

CHAPTER-VI

MAJOR FINDINGS, DISCUSSION, IMPLICATION AND SUGGESTION

6.1 INTRODUCTION

After analyzing the data and interpreting the results in the previous chapter, the major findings of the current study have been drawn and discussed in the present chapter. This chapter also describes the implication of the findings, limitations of the present study, suggestion for further research and a conclusion of the findings of the present research work.

6.2 MAJOR FINDINGS

On the basis of the analysis and interpretation of the data presented in the previous chapter, the following findings have been drawn from the present study.

6.2.1. FINDINGS RELATED TO DIFFERENCES BETWEEN ADOLESCENT BOYS AND GIRLS WITH RESPECT TO PARENT-ADOLESCENT RELATIONSHIPS.

a. Differences between adolescent boys and girls with respect to parent-adolescent relationships

i. There is a significant difference between adolescent boys and girls in respect of protecting, rejecting, object punishment, demanding, and the loving dimensions of the parent-adolescent relationship.

ii. The mean score of adolescent boys is found to be higher in the rejecting and object punishment dimensions, whereas the mean score of adolescent girls is found to be higher in the protecting, demanding, and the loving dimensions of the parent-adolescent relationship.

iii. There is no significant difference between adolescent boys and girls in respect of symbolic punishment, indifferent, symbolic reward, object reward, and the neglecting dimensions of the parent-adolescent relationship.

b. Differences between adolescent boys and girls with respect to father-adolescent relationships

i. There is a significant difference between adolescent boys and girls in respect of the protecting, rejecting, object punishment, demanding, and the loving dimensions of the father-adolescent relationship.

ii. The mean score of adolescent boys is found to be higher in the rejecting and object punishment dimensions, whereas the mean score of adolescent girls is found to be higher in the protecting, demanding and the loving dimensions of the father-adolescent relationship.

iii. There is no significant difference between adolescent boys and girls in respect of the symbolic punishment, indifferent, symbolic reward, object reward, and the neglecting dimensions of the father-adolescent relationship.

c. Differences between adolescent boys and girls with respect to mother-adolescent relationships

i. There is a significant difference between adolescent boys and girls in respect of the protecting, object punishment, demanding and the loving dimensions of the mother-adolescent relationship.

ii. The mean score of adolescent boys is found to be higher in the object punishment dimensions whereas the mean score of adolescent girls is found to be higher in the protecting, demanding and the loving dimensions of the mother-adolescent relationship.

iii. There is no significant difference between adolescent boys and girls in respect of the symbolic punishment, rejecting, indifferent, symbolic reward, object reward and the neglecting dimensions of the mother-adolescent relationship.

6.2.2. FINDINGS RELATED TO DIFFERENCES BETWEEN ADOLESCENT BOYS AND GIRLS WITH RESPECT TO SOCIAL COMPETENCE AND ITS COMPETENCIES

i. There is a significant difference between adolescent boys and girls in overall social competence and its three competencies, namely, social leadership, social tolerance, and pro-social attitude.

ii. The mean score of adolescent boys is found to be greater in overall social competence, and also in social leadership, social tolerance, and pro-social attitude as compared to the adolescent girls.

iii. 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.

6.2.3. FINDINGS RELATED TO DIFFERENCES BETWEEN ADOLESCENT BOYS AND GIRLS WITH RESPECT TO EMOTIONAL COMPETENCE AND ITS COMPETENCIES

- i. There is a significant difference between adolescent boys and girls in respect of overall emotional competence and its four competencies, namely, adequate depth of feeling, adequate expression and control of emotions, ability to functions with emotions and ability to cope with problem emotions.
- ii. The mean score of adolescent boys is found to be greater in overall emotional competence, and also in the adequate depth of feeling, adequate expression and control of emotions, ability to functions with emotions, and ability to cope with problem emotions as compared to the adolescent girls.
- iii. There is no significant difference between adolescent boys and girls in respect of the enhancement of positive emotions.

6.2.4. FINDINGS RELATED TO RELATIONSHIP BETWEEN SOCIAL COMPETENCE AND EMOTIONAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

- i. There is no significant relationship between social competence and emotional competence of total sample adolescents. ($r = .015$).
- ii. There is no significant relationship between social competence and emotional competence of adolescent boys. ($r = .097$).
- iii. There is no significant relationship between social competence and emotional competence of adolescent girls. ($r = -.109$).

6.2.5. FINDINGS RELATED TO RELATION BETWEEN PARENT-ADOLESCENT RELATIONSHIPS AND SOCIAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

a. Relation between parent-adolescent relationships and social competence of adolescent boys and girls:

i. There is a significant positive relationship between the demanding, indifferent, and symbolic reward dimensions of the parent-adolescent relationship and the social competence of total sample adolescents. ($r = .129, .114$ and $.115$ respectively).

ii. There is no significant relationship between the protecting, symbolic punishment, rejecting, object punishment, loving, object reward and the neglecting dimensions of the parent-adolescent relationship and the social competence of total sample adolescents.

iii. There is a significant positive relationship between the demanding, symbolic reward, and the loving dimensions of the parent-adolescent relationship and the social competence of adolescent boys. ($r = .246, .210$ and $.201$ respectively).

iv. There is no significant relationship between the protecting, symbolic punishment, rejecting, object punishment, indifferent, object reward, and the neglecting dimensions of the parent-adolescent relationship and the social competence of adolescent boys.

v. There is a significant positive relationship between the indifferent, and object reward dimensions of the parent-adolescent relationship and the social competence of adolescent girls. ($r = .168$ and $.169$ respectively).

vi. There is no significant relationship between the protecting, symbolic punishment, rejecting, object punishment, demanding, symbolic reward, loving, and the neglecting

dimensions of the parent-adolescent relationship and the social competence of adolescent girls.

b. Relation between father-adolescent relationships and social competence of adolescent boys and girls:

i. There is a significant positive relationship between the symbolic punishment and demanding dimensions of the father-adolescent relationship and the social competence of total sample adolescents. ($r = .137$ and $.122$ respectively).

ii. There is no significant relationship between the protecting, rejecting, object punishment, indifferent, symbolic reward, loving, object reward and neglecting dimensions of the father-adolescent relationship and the social competence of total sample adolescents.

iii. There is a significant positive relationship between the protecting, symbolic punishment, demanding, symbolic reward, and the loving dimensions of the father-adolescent relationship and the social competence of adolescent boys. ($r = .212, .225, .264, .170$ and $.176$ respectively).

iv. There is no significant relationship between the rejecting, object punishment, indifferent, object reward, and the neglecting dimensions of the father-adolescent relationship and the social competence of adolescent boys.

