326, R²= .106, Adjusted R²= .042, F(10,139) = 1.654^{NS}, P= .098, Std. Error of estimate= 11.354						

****Significant at 0.01 level NS= Not significant**

From Table 36, it is observed that the obtained F value ($F=1.654$) is not significant at 0.05 level, which indicates that the overall model is not significant. It means that the model does not explain a significant amount of variance in the outcome

variable. The obtained coefficient of determination ($R^2=.106$) indicates that the ten dimensions of father-adolescent relationship contribute 10.6% towards social competence of adolescent boys. Since the F value is not found to be statistically significant, it may be inferred that the changes in the social competence of the adolescent boys cannot be explained by the changes in the father-adolescent relationships.

Table 37

Regression analysis on dimensions of father-adolescent relationships and social competence of adolescents (girls)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	97.713	10.434		9.365	.000	**
Protecting	.117	.186	.060	.629	.531	NS
Symbolic punishment	.009	.226	.004	.039	.969	NS
Rejecting	-.090	.209	-.054	-.430	.668	NS
Object punishment	-.010	.177	-.007	-.058	.954	NS
Demanding	-.040	.200	-.020	-.198	.843	NS
Indifferent	.132	.190	.079	.695	.488	NS
Symbolic reward	-.062	.138	-.045	-.447	.655	NS
Loving	-.095	.145	-.067	-.654	.514	NS
Object reward	.097	.154	.071	.630	.530	NS
Neglecting	.132	.215	.076	.617	.538	NS
R= .160, R²= .026, Adjusted R²= -.044, F (10, 139) = .367^{NS}, P=.959, Std. Error of estimate= 11.515						

****Significant at 0.01 level NS= Not significant**

From Table 37, it is observed that the obtained F value ($F=.367$) is not significant at 0.05 level, which indicates that the overall model is not significant. It means that the model does not explain a significant amount of variance in the outcome

variable. The obtained coefficient of determination ($R^2=.026$) indicates that the ten dimensions of father-adolescent relationship contribute 2.6% towards social competence of adolescent girls. Since the F value is not found to be statistically significant, it may be inferred that the changes in the social competence of the adolescent girls cannot be explained by the changes in the father-adolescent relationships.

Hence, the null hypothesis is accepted. It indicates that father-adolescent relationships have no significant effect on the social competence of adolescent boys and girls.

H_{07(c)}: There is no significant effect of mother-adolescent relationships on the social competence of adolescent boys and girls.

Table 38

Regression analysis on dimensions of mother-adolescent relationship and social competence of adolescents (total)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	88.372	6.171		14.321	.000	**
Protecting	-.135	.103	-.092	-1.311	.191	NS
Symbolic punishment	-.083	.133	-.046	-.626	.532	NS
Rejecting	.044	.135	.029	.325	.745	NS
Object punishment	-.035	.112	-.025	-.313	.754	NS
Demanding	.213	.115	.120	1.853	.065	NS
Indifferent	.085	.115	.053	.739	.461	NS
Symbolic reward	.201	.122	.119	1.641	.102	NS
Loving	.022	.136	.013	.160	.873	NS
Object reward	.102	.099	.070	1.026	.306	NS
Neglecting	.104	.133	.064	.785	.433	NS
R= .235, R²= .055, Adjusted R²= .022, F(10,289)= 1.682^{NS}, P= .084, Std. Error of estimate= 11.392						

****Significant at 0.01 level NS= Not significant**

From Table 38, it is observed that the obtained F value (F=1.682) is not significant at 0.05 level, which indicates that the overall model is not significant. That means the model does not explain a significant amount of variance in the outcome variable. The obtained coefficient of determination ($R^2=.055$) indicates that the mother-adolescent relationships contribute 5.5% towards social competence of adolescents. Since the F value is not found to be statistically significant, it may be inferred that the changes in the social competence of the adolescents cannot be explained by the changes in the mother-adolescent relationships.

