APPENDIX-A

COPY OF THE COVERING LETTER TO THE PRINCIPAL/HEADMASTER

From

     Kunjalata Baruah

     Research Scholar

     Department of Education

     Gauhati University, Assam

Date:

To

     ………………………………………………………..

     ………………………………………………………..

Dear Sir/Madam,

     I am a research scholar of the Department of Education, Gauhati University, Guwahati, Assam and presently doing research on the topic "A study on the influence of parent-adolescent relationships on social and emotional competence of adolescent boys and girls." I request your kind cooperation in this regard by allowing me to do my field study in your school for which I shall be grateful to you.

     Thanking you.

                                   Yours sincerely

                                   (Kunjalata Baruah)

SCORING TABLE

SCORE OF MOTHER

Area → Page ↓	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
4											
5											
6											
7											
8											
Total											
z-Score											
Grade											

Interpretation: Level of Child-Mother Relationship

SCORE OF FATHER

Area → Page ↓	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
4											
5											
6											
7											
8											
Total											
z-Score											
Grade											

Interpretation: Level of Child-Father Relationship

Σ Raw Score : Mother + Father :

z-Score :   Grade

Parent-Child Relationship Level

Scorer

Instructions

A number of statements are given below, which describe different ways that fathers and mothers act towards their children. Read each statement carefully and think how well it describes the behaviour of your father and mother towards you. Apply them to YOUR FATHER and answer all the statements, then apply them to YOUR MOTHER and answer them once again. Write your responses in the columns under "Father" and "Mother" for each statement. If the behaviour is found—

If you see it **"ALWAYS"**,   mark ⑤ in the column.

If you see it **"MANY TIMES"**,   mark ④ in the column

If you see it **"SOMETIMES"**,   mark ③ in the column

If you see it **"RARELY"**,   mark ② in the column

If it occurs **"VERY RARELY"**,   mark ① in the column

STUDY THE EXAMPLE GIVEN BELOW

My   My

Father   Mother

②   1. Lets me off easily when I do wrong   ④

④   2. Shows interest in my school work.   ③

Now, answer the statements.

My Father	Sr. No.	STATEMENTS	My Mother
☐	1.	Is ready to help me all the time.	☐
☐	2.	Complains about me when I do not listen to him/her.	☐
☐	3.	Lets me know I am not wanted.	☐
☐	4.	Takes away my play things when I am bad.	☐
☐	5.	Does not tolerate even my small misbehaviour.	☐
☐	6.	Does not ask me how I spent the money given to me.	☐
☐	7.	Encourages me to keep up my work.	☐
☐	8.	Is really interested in my affairs.	☐
☐	9.	Takes me out to cinema or other places as a reward.	☐
☐	10.	Keeps forgetting important things he/she is supposed to do for me.	☐
☐	11.	Carefully protects me from accidents.	☐
☐	12.	Puts me to share when I misbehave.	☐
☐	13.	Refuses to involve in my problems and troubles.	☐
☐	14.	Slaps or hits me for my bad behaviuor.	☐
☐	15.	Makes it clear that he/she is the boss in the house.	☐
☐	16.	Has set very few rules for me.	☐
☐	17.	Compares me favourably with other children when I do well.	☐
☐	18.	Makes me feel wanted and needed.	☐
☐	19.	Gives me more freedom as a reward.	☐
☐	20.	Is too busy to answer my questions.	☐

Area	I		II		III		IV		V		VI		VII		VIII		IX		X	
Items Sr. No.	1	11	2	12	3	13	4	14	5	15	6	16	7	17	8	18	9	19	10	20
Father																				
Mother																				

My Father	Sr. No.	STATEMENTS	My Mother
☐	21.	(a) Cannot think of punishing me.	●
●		(b) Wants to know all that happened to me to make sure I am safe.	☐
☐	22.	Scolds me when I am bad.	☐
☐	23.	Does not spend much time with me.	☐
☐	24.	Cuts down my pocket money as punishment.	☐
☐	25.	Presses me to do better than others in everything.	☐
☐	26.	Lets me escape easily when I do some small wrongs.	☐
☐	27.	Tells me he / she is proud of me.	☐
☐	28.	Talks to me in a warm and affectionate way.	☐
☐	29.	Buys me sweets, dress or story book as reward.	☐
☐	30.	Does not bother to know what I am doing in school.	☐
☐	31.	Comes to my help when I am teased or hit by other children.	☐
☐	32.	Punishes me by not looking at me or talking to me when I do wrong.	☐
☐	33.	Does not want me to bring friends home.	☐
☐	34.	Will not let me for play when I am bad.	☐
☐	35.	Commands how I should spend my free time.	☐
☐	36.	Is not aware what I am doing in school.	☐
☐	37.	Treats me as if I am a grown uo, responsible person when I behave well.	☐
☐	38.	Comforts me when I am scared or upset.	☐
☐	39.	Allows me to stay with friends for longer time as a reward.	☐
☐	40.	Does not care whether I get and eat right kind of food.	☐

Area	I		II		III		IV		V		VI		VII		VIII		IX		X	
Items Sr. No.	21	31	22	32	23	33	24	34	25	35	26	36	27	37	28	38	29	39	30	40
Father																				
Mother																				

My Father	Sr. No.	STATEMENTS	My Mother
☐	41.	Does not want me to play outside when I am not well, for fear I might get sick.	☐
☐	42.	Shows I am not loved any more.	☐
☐	43.	Dislikes my interests and hobbies.	☐
☐	44.	Hits or beats me as punishments.	☐
☐	45.	Instructs me to behave properly even in front of others.	☐
☐	46.	(a) Lets me do whatever I like after school.	●
●		(b) Lets me dress in any ways I like.	☐
☐	47.	Praises me before my playmates.	☐
☐	48.	Willingly helps me in my work whenever I go to him/her.	☐
☐	49.	Rewards me by letting me not to do some of the regular duties in the house.	☐
☐	50.	Behaves as if I am not existing there.	☐
☐	51.	Takes my side when I am opposed by somebody.	☐
☐	52.	Talks about my bad behaviour before my playmates when I misbehave.	☐
☐	53.	Knowingly and wantingly hurts my feelings.	☐
☐	54.	Gives me extra work a punishment.	☐
☐	55.	Pushes me to do well in school.	☐
☐	56.	(a) Does not check on me.	●
●		(b) Does not object when I am late for meal	☐
☐	57.	Shows more affection when I am good.	☐
☐	58.	Takes my point of view and encourages me to say it.	☐
☐	59.	Gets me/makes me my favourite food as a reward.	☐
☐	60.	Pays attention only to silence me when I worry him/her.	☐