v. There is no significant relationship between any dimensions of the father-adolescent relationship and the social competence of adolescent girls.

c. Relation between mother-adolescent relationships and social competence of adolescent boys and girls:

i. There is a significant positive relationship between the indifferent, symbolic reward, object reward and the neglecting dimensions of the mother-adolescent relationship and the social competence of total sample adolescents. ($r = .123, .140, .133$ and $.121$ and respectively).

ii. There is no significant relationship between the protecting, symbolic punishment, rejecting, object punishment, demanding, and loving dimensions of the mother-adolescent relationship and the social competence of total sample adolescents.

iii. There is a significant positive relationship between the demanding, symbolic reward, and the loving dimensions of the mother-adolescent relationship and the social competence of adolescent boys. ($r = .185, .220$ and $.193$ respectively).

iv. There is no significant relationship between the protecting, symbolic punishment, rejecting, object punishment, indifferent, object reward, and the neglecting dimensions of the mother-adolescent relationship and the social competence of adolescent boys.

v. There is a significant positive relationship between the indifferent, object reward, and the neglecting dimensions of the mother-adolescent relationship and the social competence of adolescent girls. ($r = .181, .207$ and $.174$ respectively).

vi. There is no significant relationship between the protecting, symbolic punishment, rejecting, object punishment, demanding, symbolic reward, and the loving dimensions of the mother-adolescent relationship and the social competence of adolescent girls.

6.2.6. FINDINGS RELATED TO RELATION BETWEEN PARENT-ADOLESCENT RELATIONSHIPS AND EMOTIONAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

a. Relation between parent-adolescent relationships and emotional competence of adolescent boys and girls:

i. There is a significant negative relationship between the symbolic punishment, rejecting, object punishment, demanding and neglecting dimensions of the parent-adolescent relationship and the emotional competence of total sample adolescents. ($r = -.234, -.253, -.276, -.114$ and $-.205$ respectively).

ii. There is a significant positive relationship between the loving dimension of the parent-adolescent relationship and the emotional competence of total sample adolescents. ($r = .148$)

iii. There is no significant relationship between the protecting, indifferent, symbolic reward and object reward dimension of the parent-adolescent relationship and the emotional competence of total sample adolescents.

iv. There is a significant negative relationship between the rejecting, object punishment, and the neglecting dimensions of the parent-adolescent relationship and the emotional competence of adolescent boys. ($r = -.320, -.328,$ and $-.236$ respectively).

v. There is a significant positive relationship between the loving dimension of the parent-adolescent relationship and the emotional competence of adolescent boys. ($r = .203$)

vi. There is no significant relationship between the protecting, symbolic punishment, demanding, indifferent, symbolic reward and object reward dimensions of the parent-adolescent relationship and the emotional competence of adolescent boys.

vii. There is a significant negative relationship between the symbolic punishment, rejecting, object punishment, demanding, and neglecting dimensions of the parent-adolescent relationship and the emotional competence of adolescent girls. ($r = -.335, -.268, -.332, -.206$ and $-.216$ respectively).

viii. There is a significant positive relationship between the loving dimension of the parent-adolescent relationship and the emotional competence of adolescent girls. ($r = .199$)

ix. There is no significant relationship between protecting, indifferent, symbolic reward, and the object reward dimensions of the parent-adolescent relationship and the emotional competence of adolescent girls.

b. Relation between father-adolescent relationships and emotional competence of adolescent boys and girls:

i. There is a significant negative relationship between the symbolic punishment, rejecting, object punishment and neglecting dimensions of the father-adolescent relationship and the emotional competence of total sample adolescents. ($r = -.186, -.240, -.221$ and $-.167$ respectively)

ii. There is a significant positive relationship between the loving dimension of the father-adolescent relationship and the emotional competence of total sample adolescents. ($r = .156$)

- iii. There is no significant relationship between the protecting, demanding, indifferent, symbolic reward and object reward dimension of the father-adolescent relationship and the emotional competence of total sample adolescents.
- iv. There is a significant negative relationship between the rejecting, object punishment, and the neglecting dimensions of the father-adolescent relationship and the emotional competence of adolescent boys. ($r = -.317, -.286$ and $-.183$ respectively).
- v. There is a significant positive relationship between the loving dimension of the father-adolescent relationship and the emotional competence of adolescent boys. ($r = .169$)
- vi. There is no significant relationship between the protecting, symbolic punishment, demanding, indifferent, symbolic reward, and the object reward dimensions of the father-adolescent relationship and the emotional competence of adolescent boys.
- vii. There is a significant negative relationship between the symbolic punishment, rejecting, object punishment, demanding, and the neglecting dimensions of the father-adolescent relationship and the emotional competence of adolescent girls. ($r = -.277, -.259, -.286, -.231$ and $-.194$ respectively).
- viii. There is a significant positive relationship between the loving dimension of the father-adolescent relationship and the emotional competence of adolescent girls. ($r = .244$)
- ix. There is no significant relationship between the protecting, indifferent, symbolic reward, and the object reward dimensions of the father-adolescent relationship and the emotional competence of adolescent girls.

c. Relation between mother-adolescent relationships and emotional competence of adolescent boys and girls

i. There is a significant negative relationship between the symbolic punishment, rejecting, object punishment, indifferent and neglecting dimensions of the mother-adolescent relationship and the emotional competence of total sample adolescents. ($r = -.231, -.243, -.287, -.120$ and $-.212$ respectively).

ii. 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 total sample adolescents.

iii. There is a significant negative relationship between the rejecting, object punishment, and the neglecting dimensions of the mother-adolescent relationship and the emotional competence of adolescent boys. ($r = -.293, -.319$ and $-.249$ respectively).

iv. There is a significant positive relationship between the loving dimension of the mother-adolescent relationship and the emotional competence of adolescent boys. ($r = .204$)

v. There is no significant relationship between the protecting, symbolic punishment, demanding, indifferent, symbolic reward, and the object reward dimensions of the mother-adolescent relationship and the emotional competence of adolescent boys.

vi. There is a significant negative relationship between the symbolic punishment, rejecting, object punishment, and the neglecting dimensions of the mother-adolescent relationship and the emotional competence of adolescent girls. ($r = -.309, -.254, -.324$ and $-.209$ respectively).

vii. There is no significant relationship between the protecting, demanding, indifferent, symbolic reward, loving, and the object reward dimensions of the mother-adolescent relationship and the social competence of adolescent girls.