Table 39

Regression analysis on dimensions of mother-adolescent relationship and social competence of adolescents (boys)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	80.866	8.494		9.521	.000	**
Protecting	-.099	.145	-.070	-.687	.493	NS
Symbolic punishment	-.152	.188	-.087	-.811	.419	NS
Rejecting	.224	.181	.150	1.236	.219	NS
Object punishment	-.226	.172	-.161	-1.316	.190	NS
Demanding	.310	.181	.172	1.715	.089	NS
Indifferent	.050	.165	.030	.302	.763	NS
Symbolic reward	.272	.165	.164	1.652	.101	NS
Loving	.312	.202	.184	1.545	.125	NS
Object reward	-.133	.156	-.083	-.854	.394	NS
Neglecting	.177	.187	.105	.946	.346	NS
R= .336, R²= .113, Adjusted R²= .049, F(10,139) = 1.772^{NS}, P= .071, Std. Error of estimate= 11.312						

****Significant at 0.01 level NS= Not significant**

From Table 39, it is observed that the obtained F value ($F=1.772$) is not significant at 0.05 level, which indicates that the overall model is not significant. It means that the model does not explain a significant amount of variance in the outcome variable. The obtained coefficient of determination ($R^2=.113$) indicates that the ten dimensions of mother-adolescent relationship contribute 11.3% towards social competence of adolescent boys. Since the F value is not found to be statistically significant, it may be inferred that the changes in the social competence of the adolescent boys cannot be explained by the changes in the mother-adolescent relationships.

Table 40
Regression analysis on dimensions of mother-adolescent relationship and social competence of adolescents (girls)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	97.007	9.605		10.099	.000	**
Protecting	-.145	.149	-.095	-.978	.330	NS
Symbolic punishment	.054	.194	.030	.280	.780	NS
Rejecting	-.303	.204	-.201	-1.485	.140	NS
Object punishment	.083	.154	.059	.538	.592	NS
Demanding	.114	.154	.066	.743	.459	NS
Indifferent	.208	.161	.137	1.287	.200	NS
Symbolic reward	.024	.186	.014	.128	.898	NS
Loving	-.211	.186	-.125	-1.138	.257	NS
Object reward	.259	.127	.195	2.041	.043	*
Neglecting	.170	.191	.110	.892	.374	NS
R= .312, R²= .097, Adjusted R²= .032, F(10,139) = 1.494^{NS}, P=.148,						
Std. Error of estimate= 11.085						

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

From Table 40, it is observed that the obtained F value ($F=1.494$) is not significant at 0.05 level, which indicates that the overall model is not significant. It means that the model does not explain a significant amount of variance in the outcome variable. The obtained coefficient of determination ($R^2=.097$) indicates that the ten dimensions of mother-adolescent relationship contribute 9.7% towards social competence of adolescent girls. Since the F value is not found to be statistically significant, it may be inferred that the changes in the social competence of the adolescent girls cannot be explained by the changes in the mother-adolescent relationships.

From Table 40, it is also observed that the regression coefficient for the object reward ($B=.259$) dimension of the mother-adolescent relationship is found to be statistically significant at 0.05 level. Although the regression coefficient for the object reward dimension of the mother-adolescent relationship is significant, it can not be explained as a significant predictor as the F value is insignificant.

Hence, the null hypothesis is accepted. It indicates that mother-adolescent relationships have no significant effect on the social competence of adolescent boys and girls.

5.9 EFFECT OF PARENT-ADOLESCENT RELATIONSHIPS ON EMOTIONAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

$H_{08(a)}$: There is no significant effect of parent-adolescent relationships on the emotional competence of adolescent boys and girls.