Area	I		II		III		IV		V		VI		VII		VIII		IX		X	
Items Sr. No.	41	51	42	52	43	53	44	54	45	55	46	56	47	57	48	58	49	59	50	60
Father																				
Mother																				

My Father	Sr. No.	STATEMENTS	My Mother
☐	61.	Is anxious when I am away and till I come home.	☐
☐	62.	Frightens or threatens me when I do wrong.	☐
☐	63.	Makes fun of me and taunts me.	☐
☐	64.	Punishes me by pushing me out of the room.	☐
☐	65.	Does not allow me to question about his/her ways.	☐
☐	66.	Does not question about my going out or coming in home.	☐
☐	67.	Gives me special attention as a reward.	☐
☐	68.	Allows me to do things I thought were important even if it were troublesome to him/her.	☐ ☐
☐	69.	Lets me go out with friends as a reward.	☐
☐	70.	Does not care who my friends are.	☐
☐	71.	Keeps me away from situations that might be unpleasant to me.	☐
☐	72.	Tell me he/she was ashamed of me when I misbehave.	☐
☐	73.	Finds faults with me even when I am good.	☐
☐	74.	Takes away my books and play things as a punishment.	☐
☐	75.	Wants to have complete control over me.	☐
☐	76.	Allows me to stay away from school whenever I want.	☐
☐	77.	Says nice things about me when I am good.	☐
☐	78.	Encourages me to bring friends home and treats them well.	☐
☐	79.	Rewards me by giving me extra money or increasing my pocket money.	☐
☐	80.	Leaves me alone for myself when I am in troubles.	☐

Area	I		II		III		IV		V		VI		VII		VIII		IX		X	
Items Sr. No.	61	71	62	72	63	73	64	74	65	75	66	76	67	77	68	78	69	79	70	80
Father																				
Mother																				

My Father	Sr. No.	STATEMENTS	My Mother
☐	81.	Feelds bad to refuse me anything I ask.	☐
☐	82.	Compares me with other children and tells me I am bad, when I misbehave.	☐
☐	83.	Does not want me to be with him/her when he/she is in the company of their friends.	☐
☐	84.	Punishes me by being more strict with me.	☐
☐	85.	Expects me to obey him/her without a second word.	☐
☐	86.	Lets me off when I do not obey rules.	☐
☐	87.	Makes me feel happy and proud when I did something nice.	☐
☐	88.	Teaches me things I want to learn.	☐
☐	89.	Hugs me and pats me when I am good.	☐
☐	90.	Does not know what my needs are.	☐
☐	91.	Worries about my health.	☐
☐	92.	Strongly warns me about the harmful results when I do wrong.	☐
☐	93.	Does no want my company.	☐
☐	94.	Punishes me by not taking me to cinema or other places that I had been promised.	☐
☐	95.	Strictly enforces rules to keep the house clean.	☐
☐	96.	Does not check on whether I did my home work.	☐
☐	97.	Praises me to others.	☐
☐	98.	Enjoys listening to my experiences.	☐
☐	99.	Gives me surprise gifts as reward.	☐
☐	100.	Does not care whether I have some nice clothes/things as other children.	☐

Area	i		II		III		IV		V		VI		VII		VIII		IX		X	
Items Sr. No.	81	91	82	92	83	93	84	94	85	95	86	96	87	97	88	98	89	99	90	100
Father																				
Mother																				

Parent Child Relationship Scale (PCRS)
(Translated Version)

অনুগ্ৰহ কৰি তলৰ তথ্যসমূহ পূৰণ কৰা -

বয়স -   ল'ৰা/ছোৱালী -

শ্ৰেণী -

বিদ্যালয়ৰ নাম -

পিতৃৰ নাম -

মাতৃৰ নাম -

নিৰ্দেশাৱলী

তলত কেইটামান উক্তি দিয়া হৈছে যিবোৰে মাক-দেউতাকে তেওঁলোকৰ ল'ৰা-ছোৱালীৰ লগত কেনে ক্ৰিয়া-আচৰণ কৰে তাৰ বিভিন্ন দিশ বৰ্ণনা কৰিছে। প্ৰত্যেকটো উক্তি ভালদৰে পঢ়া আৰু তোমাৰ মা-দেউতাৰাই তোমাৰ প্ৰতি কেনে আচৰণ কৰে তাক উক্তিটোৰে কিমান ভালদৰে বৰ্ণনা কৰিছে তাক ভাবি চোৱা। সকলোবোৰ উক্তি তোমাৰ দেউতাৰ ক্ষেত্ৰত আৰু তোমাৰ মাৰ ক্ষেত্ৰত কেনেদৰে প্ৰয়োগ হয় ভাবি চাই তোমাৰ উত্তৰটো "মোৰ দেউতা" আৰু "মোৰ মা" বুলি লিখা স্থানৰ তলে তলে থকা বাকচবোৰত লিখি যাবা।