6.2.7. FINDINGS RELATED TO EFFECT OF PARENT-ADOLESCENT RELATIONSHIPS ON SOCIAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

a. Effect of parent-adolescent relationships on the social competence of adolescent boys and girls

i. There is no significant effect of parent-adolescent relationships on the social competence of total sample adolescents. ($R^2 = .039$; $F = 1.180$; $P > 0.05$)

ii. There is no significant effect of parent-adolescent relationships on the social competence of adolescent boys. ($R^2 = .096$; $F = 1.482$; $P > 0.05$)

iii. There is no significant effect of parent-adolescent relationships on the social competence of adolescent girls. ($R^2 = .063$; $F = .940$; $P > 0.05$)

b. Effect of father-adolescent relationships on the social competence of adolescent boys and girls:

i. There is no significant effect of father-adolescent relationships on the social competence of total sample adolescents. ($R^2 = .036$; $F = 1.056$; $P > 0.05$)

ii. There is no significant effect of father-adolescent relationships on the social competence of adolescent boys. ($R^2 = .106$; $F = 1.654$; $P > 0.05$)

iii. There is no significant effect of father-adolescent relationships on the social competence of adolescent girls. ($R^2 = .026$; $F = .367$; $P > 0.05$)

c. Effect of mother-adolescent relationships on the social competence of adolescent boys and girls

i. There is no significant effect of mother-adolescent relationships on the social competence of total sample adolescents. ($R^2 = .055$; $F = 1.682$; $P > 0.05$)

ii. There is no significant effect of mother-adolescent relationships on the social competence of adolescent boys. ($R^2 = .113$; $F = 1.772$; $P > 0.05$)

iii. There is no significant effect of mother-adolescent relationships on the social competence of adolescent girls. ($R^2 = .097$; $F = 1.494$; $P > 0.05$).

6.2.8. FINDINGS RELATED TO EFFECT OF PARENT-ADOLESCENT RELATIONSHIPS ON EMOTIONAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

a. Effect of parent-adolescent relationships on emotional competence of adolescent boys and girls

i. There is a significant effect of parent-adolescent relationships on the emotional competence of total sample adolescents, but none of them is a significant predictor of emotional competence of adolescents. ($R^2 = .107$; $F = 3.479$; $P < .01$).

ii. There is a significant effect of parent-adolescent relationships on the emotional competence of adolescent boys. ($R^2 = .171$; $F = 2.862$; $P < 0.01$). Among the ten dimensions of the parent-adolescent relationship, the object punishment dimension is the significant predictor of the low emotional competence of adolescent boys. ($B = -.207$).

iii. There is a significant effect of parent-adolescent relationships on the emotional competence of adolescent girls, but none of them is a significant predictor of emotional competence of adolescent girls. ($R^2 = .179$; $F = 3.029$; $P < 0.01$).

b. Effect of father-adolescent relationships on the emotional competence of adolescent boys and girls

i. There is a significant effect of father-adolescent relationships on the emotional competence of total sample adolescents ($R^2 = .097$; $F = 3.109$; $P < .01$). Among the ten dimensions of the father-adolescent relationships, only the loving dimension is the significant predictor of the high emotional competence of total sample adolescents ($B = .243$).

ii. There is a significant effect of father-adolescent relationships on the emotional competence of adolescent boys ($R^2 = .157$; $F = 2.595$; $P < 0.01$). Among the ten dimensions of the father-adolescent relationship, rejecting and object punishment dimensions are the significant predictors of the low emotional competence of adolescent boys ($B = -.313$ and $B = -.294$ respectively).

iii. There is a significant effect of father-adolescent relationships on the emotional competence of adolescent girls ($R^2 = .181$; $F = 3.076$; $P < 0.01$). Among the ten dimensions of the father-adolescent relationship, only the loving dimension is the significant predictor of the high emotional competence of adolescent girls ($B = .394$).

c. Effect of mother-adolescent relationships on the emotional competence of adolescent boys and girls

i. There is a significant effect of mother-adolescent relationships on the emotional competence of total sample adolescents ($R^2 = .112$; $F = 3.633$; $P < .01$). Among the ten

dimensions of the mother-adolescent relationships, only object punishment is the significant predictor of the low emotional competence of total sample adolescents (B= -.284).

ii. There is a significant effect of mother-adolescent relationships on the emotional competence of adolescent boys. ($R^2=.153$; $F= 2.506$; $P<0.01$). Among the ten dimensions of the mother-adolescent relationship, only object punishment dimension is the significant predictor of the low emotional competence of adolescent boys. (B= -.380).

iii. There is a significant effect of mother-adolescent relationships on the emotional competence of adolescent girls. ($R^2 = .160$; $F=2.655$; $P<0.01$). Among the ten dimensions of the mother-adolescent relationship, only object punishment dimension is the significant predictor of the low emotional competence of adolescent girls. (B= -.347).

6.3 DISCUSSION

A general discussion of the findings of the present study has been presented here.

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

In the present study, one of the objectives was to study the differences between adolescent boys and girls with respect to various dimensions of the parent-adolescent relationship. The findings of the present study have revealed 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.
- Adolescent boys and girls perceive their parents similarly in the symbolic punishment, indifferent, symbolic reward, object reward and the neglecting dimensions of the relationship.

The findings of the present study are seemed to be consistent with the results obtained by other researchers. In a study, Stewart et al. (2000) found that girls perceived their parents as warmer and more knowledgeable about their child's activities and more autonomy granting than did boys. Lal (2013) also found that boys and girls students were significantly different in the parent-child relationship. Thakar (2013) reported significant gender differences in the protecting dimension and the object reward dimension of the parent-child relationship. Girls perceived their parents as more protecting and rewarding than their boys' counterparts.

However, these findings of the present study contradict with the findings of Sahariah (2016), who found that except demanding, in other dimensions of parent-child relationship adolescent boys and girls did not differ significantly. The mean score of adolescent boys was higher than adolescent girls in the demanding dimension of the parent-child relationship.

From the above discussion, it may be summarised that adolescents' gender has an effect on parent-adolescent relationships. Parents' behaviour towards adolescents changes according to the gender of adolescents. Parents express more rejecting behaviour and use more physical means of temporary annoyance towards adolescent

boys as compared to adolescent girls. On the contrary, parents express more defending attitude, authority and control, and also fondness and amiableness towards adolescent girls as compared to adolescent boys.

DIFFERENCES BETWEEN ADOLESCENT BOYS AND GIRLS WITH RESPECT TO FATHER-ADOLESCENT RELATIONSHIPS

One of the objectives of the present investigation was to study the differences between adolescent boys and girls with respect to various dimensions of the father-adolescent relationship. The findings of the present study have indicated 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.
- Adolescent boys and girls perceive their fathers similarly on the symbolic punishment, indifferent, symbolic reward, object reward and neglecting dimensions of the relationship.