Table 41

Regression analysis on dimensions of parent-adolescent relationships and emotional competence of adolescents (total)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	102.675	6.868		14.949	.000	**
Protecting	-.060	.073	-.060	-.826	.409	NS
Symbolic punishment	-.098	.082	-.088	-1.193	.234	NS
Rejecting	-.054	.077	-.062	-.703	.482	NS
Object punishment	-.125	.066	-.151	-1.904	.058	NS
Demanding	-.020	.072	-.018	-.277	.782	NS
Indifferent	.017	.073	.018	.236	.813	NS
Symbolic reward	.024	.066	.026	.361	.718	NS
Loving	.103	.073	.110	1.409	.160	NS
Object reward	.016	.061	.019	.268	.789	NS
Neglecting	-.059	.081	-.059	-.721	.471	NS
R= .328, R²= .107, Adjusted R²= .077, F(10,289) = 3.479**, P= .000						
Std. Error of estimate= 11.981						

****Significant at 0.01 level NS= Not significant**

From Table 41, it is observed that the obtained F value (F= 3.479) is significant at 0.01 level, which indicates that the overall model is significant. It means that the model explains a significant amount of variance in the outcome variable. The obtained coefficient of determination (R²=.107) indicates that 10.7% of the variability of the emotional competence is accounted for by the variables in the model, i.e. ten dimensions of the parent-adolescent relationship. It may be inferred that changes in the

adolescents' emotional competence have resulted from changes in parent-adolescent relationships.

However, none of the regression coefficients for ten dimensions of parent-adolescent relationship is found statistically significant. It indicates that none of the dimensions of the parent-adolescent relationship can significantly predict the emotional competence of adolescents.

Table 42
Regression analysis on dimensions of parent-adolescent relationship and emotional competence of adolescents (boys)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	92.938	7.861		11.823	.000	**
Protecting	-.021	.095	-.024	-.217	.828	NS
Symbolic punishment	.032	.099	.035	.326	.745	NS
Rejecting	-.134	.089	-.175	-1.510	.133	NS
Object punishment	-.207	.083	-.285	-2.483	.014	*
Demanding	.101	.093	.110	1.086	.279	NS
Indifferent	.075	.088	.085	.852	.395	NS
Symbolic reward	.071	.083	.090	.864	.389	NS
Loving	.050	.104	.057	.485	.629	NS
Object reward	-.023	.080	-.027	-.282	.778	NS
Neglecting	-.040	.099	-.043	-.400	.690	NS
R= .413, R²= .171, Adjusted R²= .111, F(10,139) = 2.862**, P=.003						
Std. Error of estimate= 10.600						

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

From Table 42, it is observed that the obtained F value (F=2.862) is significant at 0.01 level, which indicates that the overall model is significant. It means that the model explains a significant amount of variance in the outcome variable. The obtained

coefficient of determination ($R^2=.171$) indicates that 17.1% of the variability of the emotional competence of adolescent boys is accounted for by the variables in the model, i.e. ten dimensions of the parent-adolescent relationship. Thus, it may be inferred that changes in the emotional competence of adolescent boys have resulted from changes in parent-adolescent relationships.

From Table 42, it is also observed that among the ten dimensions of parent-adolescent relationship, the regression coefficient for the object punishment dimension ($B= -.207$) only is found to be statistically significant at 0.05 level. It indicates that for each 1 unit increase in the object punishment behaviour of parents, the emotional competence of adolescent boys will decrease by .20 units.

Table 43

Regression analysis on dimensions of parent-adolescent relationship and emotional competence of adolescents (girls)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	108.397	12.545		8.640	.000	**
Protecting	-.029	.106	-.026	-.278	.782	NS
Symbolic punishment	-.226	.133	-.177	-1.698	.092	NS
Rejecting	.017	.127	.018	.136	.892	NS
Object punishment	-.182	.105	-.195	-1.739	.084	NS
Demanding	-.069	.111	-.055	-.626	.532	NS
Indifferent	.025	.114	.024	.218	.828	NS
Symbolic reward	-.113	.100	-.115	-1.125	.262	NS
Loving	.159	.103	.160	1.534	.127	NS
Object reward	.104	.089	.120	1.168	.245	NS
Neglecting	-.069	.127	-.067	-.541	.589	NS
R= .423, R²= .179, Adjusted R²= .120, F(10,139)= 3.029**, P=.002						
Std. Error of estimate= 12.332						

****Significant at 0.01 level NS= Not significant**

From Table 43, it is observed that the obtained F value ($F=3.029$) is significant at 0.01 level, which indicates that the overall model is significant. It means that the model explains a significant amount of variance in the outcome variable. The obtained coefficient of determination ($R^2=.179$) indicates that 17.9% of the variability of the emotional competence of adolescent girls is accounted for by the variables in the model, i.e. ten dimensions of the parent-adolescent relationship. Thus, it may be inferred that changes in the emotional competence of adolescent girls have resulted from changes in parent-adolescent relationships.