এইক্ষেত্ৰত যদি আচৰণটো সদায় (Always) দেখা তেন্তে ৫ দিবা

যদি বহুসময়ত (Manytimes) দেখা তেন্তে ৪ দিবা

যদি কেতিয়াবা (Sometimes) দেখা তেন্তে ৩ দিবা

যদি কাচিৎ (Rarely) দেখা তেন্তে ২ দিবা

যদি অতি কাচিৎহে (Very rarely) দেখা তেন্তে ১ দিবা

তলৰ উদাহৰণ দুটা পঢ়ি চোৱা

মোৰ দেউতা   মোৰ মা

| ২ | ১. মই ভুল কৰিলে মোক সহজতে ৰেহাই দিয়ে। | ৪ |

| ৪ | ২. মোৰ স্কুলৰ কামবোৰত আগ্ৰহ দেখুৱায়। | ৩ |

এতিয়া উক্তিবোৰৰ উত্তৰ কৰা।

মোৰ দেউতা	ক্ৰমিক নং	উক্তিসমূহ	মোৰ মা
☐	১।	সকলো সময়তে মোক সহায় কৰিবলৈ সাজু থাকে।	☐
☐	২।	মই তেওঁৰ কথা নুশুনিলে মোৰ বিষয়ে অভিযোগ কৰে।	☐
☐	৩।	মই অনাকাংক্ষিত বুলি মোক জানিব দিয়ে।	☐
☐	৪।	মই দুষ্ট কৰিলে মোৰ খেলা সামগ্রীবোৰ আঁতৰাই থয়।	☐
☐	৫।	মোৰ সামান্য বেয়া আচৰণো সহ্য নকৰে।	☐
☐	৬।	মোক দিয়া টকা মই কেনেকৈ খৰচ কৰো মোক নোসোধে।	☐
☐	৭।	মোৰ কাম কৰি যাবলৈ মোক উৎসাহ প্রদান কৰে।	☐
☐	৮।	মোৰ কাম-কাজবোৰত সঁচাকৈয়ে আগ্রহী।	☐
☐	৯।	পুৰস্কাৰ হিচাপে মোক চিনেমা চাবলৈ বা আন ঠাইলৈ ফুৰিবলৈ লৈ যায়।	☐
☐	১০।	মোৰ বাবে কৰিব লগা প্রয়োজনীয় কথাবোৰ পাহৰি থাকে।	☐
☐	১১।	দুৰ্ঘটনাৰ পৰা মোক নিৰাপদে ৰাখে।	☐
☐	১২।	মই বেয়া আচৰণ কৰিলে সেই বিষয়ে মোক ব্যক্ত কৰিবলৈ দিয়ে।	☐
☐	১৩।	মোৰ সমস্যা আৰু অশান্তিবোৰৰ অংশীদাৰ হ'বলৈ অস্বীকাৰ কৰে।	☐
☐	১৪।	মোৰ বেয়া আচৰণৰ বাবে মোক চৰিয়ায় বা মাৰে।	☐
☐	১৫।	ঘৰখনত তেওঁ মুৰব্বী বুলি স্পষ্ট কৰি দিয়ে।	☐
☐	১৬।	মোৰ বাবে একেবাৰে কম নীতি-নিয়ম বান্ধি দিয়ে।	☐
☐	১৭।	মই ভাল কৰিলে আন ল'ৰা-ছোৱালীৰ লগত মোক ভালভাৱে তুলনা কৰে।	☐
☐	১৮।	মই আকাংক্ষিত আৰু প্রয়োজনীয় বুলি মোক অনুভৱ কৰায়।	☐
☐	১৯।	পুৰস্কাৰ হিচাপে মোক যথেষ্ট স্বাধীনতা দিয়ে।	☐
☐	২০।	মোৰ প্রশ্নবোৰৰ উত্তৰ দিবলৈ তেওঁ বৰ কৰ্মব্যস্ততাত থাকে।	☐
☐	২১।	ক) মোক শাস্তি দিয়াৰ কথা ভাবিব নোৱাৰে।	●
●		খ) মই নিৰাপদে আছো নে নাই তাক নিশ্চিত কৰিবৰ বাবে মোৰ লগত ঘটা সকলো কথা জানিব বিচাৰে।	☐
☐	২২।	মই বেয়া কাম কৰিলে মোক গালি দিয়ে।	☐
☐	২৩।	মোৰ সৈতে বৰ বেছি সময় নকটায়।	☐
☐	২৪।	শাস্তি হিচাপে মোৰ পকেট খৰচ কমাই দিয়ে।	☐
☐	২৫।	সকলো কামতে আনতকৈ বেছি ভাল কৰিবলৈ মোক জোৰ দিয়ে।	☐
☐	২৬।	মই কিছুমান সৰু ভুল কৰিলে মোক সহজে হাত সাৰি যাবলৈ দিয়ে।	☐

মোৰ দেউতা	ক্ৰমিক নং	উক্তিসমূহ	মোৰ মা
☐	২৭।	তেওঁ মোক লৈ গৌৰৱান্বিত বুলি মোক কয়।	☐
☐	২৮।	মোৰ সৈতে মৰমেৰে কথা পাতে।	☐
☐	২৯।	পুৰস্কাৰ হিচাপে মোক মিঠাই, সাজ-পোচাক বা গল্প কিতাপ কিনি দিয়ে।	☐
☐	৩০।	মই স্কুলত কি কৰি আছোঁ জানিবলৈ ইচ্ছা নকৰে।	☐
☐	৩১।	আন ল'ৰা-ছোৱালীয়ে মোক জোকালে বা মাৰিলে মোক সহায় কৰিবলৈ আহে।	☐
☐	৩২।	মই ভুল কৰিলে মোৰ ফালে নোচোৱাকৈ থাকি বা মোৰ লগত কথা নপতাকৈ থাকি মোক শাস্তি দিয়ে।	☐
☐	৩৩।	মোৰ বন্ধু-বান্ধৱীসকলক ঘৰলৈ অনাটো নিবিচাৰে।	☐
☐	৩৪।	মই বেয়া কাম কৰিলে মোক খেলিবলৈ যাব নিদিয়ে।	☐
☐	৩৫।	মোৰ আজৰি সময়খিনি মই কেনেকৈ কটোৱাটো উচিত তাৰ নিৰ্দেশ দিয়ে।	☐
☐	৩৬।	মই স্কুলত কি কৰি আছোঁ তাৰ প্ৰতি সৰ্তক নহয়।	☐
☐	৩৭।	মই ভাল আচৰণ কৰিলে মোক ডাঙৰ বা দায়িত্বশীল ব্যক্তি হিচাপে গণ্য কৰে।	☐
☐	৩৮।	মই ভয় খালে বা হতাশ হ'লে মোক আদৰ কৰে।	☐
☐	৩৯।	পুৰস্কাৰ হিচাপে মোক বন্ধু-বান্ধৱীৰ লগত বেছি সময় থাকিবলৈ অনুমতি দিয়ে।	☐
☐	৪০।	মই ভাল খাদ্য খাবলৈ পাইছোনে নাই সেই বিষয়ে কোনো মনোযোগ নিদিয়ে।	☐
☐	৪১।	মই যেতিয়া সুস্থ হৈ নাথাকো তেতিয়া অসুখ হ'ব পাৰে বুলি ভয় কৰি বাহিৰত খেলিবলৈ যাব দিব নিবিচাৰে।	☐
☐	৪২।	মোক আৰু ভাল নাপায় বুলি দেখুৱায়।	☐
☐	৪৩।	মোৰ আগ্ৰহ আৰু অভিৰুচিবোৰ অপচন্দ কৰে।	☐
☐	৪৪।	শাস্তি হিচাপে মোক আঘাত কৰে বা কোবায়।	☐
☐	৪৫।	আনৰ সন্মুখতো মোক আচৰণ ভালদৰে কৰিবলৈ নিৰ্দেশ দিয়ে।	☐
☐	৪৬।	ক) স্কুলৰ পৰা অহাৰ পিছত মই যি ভাল পাওঁ কৰিব দিয়ে।	●
●		খ) মই যেনেদৰে ভালপাওঁ তেনেদৰে সাজ-পোচাক পৰিধান কৰিবলৈ দিয়ে।	☐
☐	৪৭।	মোৰ খেলাসংগী সকলৰ আগত মোক প্ৰশংসা কৰে।	☐
☐	৪৮।	মই যেতিয়াই তেওঁৰ ওচৰলৈ যাওঁ ইচ্ছাকৃতভাৱে মোৰ কামত সহায় কৰে।	☐
☐	৪৯।	ঘৰৰ নিয়মিত কৰ্তব্য কিছুমান নকৰিবলৈ অনুমতি দি মোক পুৰস্কৃত কৰে।	☐
☐	৫০।	এনেধৰণে আচৰণ কৰে যেন মোৰ তাত অস্তিত্বই নাই।	☐