The findings of the present study are seemed to be consistent with the results obtained by previous studies. In a study, East (1991) found that aggressive boys perceived less support in their father-child relationships than aggressive girls. Kaur and Kalasamna (2004) found that fathers were significantly higher in favour of punishment to their sons as compared to daughters. Manhas and Kaur (2014) reported that the parenting of fathers differed significantly according to the sex of their adolescent. With daughters, fathers were more protecting, but with sons, they were more strict, punishing, rejecting and neglecting. Ruhl et al. (2015) found that females reported less avoidance with fathers than males.

The results of the present study differ from the results obtained by the previous investigators. In a study, Latha (2005) found significant difference between the male and female respondents with regard to parent-child relationship (father) in the dimensions such as symbolic punishment, rejection, object punishment, indifferent, object reward, and overall relationship, but no significant difference found in the dimensions such as protecting, demanding, symbolic reward, loving and neglecting. In another study, Kaushik and Rani (2005) found no significant difference in perception of the father by both girls and boys.

From the above discussion, it may be summarised that adolescents' gender has an effect on father-adolescent relationships. Fathers' behaviour towards their adolescents changes according to the gender of adolescents. Fathers express more rejecting behaviour and use physical means of temporary annoyance towards adolescent boys. On the other hand, they express defending behaviour, authority and control, and at the same time fondness and amiableness towards adolescent girls.

DIFFERENCES BETWEEN ADOLESCENT BOYS AND GIRLS WITH RESPECT TO MOTHER-ADOLESCENT RELATIONSHIPS

Another objective of the present study was to examine the differences between adolescent boys and girls with respect to various dimensions of the mother-adolescent relationship. The findings of the present study have indicated 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.

- Adolescent boys and girls perceive their mothers similarly on the symbolic punishment, rejecting, indifferent, symbolic reward, object reward and neglecting dimensions of the relationship.

The findings of the present study are in line with the results obtained by other investigators such as Richardson et al. (1986), East (1991), and Das and Sriranjana (2014). In a study, Richardson et al. (1986) found that daughters spend more time with mothers and perceive them less strict. East (1991) found that mother-daughter relationships are closer than mother-son relationships. Das and Sriranjana (2014) found that girls perceived themselves to be highly overprotected by their mothers than the boys.

The results of the present study differ from the results obtained by other investigators. In a study, Kaur and Kalasamna (2004) found that the mother's attitudes towards daughter were more indifferent than the son; and more loving towards son than daughters. Latha (2005) found a significant difference between the male and female respondents with regard to parent-child relationship (mother) in the dimensions such as rejection, object punishment and object reward, but no significant difference found in the dimensions such as protecting, symbolic punishment, demanding, indifferent, symbolic reward, loving, neglect, and overall parent-child relationship. Sharma (2012) found that boys develop a lower level of the mother-child relationship on symbolic punishment and object punishment areas of the parent-child relationship as compared to girls.

From the above discussion, it may be summarised that adolescents' gender has an effect on mother-adolescent relationships also. Mothers' behaviour towards

adolescents changes according to the gender of adolescents. Mothers use more physical means of temporary annoyance towards adolescent boys as compared to adolescent girls. On the other hand, mothers express more defending attitude, authority and control, and at the same time fondness and amiableness towards adolescent girls as compared to adolescent girls.

DIFFERENCES BETWEEN ADOLESCENT BOYS AND GIRLS ON SOCIAL COMPETENCE AND ITS COMPETENCIES

One objective of the present study was to explore the differences between adolescent boys and girls with respect to social competence and its competencies. The findings of the present study have revealed that

- Adolescent boys are more socially competent than adolescent girls.
- Adolescent boys are better in social leadership, social tolerance, and pro-social attitude as compared to adolescent girls.
- Adolescent boys and girls are equally competent in social sensitivity, social maturity, social skills, social relations, and social competition.

It may be mentioned that adolescent boys are more efficient in meeting a person-situation interaction and dealing with the environment than their counterparts. Further, adolescent boys are more interested in devoting their life and talents to the improvement of society, and they accept the differences of each person living in society. In addition, adolescent boys have more concern for others as compared to adolescent girls.

The findings are in line with the results obtained by previous investigators. In a study, Yadav and Sing (2011) found that social competence of male undergraduate students was more than female undergraduate students. Sanwal (2013) reported a significant change in the social competence level of adolescents with regard to their

gender. She found that adolescent boys were better in the social competence level than the adolescent girls. Khan (2014) found that social maturity of male students was higher than the female students.

On the contrary, previous investigators such as Narula (2017), Nongrum (2014), Aman and Basanti (2013), Anita (2011), Sing and Thukral (2010) found no significant gender difference in social competence. Devassy and Raj (2012), Lawrence and Jessudoss (2011), Kumar and Raj (2016) found adolescent girls were better in social competencies. Abdi (2010) found that girls scored higher than boys on social skills.

From the above discussion, it may be summarised that gender has an effect on the social competence of adolescents. A possible explanation for this might be that adolescent boys get more opportunity to involve in different social activities and to interact with different people of society as compared to adolescent girls.

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

One objective of the present study was to explore the differences between adolescent boys and girls with respect to emotional competence and its competencies. The findings of the present study have indicated that

- Adolescent boys are more emotionally competent than adolescent girls.
- Adolescent boys are more competent in the adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, and ability to cope with problem emotions as compared to adolescent girls.
- Adolescent boys and girls are equally competent in the enhancement of positive emotions.

It may be mentioned that adolescent boys are more efficient in dealing with the emotional situation effectively than their counterparts. Further, adolescent boys are more capable of effective judgement in emotional situations and have adequate emotional expressiveness, the capacity to resist harmful effects of problem emotions and competency to perform daily activities properly than the adolescent girls.

The findings of the present study are seemed to be consistent with the previous studies. In a study, Saini (2013) found that male successful athletes demonstrated better adequate depth of feeling, adequate expression and control of emotions, ability to cope with problem emotions and overall emotional competence than their counterpart female athletes; and the male unsuccessful athletes exhibited better on adequate depth of feeling, adequate expression and control of emotions, ability to functions with emotions, ability to cope with problem emotions and overall emotional competence than their counterpart female unsuccessful athletes. In a study with college going students, Jadav (2010) found that male students were better than female students on emotional competence and its competencies.