However, it is observed that none of the regression coefficients for the ten dimensions of the parent-adolescent relationship is statistically significant. It indicates that none of the dimensions of the parent-adolescent relationship can significantly predict the emotional competence of adolescent girls.

Hence, the null hypothesis is rejected. It indicates that parent-adolescent relationships have a significant effect on the emotional competence of adolescent boys and girls.

H_{08(b)}: There is no significant effect of father-adolescent relationships on the emotional competence of adolescent boys and girls.

Table 44

Regression analysis on dimensions of father-adolescent relationship and emotional competence of adolescents (total)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	100.640	6.264		16.065	.000	**
Protecting	-.076	.141	-.038	-.543	.588	NS
Symbolic punishment	-.113	.145	-.056	-.780	.436	NS
Rejecting	-.214	.135	-.126	-1.585	.114	NS
Object punishment	-.117	.111	-.076	-1.049	.295	NS
Demanding	-.116	.133	-.058	-.874	.383	NS
Indifferent	.158	.130	.086	1.215	.225	NS
Symbolic reward	.040	.101	.027	.396	.693	NS
Loving	.243	.115	.151	2.114	.035	*
Object reward	-.154	.112	-.096	-1.368	.172	NS
Neglecting	-.085	.146	-.044	-.585	.559	NS
R= .312, R²= .097, Adjusted R²= .066, F(10,289)= 3.109**, P=.001						
Std. Error of estimate= 12.050						

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

From Table 44, it is observed that the obtained F value (F=3.109) is significant at 0.01 level, which indicates that the overall model is significant. It means that the model explains a significant amount of variance in the outcome variable. The coefficient of determination is found to be .097, which indicates that ten dimensions of the father-adolescent relationship contribute 9.7% towards adolescents' emotional competence. Since the F-value is found to be significant, it may be inferred that changes in the adolescents' emotional competence have resulted from changes in the father-adolescent relationships.

From table 44, it is also observed that among the ten dimensions of the father-adolescent relationship, the regression coefficient for the loving dimension (B=.243) only is found to be statistically significant at 0.05 level. It indicates that for each 1 unit increase in the loving behaviour of fathers, the emotional competence of adolescents will increase by .24 units.

Table 45
Regression analysis on dimensions of father-adolescent relationship and emotional competence of adolescents (boys)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	94.622	7.023		13.474	.000	**
Protecting	.035	.193	.020	.181	.857	NS
Symbolic punishment	.025	.168	.015	.152	.879	NS
Rejecting	-.313	.156	-.213	-2.011	.046	*
Object punishment	-.294	.131	-.223	-2.235	.027	*
Demanding	.188	.159	.115	1.184	.239	NS
Indifferent	.073	.155	.045	.473	.637	NS
Symbolic reward	.079	.134	.061	.593	.554	NS
Loving	.082	.169	.053	.487	.627	NS
Object reward	-.068	.145	-.044	-.470	.639	NS
Neglecting	-.056	.174	-.032	-.323	.747	NS
R= .397, R²= .157, Adjusted R²= .097, F(10,139) = 2.595**, P=.006						
Std. Error of estimate= 10.685						

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

From Table 45, it is observed that the F value (F= 2.595) is significant at 0.01 level, which indicates that the overall model is significant. It means that the model explains a significant amount of variance in the outcome variable. The coefficient of determination is found to be .157, which indicates that ten dimensions of father-

adolescent relationship contribute 15.7% towards emotional competence of adolescent boys. Since the F-value is found to be significant, it may be inferred that changes in the emotional competence of the adolescent boys have resulted from changes in the father-adolescent relationships.