মোৰ দেউতা	ক্ৰমিক নং	উক্তিসমূহ	মোৰ মা
☐	৫১।	কোনোবাই মোৰ বিৰোধিতা কৰিলে মোৰ পক্ষত থিয় হয়।	☐
☐	৫২।	মই বেয়া আচৰণ কৰিলে মোৰ খেলাসংগীবোৰৰ আগত মোৰ বেয়া আচৰণৰ বিষয়ে কয়।	☐
☐	৫৩।	জানি-শুনি আৰু ইচ্ছাকৃতভাৱে মোৰ অনুভূতিক আঘাত কৰে।	☐
☐	৫৪।	শাস্তি হিচাপে মোক অতিৰিক্ত কাম কৰিবলৈ দিয়ে।	☐
☐	৫৫।	স্কুলত ভাল কৰিবলৈ মোক জোৰ দিয়ে।	☐
☐	৫৬।	ক) মই কি কৰি আছো নিৰীক্ষণ নকৰে। খ) খোৱাৰ সময়ত পলম হ'লে আপত্তি নকৰে।	☐
☐	৫৭।	মই ভাল কৰিলে মোৰ প্ৰতি বেছি মৰম দেখুৱায়।	☐
☐	৫৮।	মোৰ দৃষ্টিভংগী গুৰুত্ব সহকাৰে লৈ মোক উৎসাহিত কৰে।	☐
☐	৫৯।	পুৰস্কাৰ হিচাপে মোৰ প্ৰিয় খাদ্য মোক বনাই দিয়ে।	☐
☐	৬০।	মই তেওঁক দুখী কৰিলে মোক নিস্তব্ধ কৰিবলৈহে মনোযোগ দিয়ে।	☐
☐	৬১।	মই ঘৰৰ পৰা দূৰলৈ গ'লে ঘৰ আহি পোৱালৈকে চিন্তিত হৈ থাকে।	☐
☐	৬২।	মই ভুল কৰিলে মোক ভয় দেখুৱায় বা ধমকি দিয়ে।	☐
☐	৬৩।	মোৰ ব্যৱহাৰক লৈ কৌতুক কৰে আৰু ইতিকিং কৰে।	☐
☐	৬৪।	শাস্তি হিচাপে মোক কোঠাৰ পৰা বাহিৰ কৰি দিয়ে।	☐
☐	৬৫।	তেওঁৰ কামৰ বিষয়ে কোনো প্ৰশ্ন সুধিবলৈ মোক অনুমতি নিদিয়ে।	☐
☐	৬৬।	মই বাহিৰলৈ যোৱা বা ঘৰলৈ ঘুৰি অহাৰ বিষয়ে কোনো প্ৰশ্ন উত্থাপন নকৰে।	☐
☐	৬৭।	পুৰস্কাৰ হিচাপে মোক বিশেষধৰণে মনোযোগ প্ৰদান কৰে।	☐
☐	৬৮।	মই গুৰুত্বপূৰ্ণ বুলি ভবা কাৰ্যটো যদিও তেওঁৰ বাবে কষ্টকৰ হয় মোক কৰিবলৈ অনুমতি দিয়ে।	☐
☐	৬৯।	পুৰস্কাৰ হিচাপে মোক বন্ধুসকলৰ লগত বাহিৰলৈ যাবলৈ দিয়ে।	☐
☐	৭০।	মোৰ বন্ধুসকল কোন তাৰ প্ৰতি কোনো গুৰুত্ব নিদিয়ে।	☐
☐	৭১।	মোৰ বাবে অসন্তোষজনক হ'ব পৰা অৱস্থাৰ পৰা মোক দূৰত ৰাখে।	☐
☐	৭২।	মই বেয়া আচৰণ কৰিলে মোৰ বাবে তেওঁ লাজ পাইছিল বুলি মোক কয়।	☐
☐	৭৩।	মই ভাল কৰিলেও মোৰ দোষ উলিয়ায়।	☐
☐	৭৪।	শাস্তি হিচাপে মোৰ কিতাপ-পত্ৰবোৰ আৰু খেলাবস্তুবোৰ আঁতৰাই লৈ যায়।	☐