The findings are seemed to contradict the results obtained by previous studies. Mehrotra and Dua (2014) found that except enhancement of positive emotions on other emotional competencies boys and girls were similar. Girls showed more enhancements of positive emotions than the boys. Sarma and Lata (2013) found no significant difference between KV boys and KV girls, and Non-KV boys and Non-KV girls on emotional competence. Sharma (2013) also found no significant differences in emotional competence between males and females.

From the above discussion, it may be summarised that gender has an effect on the emotional competence of adolescents. A possible explanation for this might be that

the gender role socialization in the expression of emotion plays a role in this aspect. Adolescent boys are always encouraged to be rational whereas adolescent girls are trained to be involved with feelings and emotions in all day to day activities.

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

In terms of the relationship between social competence and emotional competence, the findings of the present study have indicated that

- Social competence and emotional competence are not significantly related to each other among adolescents in general, and among adolescent boys and girls in particular.

This finding is seemed to be in contradiction with the findings of previous researchers. Saarni (1999) described that each skill of emotional competence helps in the acquisition of social competence and vice versa. Semrud-Clikeman (2007) also supported the view of the association between social and emotional competence. Denhum and Burton (2003) also mentioned that emotional competence leads to social competence.

One of the possible reasons for this contradictory finding may be that previous researchers explored the link between peer-related social competence and emotional competence. However, in the present study, social competence has been studied in the context of Indian culture. It measures the social skills and interpersonal behaviour related to Indian social settings and cultural patterns. However, in reviewing literature no such study has been found on the relationship between social competence in the

context of culture and emotional competence. Further investigation may throw light on it.

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

The investigator has tried to explore the relationship between parent-adolescent relationships and social competence of adolescents, in general, and adolescent boys and girls, in particular. The findings of the study have indicated that

- Parents' demanding, indifferent, and symbolic reward behaviour are significantly and positively related to the social competence of adolescents.
- Parents' demanding, loving, and symbolic reward behaviour are significantly and positively related to the social competence of adolescent boys.
- Parents' indifferent, and object reward behaviour are significantly and positively related to the social competence of adolescent girls.

It may be described that parents' authority and control, unconcerned apathetic and passive behaviour and use of the symbolic expression of appreciation can enhance the social competence of the adolescents. Particularly, parents' authority and control, use of the symbolic expression of appreciation, amiableness and fondness can enhance the social competence of adolescent boys, and parents' unconcerned apathetic and passive behaviour and physical, tangible, and concrete action of warmth can enhance the social competence of adolescent girls.

The findings of the present study are supported by the findings of other studies. Kafle and Thakali (2013) reported that every single aspect of positive parent-adolescent

relationships leads to adolescents' psycho-social development such as the development of identity, self-esteem, and social competence. Simpkins et al. (2009) found that adolescents whose parents provide cognitive stimulation and engage in school involvement, community involvement, and rule setting had high academic and social adjustment. DeGoede et al. (2009) reported bidirectional associations between adolescents' perceptions of parent-adolescent relationships and friendships. East (1991) also found that sociable children have more supportive relationships with their parents.

In reviewing literature, no study has been found directly related to the present construct of parent-adolescent relationships and social competence.

RELATION BETWEEN FATHER-ADOLESCENT RELATIONSHIPS AND SOCIAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

The investigator has also tried to explore the relation between father-adolescent relationships and social competence of adolescents, in general, and adolescent boys and girls, in particular. The findings of the present study have indicated that

- Fathers' demanding behaviour and the use of symbolic punishment are significantly and positively related to the social competence of adolescents.
- Fathers' protecting, demanding, and loving behaviour and the use of symbolic punishment and symbolic reward are significantly and positively related to the social competence of adolescent boys.
- None of the dimensions of fathers' behaviour is significantly related to the social competence of adolescent girls.

It may be explained that fathers' authority and control, use of symbolic means of temporary annoyance can enhance the social competence of adolescents. Particularly, fathers' defending attitude, authority and control, amiableness and fondness, use of symbolic means of temporary annoyance, and symbolic expression of appreciation can enhance the social competence of adolescent boys.

The findings are in line with the results obtained by Lam et al. (2012). Lam et al. (2012) found that adolescents who spend more dyadic time with fathers had higher general self-worth, and who spend more social time with fathers had higher social competence.

The results of the present study differ from the results obtained by Liable and Carlo (2004). They found that neither paternal support nor control was related to adolescents' sympathy, social competence, and self-worth. Wang and Kenney (2014) found that fathers' harsh verbal discipline had a positive association with the conduct problems of adolescents.

RELATION BETWEEN MOTHER-ADOLESCENT RELATIONSHIPS AND SOCIAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

Another objective of the present study was to explore the relation between mother-adolescent relationships and social competence of adolescents, in general, and adolescent boys and girls, in particular. The findings of the present study have indicated that

- Mothers' indifferent, symbolic reward, object reward, and neglecting behaviour are significantly and positively related to the social competence of adolescents.

- Mothers' demanding, symbolic reward, and loving behaviour are significantly and positively related to the social competence of adolescent boys.
- Mothers' indifferent behaviour, object reward, and neglecting behaviour are significantly and positively related to the social competence of adolescent girls.

It may be mentioned that mothers' unconcerned apathetic and passive behaviour and use of the symbolic expression of appreciation, the concrete action of warmth, and careless slighting treatment can enhance the social competence of adolescents. Particularly, mothers' authority and control, use of the symbolic expression of appreciation, amiableness and fondness can enhance the social competence of adolescent boys, and mothers' unconcerned apathetic and passive behaviour, physical, tangible, and concrete action of warmth, and careless slighting treatment can enhance the social competence of adolescent girls.

The findings of the present study are in general in line with the results obtained by other investigators. Frietag et al. (1996) found that children who were competent in establishing and sustaining close friendships displayed higher supportiveness toward their mothers. Liable and Carlo (2004) found that perceived maternal support and rigid control were the most consistent predictors of adolescent adjustment; and high level of perceived maternal support and low levels of maternal rigid control were related to adolescents' sympathy, social competence, and self-worth. Rani (2010) reported that the mother's role is crucial in social competence.

Wang and Kenney (2014) found that mothers' harsh verbal discipline increases adolescents conduct problems. Diamond et al. (2012) reported that adolescents with the greatest empathic responsiveness had low-level attachment insecurity. Roche et al.

(2011) found that maternal punitive discipline associated with increased delinquency for boys.

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

One objective of the present study was to explore the relationship between parent-adolescent relationships and emotional competence of adolescents, in general, and adolescent boys and girls, in particular. Results of the present study have revealed that

- Parents' rejecting, demanding, and neglecting behaviour, and the use of symbolic punishment and object punishment are significantly and negatively related to the emotional competence of adolescents, in general, and adolescent girls, in particular.
- Parents' rejecting, and neglecting behaviour, and the use of object punishment are significantly and negatively related to the emotional competence of adolescent boys.
- Parents' loving behaviour is significantly and positively related to the emotional competence of adolescents, in general, and adolescent boys and girls, in particular.