From Table 45, it is also observed that among the ten dimensions of the father-adolescent relationship, the regression coefficient for the rejecting ($B = -.313$) and object punishment ($B = -.294$) dimension is found to be statistically significant at 0.05 level. It indicates that for each 1 unit increase in the rejecting and object punishment behaviour of fathers, the emotional competence of adolescent boys will decrease by .31 and .29 units respectively.

Table 46

Regression analysis on dimensions of father-adolescent relationship and emotional competence of adolescents (girls)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	102.907	11.160		9.221	.000	**
Protecting	-.073	.199	-.032	-.368	.714	NS
Symbolic punishment	-.246	.242	-.103	-1.018	.310	NS
Rejecting	-.096	.224	-.049	-.428	.669	NS
Object punishment	-.213	.189	-.117	-1.125	.262	NS
Demanding	-.282	.214	-.119	-1.317	.190	NS
Indifferent	.313	.203	.161	1.542	.125	NS
Symbolic reward	-.071	.148	-.044	-.482	.630	NS
Loving	.394	.155	.239	2.541	.012	*
Object reward	-.138	.165	-.086	-.834	.406	NS
Neglecting	-.160	.230	-.079	-.699	.486	NS
R= .426, R²= .181, Adjusted R²= .122, F(10,139) = 3.076**, P= .001						
Std. Error of estimate= 12.315						

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

From Table 46, it is observed that the obtained F value ($F=3.076$) is significant at 0.01 level, which indicates that the overall model is significant. It means that the model explains a significant amount of variance in the outcome variable. The coefficient of determination is found to be .181, which indicates that ten dimensions of father-adolescent relationship contribute 18.1% towards emotional competence of adolescent girls. Since the F-value is found to be significant it may be inferred that changes in the emotional competence of the adolescent girls have resulted from changes in the father-adolescent relationships.

From Table 46, it is also observed that among the ten dimensions of the father-adolescent relationship, the regression coefficient for the loving dimension ($B=.394$) only is found to be statistically significant at 0.05 level. It indicates that for each 1 unit increase in the loving behaviour of fathers, the emotional competence of adolescent girls will increase by .39 units.

Hence, the null hypothesis is rejected. It indicates that father-adolescent relationships have a significant effect on the emotional competence of adolescent boys and girls.

H_{08(c)}: There is no significant effect of mother-adolescent relationships on the emotional competence of adolescent boys and girls.

Table 47

Regression analysis on dimensions of mother-adolescent relationship and emotional competence of adolescents (total)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	103.522	6.475		15.989	.000	**
Protecting	-.082	.108	-.051	-.755	.451	NS
Symbolic punishment	-.168	.139	-.086	-1.204	.230	NS
Rejecting	-.056	.141	-.034	-.395	.693	NS
Object punishment	-.284	.118	-.188	-2.414	.016	*
Demanding	-.007	.121	-.004	-.062	.951	NS
Indifferent	-.059	.120	-.034	-.495	.621	NS
Symbolic reward	.060	.128	.033	.466	.641	NS
Loving	.059	.142	.032	.415	.678	NS
Object reward	.148	.104	.093	1.416	.158	NS
Neglecting	-.132	.140	-.075	-.944	.346	NS
R= .334, R²= .112, Adjusted R²= .081, F (10,289)=3.633**, P=000						
Std. Error of estimate= 11.953						

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

From Table 47, it is observed that the obtained F value (F= 3.633) is significant at 0.01 level, which indicates that the overall model is significant. It means that the model explains a significant amount of variance in the outcome variable. The coefficient of determination is found to be .112, which indicates that ten dimensions of mother-adolescent relationship contribute 11.2% towards emotional competence of adolescents. Since the F-value is found to be significant it may be inferred that changes in the emotional competence of the adolescents have resulted from changes in the mother-adolescent relationship.

From Table 47, it is also observed that among the ten dimensions of the mother-adolescent relationship, the regression coefficient for the object punishment dimension (B= -.284) only is found to be statistically significant at 0.05 level. It indicates that for each 1 unit increase in the perceived object punishment behaviour of mothers, the emotional competence of adolescents will decrease by .28 units.