মোৰ দেউতা	ক্ৰমিক নং	উক্তিসমূহ	মোৰ মা
☐	৭৫।	মোৰ ওপৰত সম্পূৰ্ণ নিয়ন্ত্ৰণ কৰিবলৈ বিচাৰে।	☐
☐	৭৬।	মই যেতিয়াই বিচাৰো তেতিয়াই স্কুলত নোযোৱাকৈ থাকিবলৈ অনুমতি দিয়ে।	☐
☐	৭৭।	মই ভাল কৰিলে মোৰ বিষয়ে ভালকৈ কথাবোৰ কয়।	☐
☐	৭৮।	বন্ধু-বান্ধৱীসকলক ঘৰলৈ আনিবলৈ আৰু ভালদৰে আপ্যায়ণ কৰিবলৈ উৎসাহ দিয়ে।	☐
☐	৭৯।	মোৰ হাত খৰচ বঢ়াই দি বা মোক অতিৰিক্ত টকা দি পুৰস্কৃত কৰে।	☐
☐	৮০।	মই যেতিয়া কঠিন পৰিস্থিতিত পৰো তেতিয়া মোক অকলশৰে থাকিবলৈ এৰি দিয়ে।	☐
☐	৮১।	মই বিচৰা যিকোনো বস্তু দিবলৈ অস্বীকাৰ কৰিবলৈ মনোকষ্ট পায়।	☐
☐	৮২।	মই বেয়া আচৰণ কৰিলে আন ল'ৰা-ছোৱালীৰ লগত মোক তুলনা কৰে আৰু মোক বেয়া বুলি কয়।	☐
☐	৮৩।	তেওঁ যেতিয়া তেওঁৰ বন্ধুবৰ্গৰ লগত থাকে তেতিয়া মই তেওঁৰ লগত থকাতো নিবিচাৰে।	☐
☐	৮৪।	শাস্তি হিচাপে মোৰ প্ৰতি বেছি কঠোৰ হয়।	☐
☐	৮৫।	এটাও শব্দ নোকোৱাকৈ তেওঁক মানি চলাতো বিচাৰে।	☐
☐	৮৬।	মই নীতি-নিয়ম পালন নকৰিলে তাক ধৰি নাথাকে।	☐
☐	৮৭।	মই কিবা ভাল কৰিলে মোক সুখী আৰু গৌৰৱ অনুভৱ কৰোৱায়।	☐
☐	৮৮।	মই শিকিবলৈ বিচৰা বস্তুটো মোক শিকায়।	☐
☐	৮৯।	মই ভাল কৰিলে মোক আকোৱালি ধৰে আৰু পিঠিত থপৰিয়ায়।	☐
☐	৯০।	মোৰ প্ৰয়োজনবোৰ কি তাক নাজানে।	☐
☐	৯১।	মোৰ স্বাস্থ্যক লৈ দুশ্চিন্তাত থাকে।	☐
☐	৯২।	মই ভুল কৰিলে তাৰ অনিষ্টকৰ ফলৰ বিষয়ে মোক তীব্ৰভাৱে সাৱধান কৰি দিয়ে।	☐
☐	৯৩।	মোৰ সংগ নিবিচাৰে।	☐
☐	৯৪।	শাস্তি হিচাপে মোক কথা দিয়া মতে চিনেমা চাবলৈ বা আন ঠাইলৈ লৈ নাযায়।	☐
☐	৯৫।	ঘৰ পৰিষ্কাৰ কৰি ৰাখিবলৈ কঠোৰভাৱে নীতি-নিয়ম বান্ধি দিয়ে।	☐
☐	৯৬।	মই গৃহকৰ্ম কৰিলো নে নাই তাক নিৰীক্ষণ নকৰে।	☐
☐	৯৭।	আনৰ সন্মুখত মোক প্ৰশংসা কৰে।	☐
☐	৯৮।	মোৰ অভিজ্ঞতাবোৰ শুনিবলৈ আনন্দ প্ৰকাশ কৰে।	☐
☐	৯৯।	পুৰস্কাৰ হিচাপে মোক হঠাৎ কিবা উপহাৰ প্ৰদান কৰে।	☐
☐	১০০।	আন ল'ৰা-ছোৱালীবোৰৰ দৰে মোৰ ভাল কাপোৰ-কানি আছেনে নাই তাৰ প্ৰতি মনোযোগ নিদিয়ে।	☐

APPENDIX-D

Social Competence Scale

(Original Version)

Consumable Booklet

of

SCS-sss

(English Version)

T. M. Regd. No. 564838
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Prof. V.P. Sharma *(Raipur)*
Dr. (Mrs.) Kiran Shukla *(Raipur)*
Dr. (Mrs.) Prabha Shukla *(Raipur)*

Kindly write the following Biographical informations : Date

Name ————————————————————

Date of Birth———————————— Sex : Male ☐   Female ☐

Educational Qualification————————————————

Social Status ————————————————————

Kind of Family : Joint / Nuclear ——————————————

Total Monthly Income————————————————

Total No. of Brothers and Sisters ——————————————

Educational Qualification of Your Father——————————

Educational Qualification of Your Mother——————————

Father's Profession / Occupation ————————————

Mother's Profession / Occupation ————————————

INSTRUCTIONS

Fifty statements pertaining to your social competence have been given in the following pages. Your reactions or evaluation in terms of your competence that each statement bears have to be expressed in any one of the five sequential points from : Very high, High, Average, Low, and Very low; presented in Five-Points Scale.

You are requested to read each of these 50 statements and assess the level of your social competence that each statement contains by putting a tick mark ☑ against each statement below that point in Five-Point Scale in which the level of your social competence occurs as you think. The ideas inherent in the statement reveal social competence. You assess your own level of social competence and express the level of your social competence as you think right in you. Remember that your reactions are neiter right nor wrong. They are simple expression of the extent to which social competence is inherent in you. You are requested to cooperate with us freely and frankly. We express our thanks to you for the cooperation.

Have you anything to say ? Please go to the next page when you are asked to do so.

SCORING KEY

Page	2	3	4	5	6	7	8	9	10	11	12	Total	Interpretation
Raw Score													

Scorer ——————

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NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	
1.	Howsoever enmity we have with the different members of our family or society, it is our prime duty to participate in various social or religious functions of our home or society with full sensitivity.	☐	☐	☐	☐	☐	⬭
2.	To serve the human beings from the core of our heart in thoughts, words and deeds, and thereby displaying leadership in social and religious functions, is nothing but is service to the God.	☐	☐	☐	☐	☐	⬭
3.	Maharana Pratap was so much involved in his self-respect that he compelled his children to eat bread prepared from grass in order to maintain his false social prestige. This idea reflects his social maturity.	☐	☐	☐	☐	☐	⬭
4.	"Oh God ! Give me only that much which may enable me to satisfy my own hunger, and by which my 'Saint Guest' is not forced to return hungry." In the modern context also, this idea is relevant in India.	☐	☐	☐	☐	☐	⬭
5.	To safeguard the interest of even the surrendered enemies is the index of humanity. It is, therefore, needed that the surrendered enemies be set free as a mark of protection of humanity.	☐	☐	☐	☐	☐	⬭
6.	Teasing a person when he is dinning, amounts to child criminality.	☐	☐	☐	☐	☐	⬭
7.	In the attempts to satisfy one's own desire, to have the mental peace and to attain self satisfaction, one should never hesitate in performing and completing any social or religious function; howsoever expensive it may be from the points of wealth; and howsoever difficult it may be.	☐	☐	☐	☐	☐	⬭

Total score page 2 ☐

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	
8.	Man is imperfect but exemplary creation of God who is involved in various kinds of Sin-oriented and Goodness (Punya)-oriented activities which have to be borne and performed as a mark of humanity by human beings. It is, therefore, inferred that not man, but God is responsible for the results of all bad deeds. Such an assumption is an index of irrational/reasoning of an immatured individual.	☐	☐	☐	☐	☐	⬭
9.	From the ceremonial place of marriage, a dacoit eloped with the bride at the point of his gun, and the bridegroom simply watched the scene being helpless. The lover of the bride at the risk of his life saved and got her free from the dacoit. The bride, then denied to marry with that bridegroom.	☐	☐	☐	☐	☐	⬭
10.	Many princes were present in the 'Seeta Swayamvar' to break the bow of Lord Shiv. At that moment, Laxman challenged the strength of 'Parasuram' and said 'he is not so weak as to die merely by the perception of his little finger as happens in case of the flower of pumpkin (Kumhada). The idea inherent in this statement violates the spiit of social manner and social respectability.	☐	☐	☐	☐	☐	⬭
11.	After 14 years of exile in the forest, when Ram returned to Ayodhya with Seeta, on the complaint of a dhobi doubting her purity, Ram relinquished her. By his action. Ram exemplified in the world his high order social maturity.	☐	☐	☐	☐	☐	⬭