It may be mentioned that parents' refusal, authority and control, careless slighting treatment, and use of symbolic and physical means of temporary annoyance can decrease the emotional competence of adolescents, in general, and adolescent girls, in particular. Further, parents' refusal, careless slighting treatment and use of physical means of temporary annoyance can decrease the emotional competence of adolescent boys. However, parents' loving behaviour can enhance the emotional competence of adolescents, in general, and adolescent boys and girls, in particular.

The findings of the present study are in line with the findings of previous studies. In a study, Nidhi and Kotnala (2014) found that favourable parent-child relationship leads to the lesser aggression of female adolescents. Eisenberg et al. (2003) found that warm, positive parents predict lower levels of children's emotional expressivity and cold, negative parents foster children's high expressivity. In a study, Singh (2011) reported that control, protectiveness, punishment, conformity, social isolation, deprivation of privileges and rejection dimensions of home environment showed a significant negative correlation with emotional maturity, whereas reward, nurturance, permissiveness and mental health dimensions of home environment showed a positive correlation. Jadav (2010) also found a significant relationship between home environment and emotional competence.

The findings of the present study contradict with findings of Arora and Kour (2014). They reported that symbolic punishment, object punishment, demanding, indifferent, and symbolic reward are significantly and positively related to emotional stability.

RELATION BETWEEN FATHER-ADOLESCENT RELATIONSHIPS AND EMOTIONAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

One objective of the present study was to explore the relationship between father-adolescent relationships and emotional competence of adolescents, in general, and adolescent boys and girls, in particular. The findings of the study have indicated that

- Fathers' rejecting, and neglecting behaviour, and the use of symbolic punishment and object punishment are significantly and negatively related to the emotional competence of adolescents.

- Fathers' rejecting, and neglecting behaviour, and the use of object punishment are significantly and negatively related to the emotional competence of adolescent boys.
- Fathers' rejecting, demanding, and neglecting behaviour and the use of symbolic punishment and object punishment are significantly and negatively related to the emotional competence of adolescent girls.
- Fathers' loving behaviour is significantly and positively related to the emotional competence of total sample adolescents and also for both adolescent boys and girls.

It may be mentioned that fathers' refusal, careless slighting treatment and use of symbolic and physical means of temporary annoyance can decrease the emotional competence of adolescents. Specifically, fathers' refusal, careless slighting treatment, and use of physical means of temporary annoyance can decrease the emotional competence of adolescent boys; and fathers' refusal, authority and control, careless slighting treatment, and use of symbolic and physical means of temporary annoyance can decrease the emotional competence of adolescent girls. However, fathers' loving behaviour can enhance the emotional competence of adolescents, in general, and adolescent boys and girls, in particular.

The findings of the present study are in line with findings of Crook et al. (1981), who reported that paternal rejection appeared more closely associated with depression.

The findings of the present study contradict with findings of Matheen (2011), who found that, all the dimensions, except indifferent, of the father-child relationship, significantly related to the emotional maturity. Protecting, symbolic reward, loving and object reward of the father had a negative relation to the emotional maturity, and the

neglecting, symbolic punishment, rejecting, object punishment, and demanding had a positive relation to the emotional maturity of city college girls.

RELATION BETWEEN MOTHER-ADOLESCENT RELATIONSHIPS AND EMOTIONAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

In terms of the relation between mother-adolescent relationships and emotional competence of adolescents, in general, and adolescent boys and girls, in particular, the findings of the present study have revealed that

- Mothers' rejecting, indifferent and neglecting behaviour, and the use of symbolic and object punishment are significantly and negatively related to the emotional competence of adolescents.
- Mothers' rejecting and neglecting behaviour, and the use of object punishment are significantly and negatively related to the emotional competence of adolescent boys.
- Mothers' loving behaviour is significantly and positively related to the emotional competence of adolescent boys only.
- Mothers' rejecting and neglecting behaviour, and use of symbolic and object punishment are significantly and negatively related to the emotional competence of adolescent girls.

It may be mentioned that mothers' refusal, careless slighting treatment and use of symbolic and physical means of temporary annoyance can decrease the emotional competence of adolescents, in general, and adolescent girls in particular. Specifically, mothers' refusal, careless slighting treatment, and use of physical means of temporary annoyance can decrease the emotional competence of the adolescent

boys. However, mothers' loving behaviour can enhance the emotional competence of adolescent boys only.

The findings of the present study are in line with findings of previous studies. Roche et al. (2011) reported that maternal punitive discipline associated with increased depressive symptoms in girls. Yap et al. (2010) reported that adolescents whose mothers displayed less positivity and more negativity in event planning interaction displayed more emotionally dysregulated behaviours in the problem-solving interactions and reported more frequent maladaptive emotional regulation responses. Adolescents whose mothers behaved negatively toward them more frequently during mother-adolescent interactions also reported more depressive symptoms. Kobak et al. (1993) reported that secure adolescents participated in interactions with their mothers involving more positive engagement and less dysfunctional anger. Crook et al. (1981) reported that maternal rejection appeared more closely associated with depression in females.

The findings of the present study contradict with the findings of previous studies. In a study, Matheen (2011) found that protecting, symbolic reward, loving and object reward of the mother had a negative relationship with the emotional maturity; and the neglecting, symbolic punishment, rejecting, object punishment, and demanding had a positive relationship with the emotional maturity of city college girls.

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

In terms of the effect of parent-adolescent relationships on the social competence of adolescents, in general, and adolescent boys and girls, in particular, the results of the present study have indicated that

- Parent-adolescent relationships have no significant effect on the social competence of adolescents, in general, and both adolescent boys and girls, in particular.

The findings are in line with the result obtained by Shukla (1989), who found no significant influence of parental acceptance on social competence in the context of culture. She reported that social competence is a product of socio-cultural environment and social interactions. Further, social traditions and customs, and religious traditions observed in the family provide enormous opportunities for social learning experiences that have a deeper impact on the acquisition of social competence.

However, the findings are in contradiction with the results obtained by previous studies. In the same study, Shukla (1989) found a significant influence of parental authority on social competence. Hair et al. (2002) found that warm and responsive parenting is the most consistent factor to predict good social skills among adolescents. Khan (2014) found that overall parent-child relationships had a significant effect on the social maturity of higher secondary school students.