Table 48

Regression analysis on different dimensions of mother-adolescent relationship and emotional competence of adolescents (boys)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	91.571	8.045		11.382	.000	**
Protecting	-.004	.137	-.003	-.030	.976	NS
Symbolic punishment	.078	.178	.046	.439	.661	NS
Rejecting	-.170	.172	-.117	-.989	.325	NS
Object punishment	-.380	.162	-.280	-2.336	.021	*
Demanding	.084	.171	.048	.492	.624	NS
Indifferent	.152	.156	.094	.969	.334	NS
Symbolic reward	.150	.156	.093	.959	.339	NS
Loving	.135	.191	.082	.707	.481	NS
Object reward	-.058	.148	-.037	-.392	.696	NS
Neglecting	-.103	.177	-.063	-.580	.563	NS
R= .391, R²= .153, Adjusted R²= .092, F(10,139) = 2.506**, P=.008						
Std. Error of estimate= 10.714						

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

From Table 48, it is observed that the obtained F value (F=2.506) is significant at 0.01 level, which indicates that the overall model is significant. It means that the model explains a significant amount of variance in the outcome variable. The coefficient of determination is found to be .153, which indicates that ten dimensions of mother-adolescent relationship contribute 15.3% towards emotional competence of adolescent boys. Since the F-value is found to be significant, it may be inferred that

changes in the emotional competence of the adolescent boys have resulted from changes in the mother-adolescent relationships.

From Table 48, it is also observed that among the ten dimensions of the mother-adolescent relationship, the regression coefficient for the object punishment dimension (B= -.380) only is found to be statistically significant at 0.05 level. It indicates that for each 1 unit increase in the object punishment behaviour of mothers, the emotional competence of adolescent boys will decrease by .38 units.

Table 49
Regression analysis on dimensions of mother-adolescent relationship and emotional competence of adolescents (girls)

Model	Unstandardized coefficients		Standardized Coefficients	t- value	p-value	Sig. level
	B	Std.Error	Beta			
(constant)	108.928	10.806		10.080	.000	**
Protecting	-.060	.167	-.034	-.359	.720	NS
Symbolic punishment	-.297	.218	-.141	-1.365	.174	NS
Rejecting	-.046	.229	-.026	-.200	.842	NS
Object punishment	-.347	.173	-.213	-2.005	.047	*
Demanding	-.043	.173	-.021	-.247	.805	NS
Indifferent	-.111	.182	-.063	-.612	.542	NS
Symbolic reward	-.116	.209	-.060	-.556	.579	NS
Loving	.060	.209	.031	.289	.773	NS
Object reward	.271	.143	.175	1.894	.060	NS
Neglecting	-.080	.215	-.044	-.372	.710	NS
R= .400, R²= .160, Adjusted R²= .100, F(10,139) = 2.655**, P= .005						
Std. Error of estimate= 12.471						

****Significant at 0.01 level *Significant at 0.05 level NS= Not significant**

From Table 49, it is observed that the obtained F value (F=2.655) is significant at 0.01 level, which indicates that the overall model is significant. It means that the

model explains a significant amount of variance in the outcome variable. The coefficient of determination is found to be .160, which indicates that ten dimensions of mother-adolescent relationship contribute 16% towards emotional competence of adolescent girls. Since the F-value is found to be significant it may be inferred that changes in the emotional competence of the adolescent girls have resulted from changes in the mother-adolescent relationships.

From Table 49, it is also observed that among the ten dimensions of the mother-adolescent relationship, only the regression coefficient for the object punishment dimension ($B = -.347$) is found to be statistically significant at 0.05 level. It indicates that for each 1 unit increase in the object punishment behaviour of mothers, the emotional competence of adolescent girls will decrease by .34 units.

Hence, the null hypothesis is rejected. It indicates that mother-adolescent relationships have a significant effect on the emotional competence of adolescent boys and girls.

The next chapter includes major findings, discussion, implications, limitations, suggestions, and conclusion.