Total score page 3 ☐

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	
12.	Kidnapping of women in the present society everyday is a common phenomenon, as happened in the past in case of Ravan but the war like Ram-Ravan is not perceived in the present day. It appears that the social leaders believe in the fact that violation of social norms and limits is their very rights and duties.	☐	☐	☐	☐	☐	▭
13.	When Dronacharya refused Eklavya to accept him as his student to teach the art of archery, he acquired it before his idol and in return as his Guru Daxina, he cut his Thumb and offered it to him. This act of Eklavya is a noble example of superior social thinking and intercaste emotional integration of the deprived community.	☐	☐	☐	☐	☐	▭
14.	Whether it is a joint family or a nuclear one, the feeling of social organization among its members is generated only when all the members of the family live together.	☐	☐	☐	☐	☐	▭
15.	Dushasan did not think it improper attempting Droupadi naked on the order of king Duryodhan; nor even great warriors like Bhishma and Drona opposed such a violation of the modesty of women in the society. They all remained dumb spectators of this social injustice. Being dumb spectators thereby tolerating such social injustice rather than opposing it, has become the unusual culture of the civilized and cultured elites of the modern society which they have acquired from their forefathers.	☐	☐	☐	☐	☐	▭

Total score page 4 ▭

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	
16.	It is the duty of the head of the family to grant full freedom to all the members of his family to discharge their social and religious duties as they desire and to allow them to participate freely in these functions.	☐	☐	☐	☐	☐	⬭
17.	In order to strengthen the financial status of the family, it is essential that every member of the family, whether male or female, must deposit his/her monthly salary with full honesty and sincerety to the head of the family.	☐	☐	☐	☐	☐	⬭
18.	When the members of the family attain adolescence, they hesitate in the compliance of the orders and challenge the authority of their parents. This behaviour of the adolescence is against the social norms.	☐	☐	☐	☐	☐	⬭
19.	In a family, there are only two persons— the husband and wife. They have no issue. They are jealous of the children of others, with the remarks as to why the God has given the pleasure of children to them; and not to us. This reveals their unhealthy social thinking.	☐	☐	☐	☐	☐	⬭
20.	A poor student from a deprived community subsequently became the honourable Justice of the country due to his intelligence, deligence and honest efforts; but the orthodox members of his society as well as the members from the upper society did not recognise his talent and did not think desirable to give him proper place in the society. They deliberately ignored his potentiality and assessed him always inferior associating him with his lower socio-economic status of the past asserting that this boy from the deprived community cannot acquire and occupy such a prestigeous position. He has no right for it. Such a thinking challenges the very social order of democratic thinking.	☐	☐	☐	☐	☐	⬭

Total score page 5 ☐

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	
21.	Some members of the upper social class think it as their right to exploit the members of the deprived class in order to retain their superiority and hold over them. This social attitude of the upper social class violates the spirit of social justice.	☐	☐	☐	☐	☐	⬭
22.	How can you think of social equality when all the five fingers are not equal. This may be a myth; but establishment of social equality is the fundamental requirement of a healthy society; and it is essential to make efforts as much and as long as possible to minimize the social distance in the society in the process of establishement and perpetual continuance of social equality.	☐	☐	☐	☐	☐	⬭
23.	Our understanding that non-observance of our rituals like worshipping our forefathers by offering them water during specified period, will assign us a place in the hell after our death, is a symbol of our social misunderstanding and religious non-existence.	☐	☐	☐	☐	☐	⬭
24.	According to Indian tradition, to serve the Guest is to serve the God, and a person should perform this social duty even when he is in the most miserable condition so that he is entitled for the Renouncement or Nirvan after death.	☐	☐	☐	☐	☐	⬭
25.	Thinking that 'service to self is service to God', I tried to deduct commissions from the money given to me for the purchase of essential official goods, but my conscientious did not allow me due to my guilt-feeling behaviour and I have been saved from committing such a social crime.	☐	☐	☐	☐	☐	⬭

Total score page 6 ☐

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	
26.	I am a respectable man of a society. A civil contractor thinks it right and justified to mix greater quantity of sand in the cement than the prescribed one with a view to earn more for the welfare of his children. I consider this act of the contractor as a social crime; and I am prepared to face any consequences in the processing of awarding punishment to him.	☐	☐	☐	☐	☐	⬭
27.	Members of the upper social class celebrate the 'Thread Ceremony' of their children. This is nothing but wasting national wealth and reveals social hypocracy.	☐	☐	☐	☐	☐	⬭
28.	The aged parents have a desire to have a son like 'Shravan Kumar' when they attain the 'Vanprastha stage' of life. Such a thinking is nothing but a 'wishful thinking' and is only an imaginary idea in the present age.	☐	☐	☐	☐	☐	⬭
29.	As God has given the birth to everyone with their own fortune, so it is the duty of God to bear the responsibility of growing up them not of the parents. These type of views can only be seen in social-delinquents.	☐	☐	☐	☐	☐	⬭
30.	Challenging the contemporary traditional norms and values of society, and thereby establishing one's own identity through the process of practising modern reformatory social ideology in the society is undoubtedly, an index of high morale and self-confidence.	☐	☐	☐	☐	☐	⬭

Total score page 7 ⬚

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	
26.	I am a respectable man of a society. A civil contractor thinks it right and justified to mix greater quantity of sand in the cement than the prescribed one with a view to earn more for the welfare of his children. I consider this act of the contractor as a social crime; and I am prepared to face any consequences in the processing of awarding punishment to him.	☐	☐	☐	☐	☐	⬭
27.	Members of the upper social class celebrate the 'Thread Ceremony' of their children. This is nothing but wasting national wealth and reveals social hypocracy.	☐	☐	☐	☐	☐	⬭
28.	The aged parents have a desire to have a son like 'Shravan Kumar' when they attain the 'Vanprastha stage' of life. Such a thinking is nothing but a 'wishful thinking' and is only an imaginary idea in the present age.	☐	☐	☐	☐	☐	⬭
29.	As God has given the birth to everyone with their own fortune, so it is the duty of God to bear the responsibility of growing up them not of the parents. These type of views can only be seen in social-delinquents.	☐	☐	☐	☐	☐	⬭
30.	Challenging the contemporary traditional norms and values of society, and thereby establishing one's own identity through the process of practising modern reformatory social ideology in the society is undoubtedly, an index of high morale and self-confidence.	☐	☐	☐	☐	☐	⬭