EFFECT OF FATHER-ADOLESCENT RELATIONSHIPS ON SOCIAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

Another objective of the present study was to explore the effect of the father-adolescent relationships on the social competence of adolescents, in general, and adolescent boys and girls, in particular. Results have indicated that

- Father-adolescent relationships have no significant effect on the social competence of adolescents, in general, and both adolescent boys and girls, in particular.

The findings of the present study are in contradiction with those of Khan (2014), who found that father-child relationships had a significant effect on the social maturity of the higher secondary school students.

In reviewing the literature, no such study has been found on the effect of father-adolescent relationships on the social competence of adolescents. Further investigation is required to throw more light on it.

EFFECT OF MOTHER-ADOLESCENT RELATIONSHIPS ON SOCIAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

In terms of the effect of mother-adolescent relationships on the social competence of adolescents, in general, and adolescent boys and girls, in particular, the results of the present study have indicated that

- Mother-adolescent relationships have no significant effect on the social competence of adolescents, in general, and adolescent boys and girls, in particular.

The findings are in contradiction with Khan (2014), who found that mother-child relationships had a significant effect on the social maturity of the higher secondary school students.

In reviewing the literature, no such study has been found on the effect of mother-adolescent relationships on the social competence of adolescents. Further investigations are needed to throw light on it.

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

One of the objectives of the present study was to study the effect of parent-adolescent relationships on the emotional competence of adolescents, in general, and

adolescent boys and girls, in particular. Findings of the present study have indicated that

- Parent-adolescent relationships have a significant effect on the emotional competence of adolescents, in general, and both adolescent boys and girls, in particular.
- The object punishment behaviour of parents is the significant predictor of the low emotional competence of adolescent boys only.

The findings of the present study are in general in line with Jadav (2010), who found the significant contribution of the home environment on the emotional competence of college-going students. Home environment contributed 0.8% to the emotional competence of college-going students, while 0.5% in the male students and 3.9% in the female students.

In reviewing literature, no such study has been found on the effect of parent-adolescent relationships on the emotional competence of adolescent boys and girls. Further investigation of this area can throw more light on it.

EFFECT OF FATHER-ADOLESCENT RELATIONSHIPS ON EMOTIONAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

In terms of the effect of father-adolescent relationships on the emotional competence of adolescents, in general, and adolescent boys and girls, in particular, the findings of the present study have indicated that

- Father-adolescent relationships have a significant effect on the emotional competence of adolescents, in general, and both adolescent boys and girls, in particular.

- The loving behaviour of fathers is the significant predictor of the high emotional competence of adolescents, in general, and adolescent girls, in particular.
- Rejecting and object punishment behaviour of fathers are significant predictors of the low emotional competence of adolescent boys only.

In reviewing literature, no such study has been found on the effect of father-adolescent relationships on the emotional competence of adolescents. Further investigation in this area may throw lights on it.

EFFECT OF MOTHER-ADOLESCENT RELATIONSHIPS ON EMOTIONAL COMPETENCE OF ADOLESCENT BOYS AND GIRLS

In terms of the effect of mother-adolescent relationships on the emotional competence of adolescents, in general, and adolescent boys and girls, in particular, the findings of the present study have indicated that

- Mother-adolescent relationships have a significant effect on the emotional competence of adolescents, in general, and both adolescent boys and girls, in particular.
- Object punishment behaviour of mothers is the significant predictor of the low emotional competence of adolescents, in general, and both adolescent boys and girls, in particular.

In reviewing literature, no such study has been found on the effect of mother-adolescent relationships on the emotional competence of adolescents. Hence, further investigation is needed in this area.

6.4 IMPLICATIONS OF THE FINDINGS

The findings of the present study have important implications for adolescents, parents, teachers, and educational policy-makers.

It is revealed, through the present study, that the adolescent boys and girls perceive their parents differently. It throws light on gender discrimination in bringing up or taking care of the adolescents by their parents. This finding could be implemented to create awareness among parents about their discriminating behaviour towards their adolescent according to gender. Hence, parents should be encouraged to provide care, love, affection, appreciation, and proper authority and control over their adolescent children without gender discrimination.

Adolescents should be made to realise that they need to attain social and emotional competence to adjust adequately to the rapidly changing society and to live a prosperous, successful and integrated life. In the present study, adolescent girls are found less competent than adolescent boys in respect of various social as well as emotional competencies. This finding could be implemented to understand the social and emotional competence of adolescent boys and girls, and to take necessary steps for enhancing their competence in these areas. Parents should be encouraged to create an emotionally healthy and positive environment at home so that adolescents may get an environment to express their emotion appropriately. Parents should also be encouraged to motivate the adolescents to be more in touch with the social surroundings, involved in different social activities, and interact with more and more members of the society.

The findings of the present study could be implemented to generate a better understanding of the role of parent-adolescent relationships in the enhancement of social and emotional competence of adolescent boys and girls. Parents must be made

aware that their negative behaviour patterns have an adverse effect on the emotional competence of their adolescent children. Therefore, parents should be encouraged to express proper authority and control along with encouragement, praise, and support, and fondness and amiableness towards their adolescent children so that they can enhance the social competence of adolescent boys and girls. Parents should also be encouraged to express fondness and amiableness towards their adolescent children for enhancing the emotional competence of adolescent boys and girls. Hence, programmes to develop healthy parent-adolescent relationships need to be organised.

Teachers may be made aware about the importance of creating a favourable environment in schools through which parents and adolescents become closer to each other, parents become supportive to their adolescents, and adolescents get the opportunity for enhancing their social and emotional competence. Hence, teachers should be encouraged to organise more interactive programmes for parents and teachers where teachers can guide the parents about personality development, communication skills, and emotional skills so that the adolescents get support in the development of social and emotional competence at school and home. Teachers and administrators should be encouraged to spread awareness among parents on the need for healthy relationships with their adolescent children, and the impact of healthy relationships on the social and emotional competence of their adolescent children. Teachers should try to create situations in school which may help in enhancing social and emotional competence. Teachers and administrators may organise enhancement programmes not only for enhancing social and emotional competence but also for promoting healthy parent-adolescent relationships.

The findings of the present study could be implemented for creating awareness among educational policy-makers about the need and importance of promoting quality parent-adolescent relationships and enhancing competency in adolescents. Educational policy-makers should frame the curriculum in such a way that more scope should be created to strengthen parent-adolescent relationships. They should create such a system where parents are more careful with their children and try to be more responsible for their personality development. The curriculum should be reformed in such a way that children can learn diverse aspects of culture, and get training for the enhancement of social and emotional skills through the courses of study.