Total score page 7 ☐

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	
31.	The proposal for an inter-caste marriage may symbolize the openmindedness of an individual, but it reflects the feeling of ignoring the welfare of the future generation of his family.	☐	☐	☐	☐	☐	⬭
32.	Indian Constitution has delegated equal rights to man and woman, but the custom of 'Sati' reflects the dominance of man over woman and subordination of woman to man. The 'Sati System', therefore, violates the constitutional provision of equality of man and woman in the society.	☐	☐	☐	☐	☐	⬭
33.	Leprocy is considered to be an infectious as well as an incurable disease in the society; but Gandhiji advocated that service to Leprocy patients is not only a great social service but is also a noble service to humanity.	☐	☐	☐	☐	☐	⬭
34.	An intense competitive spirit is generated in me when I find people of my society advancing and making greater progress than me.	☐	☐	☐	☐	☐	⬭
35.	Encouragement to beggary in the society not only strengthens the feeling of helplessness among the beggars but also promotes a feeling of laziness among the working hands; which undoubtedly, accounts for un-accountable financial loss to the society. It is, therefore, the prime responsibility of the progressive members of the society that they should give up the the feeling of kindness and charity to the beggars; and make efforts to raise their morale by inculcating the feeling of competition in them in the process of earning their own livelihood by themselves.	☐	☐	☐	☐	☐	⬭

Total score page 8 ☐

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	
36.	Those social leaders must be congratulated who effectively lead and successfully complete the social programmes. The social skills that they display are exemplary to other members of the society who must incorporate them into their system; rather than making criticism and comments against them. To appreciate the good qualities of a man, rather than criticizing his vices, is a better formula for social reform in the society.	☐	☐	☐	☐	☐	⬭
37.	Since God is the creator of all human beings, the feeling of untouchability and inequality in the society are symbolic to social prejudices and closeness and are against the principles of natural justice.	☐	☐	☐	☐	☐	⬭
38.	In order to bring effectiveness in social organization and maintain social discipline. Ravan thought it essential to banish Vibhishan from the country on the charges of conspiracy against the King. This banishment enabled Vibhishan to pool up his communicative social resources and exploit them effectively in the process of help extended to Lord Ram against Ravan. This conduct of Vibhishan was perfectly in accordance with social justice and humanity.	☐	☐	☐	☐	☐	⬭
39.	Mahabharat war between Kaurawas and Pandawas as brothers of the same family for the acquisition of property symbolizes the intense feeling of hoarding of wealth, which is not only improper but is also the reflection of animal instinct inherent in human beings.	☐	☐	☐	☐	☐	⬭

Total score page 9 ☐

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	
40.	Bali's power and strength is evident from the incidence of kidnapping the wife of Sugriva as well as from banishing him from his kingdom after snatching his property and lapsing his state which enabled him to regain social prestige in society. This event sketches the contemporary social system but such ideas and events are rather condemnable in the present democratic social system.	☐	☐	☐	☐	☐	⬭
41.	The 'Pardah System' perpetuates social purity, modesty and sobriety among the women; but in the context of the present Indian Consititution, it not only obstructs the freedom of women in India, but also inhibits significantly the total development of their personality.	☐	☐	☐	☐	☐	⬭
42.	With a view to making the future life of his daughter happier and her financial condition stronger, the father gives dowary to his daughter during her marriage, which could be said to be justified; but demanded dowary in kind and cash undoubtedly, symbolizes social greediness. It reflects devaluation of social prestige and leads to maladjustment in the family life of the husband and wife.	☐	☐	☐	☐	☐	⬭
43.	The concept of sin and goodness (Punya) in the society functions on the logic that people may improve not only their earthly life but their heavenly life also. The person who has obliged others does get in return the goodness that he has shown to others.	☐	☐	☐	☐	☐	⬭

Total score page 10 ☐

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	
44.	The marriage age may be quite justified from the points of their physique, but from the points of their social and emotional maturity, it creates problems of social adjustment between the couple.	☐	☐	☐	☐	☐	⬭
45.	The denial of widow-remarriage by the society promotes frustration and helplessness in them which is nothing but social injustice to them. With the permission for widow-remarriage, the widows will get encouragement for the total development of their personality.	☐	☐	☐	☐	☐	⬭
46.	In the process of attaining his social prestige and marking his individual identity in the society, Surya Kumar Suryavanshi who has come up from a depressed section of the society by dint of his involvement and hardwork, has become not only the victim of anger and hatred of some of the members of the upper social class, but has also become the prey of rivalry and jealousy of his fellow beings. The process of pulling down the upward moving man as a tradition of the society is not only an index of social injustice but is condemnable as well.	☐	☐	☐	☐	☐	⬭
47.	The nationalization of the Indian festivals seems to be essential for emotional integration in the country.	☐	☐	☐	☐	☐	⬭

Total score page 11 ☐

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	
48.	The castes and sub-castes as well as the Varnashram system of the Indian Society promote intercaste hatred and rivalry; and fail to propagate the feeling of individual specificity, inter-caste diversity, cultural richness and secularism.	☐	☐	☐	☐	☐	⬭
49.	The development and organization of a non-violent society does not symbolize cowardice characteristics of the members; but it reflects their enormous bravery, high morale and staturated self-development.	☐	☐	☐	☐	☐	⬭
50.	India was divided due to haughty nature of some persons. Inter-caste combats spread in the country like the flames of fire. I thought it foolish and cowardice to leave the country without my property which I had accumulated facing great misfortunes and miseries; but at the same time, at every moment, I had the danger of losing my life. Under these critical dilemic conditions, I decided to keep up and raise the morale of the members of my family; and this decision I took at the risk of my life which I considered to be the only service to the humanity and to the society.	☐	☐	☐	☐	☐	⬭