6.5 LIMITATIONS OF THE STUDY

During the execution of the present study, the investigator has realised several limitations of this investigation.

One limitation of the present study is regarding the nature of the sample of the study. The sample of the study includes only those adolescent boys and girls who were studying in the classes IX and X of the private high schools. Moreover, the sample of the present study includes those adolescent boys and girls who provided complete data regarding their relationships with both fathers and mothers. Whether the adolescents were living with two parents was not considered here.

Another limitation of the present study is regarding the area of study. The area of the present study has been delimited to only Darrang district of Assam. Further, no specific location such as rural and urban area was considered in the present study.

Another limitation is in regard to the method used to assess the variables of the present study. In measuring the variables, i.e., parent-adolescent relationship, social

competence, and emotional competence, only the adolescents' self-report measures were used. Parent-Child Relationship Scale developed by Nalini Rao, Social Competence Scale developed by Sarmah, Shukla, and Shukla and The Scale of Emotional Competencies developed by Sharma and Bharadwaj were used here. Hence, the limitations of these tools are also applicable to the present study.

Another limitation is in regard to the assessment of the social competence of adolescents. In the present study, out of eighteen factors of social competence in the original scale only eight factors were covered. Further, social competence was measured in the context of culture only. Peer-related social competence was not considered here.

One of the limitations of the present study is that peer relationships, socio-economic status, etc. are some of the variables which can influence social and emotional competence of adolescents, which were not considered in the present study.

Another limitation is that the present study was a cross-sectional one so findings can not be generalised. The results are applicable to the present sample only.

More research on this topic needs to be undertaken to understand clearly the influence of parent-adolescent relationships on the social and emotional competence of adolescent boys and girls.

6.6 SUGGESTIONS FOR FURTHER RESEARCH

Based on the limitations of the present study the following suggestions have been made by the investigator for further research.

1. A study can be undertaken on the influence of parent-adolescent relationships on other relevant psycho-social variables.

2. A study can be undertaken on the influence of parent-adolescent relationships on peer-related social competence.
3. A study can be undertaken on the influence of peer relationships on the social and emotional competence of adolescents.
4. A study can be undertaken on the relationship between social competence in peer-context and emotional competence.
5. A similar study can be undertaken with a sample of adolescents living with two parents.
6. A similar study can be undertaken with a wider sample including adolescents of both government and private high schools.
7. A similar study can be undertaken using separate methodologies such as the interview of parents and adolescents.
8. A similar study can be undertaken considering age, locality, and socio-economic status of the adolescents.
9. A similar study can be conducted in the different district of Assam.

6.7 CONCLUSION

The present study was designed to study the relation between parent-adolescent relationships and social and emotional competence of adolescent boys and girls, and also to explore the effect of parent-adolescent relationships on the social and emotional competence of adolescent boys and girls. In this connection, the differences between adolescent boys and girls with respect to parent-adolescent relationships, social competence, and emotional competence were examined. Also, the relationship between social and emotional competence was examined.

On the basis of the findings of the present study, it can be concluded that adolescent boys and girls perceive their parents differently. It reflects that gender discrimination in bringing up or taking care of adolescents still exists in our society. Moreover, parents are not aware of the necessity of equal care and treatment to their male and female children during adolescence.

The present study explores the gender differences in social and emotional competence among adolescents. Adolescent girls are found to be socially as well as emotionally less competent than adolescent boys. Attaining mastery on certain social and emotional skills during adolescence is essential for both adolescent boys and girls to keep well adjustment in the changing social circumstances and achieve success in all sphere of life. Hence, there is a need for enhancing the social and emotional competence among adolescents, in general, and among adolescent girls, in particular.

One unexpected finding of the present study is that social competence and emotional competence are not significantly associated with each other. There is a need for further research in this area.

The present study explores that both fathers' and mothers' demanding and loving behaviour, and the use of symbolic reward, and fathers' protecting behaviour and use of symbolic punishment are beneficial to the social competence of adolescent boys. It is also explored that only mothers' indifferent and neglecting behaviour and the use of object reward are beneficial to the social competence of adolescent girls.

Regarding the relation between parent-adolescent relationships and emotional competence of adolescent boys and girls, it can be safely concluded that both fathers' and mothers' loving behaviour are beneficial to the emotional competence of adolescent

boys, while both fathers' and mothers' rejecting and neglecting behaviour, and the use of object punishment are not beneficial to the emotional competence of adolescent boys. It can also be concluded that fathers' loving behaviour is beneficial to the emotional competence of adolescent girls, while fathers' demanding behaviour, and both fathers' and mothers' rejecting and neglecting behaviour, and use of the symbolic and object punishment are not beneficial to the emotional competence of adolescent girls.

From the findings of the study, it is also evident that parent-adolescent relationships, in general, and father-adolescent relationships and mother-adolescent relationships, in particular, have no significant effect on the social competence of adolescent boys and girls. However, parent-adolescent relationships, in general, and father-adolescent relationships and mother-adolescent relationships, in particular, have a significant effect on the emotional competence of adolescent boys and girls. The rejecting behaviour of fathers, and object punishment behaviour of both fathers and mothers are the consistent factors found to predict low emotional competence among adolescent boys, and the object punishment behaviour of mothers is the consistent factor found to predict low emotional competence among adolescent girls. The loving behaviour of fathers is the most consistent factor found to predict high emotional competence among adolescent girls.

Adolescence is the most crucial phase of one's life. During this period, adolescents experience various changes in physical, cognitive, emotional and social aspects. Significant changes also occur in the relationship between parents and adolescents. Adolescents establish close relationships with peers and develop independence from parents. However, they need support, guidance, and encouragement from parents to attain success in every field of their life. Attaining mastery in social and

emotional skills is an important developmental task for both adolescent boys and girls. These skills are needed to adjust effectively to the changing circumstances, to become a responsible and successful member of the society, and also to live a happy life. The quality parent-adolescent relationship is vital for the development of the social competence as well as the emotional competence of adolescent boys and girls.

The present study throws light on the gender differences in parent-adolescent relationships, social competence, and emotional competence among adolescents which can be helpful to know the gender role in these areas. Further, the present study focuses on the effect of parent-adolescent relationships on the social and emotional competence of adolescent boys and girls which can be helpful to know the role of parents, in general, and both fathers and mothers, in particular, on the development of these two attributes of adolescent's personality. The most important conclusions of the present study are gender-based discrimination in taking care of or dealing with adolescents is still prevailing in our society, and social competence of adolescent boys and girls is not significantly influenced by parent-adolescent relationships, while emotional competence of adolescent boys and girls is influenced considerably by parent-adolescent relationships.