Total score page 12 ☐

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 :Mean scores of adolescent boys and girls with respect to different dimensions of 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.
	Mean	S.D	Mean	S.D				level
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.
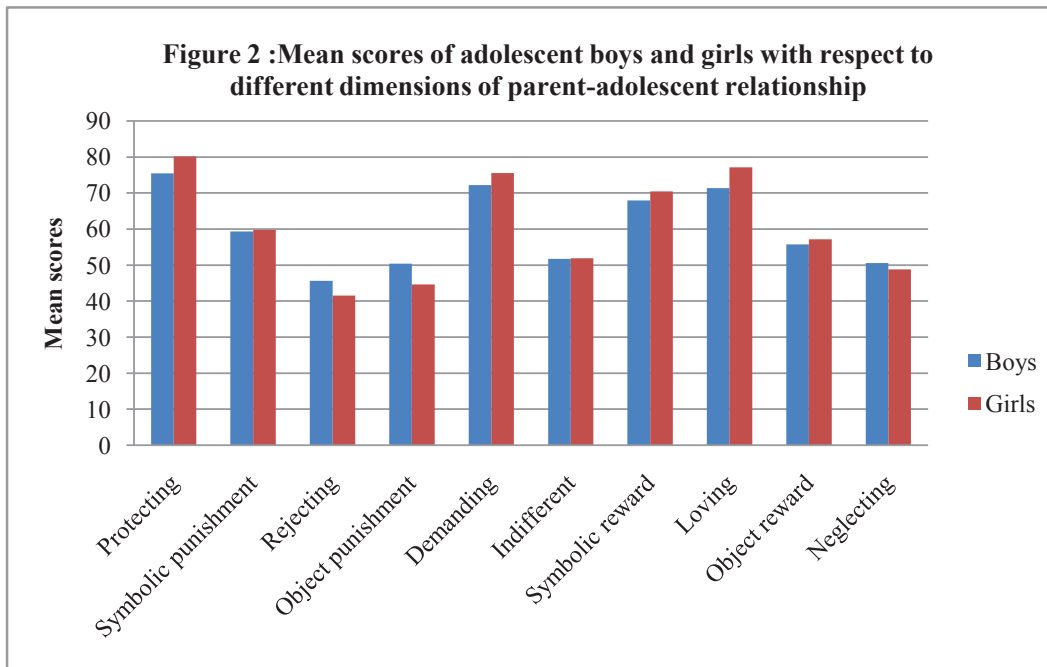

Figure 3: Mean scores of adolescent boys and girls with respect to different dimensions of father-adolescent relationship

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: Mean scores of adolescent boys and girls with respect to different dimensions of mother-adolescent relationship
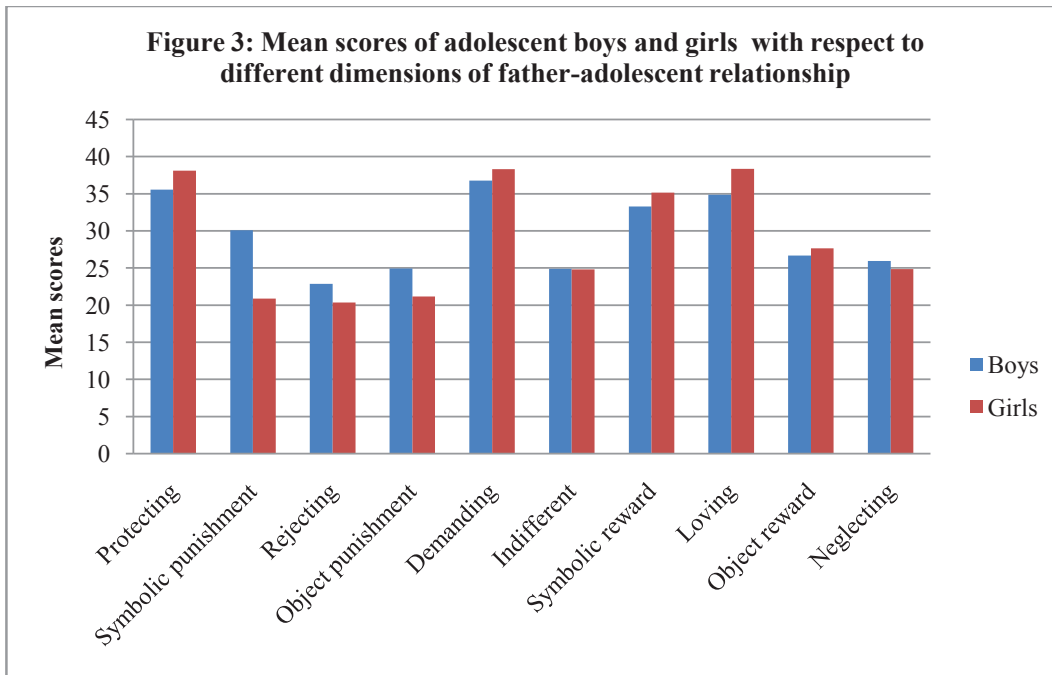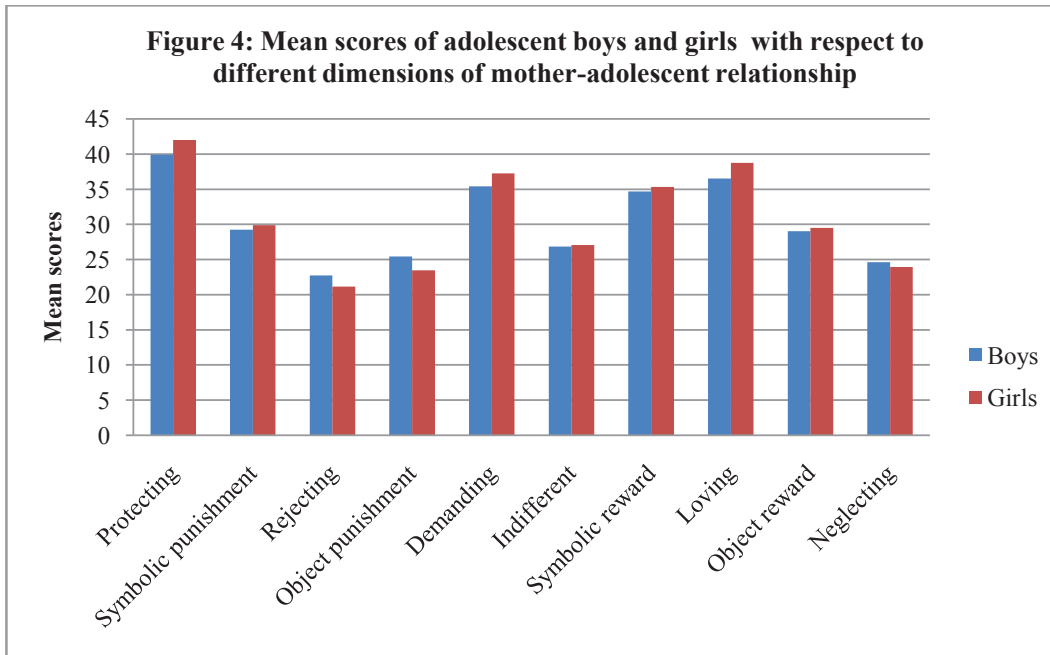

Figure 4 represents graphically the mean scores of adolescent boys and girls with respect to different dimensions of the mother-adolescent relationship.

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

$H_0$2:   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: Mean scores of 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

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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: Mean scores of adolescent boys and girls with respect to social competencies

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

H$_0$3: **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: Mean scores of adolescent boys and girls with respect to overall emotional competence
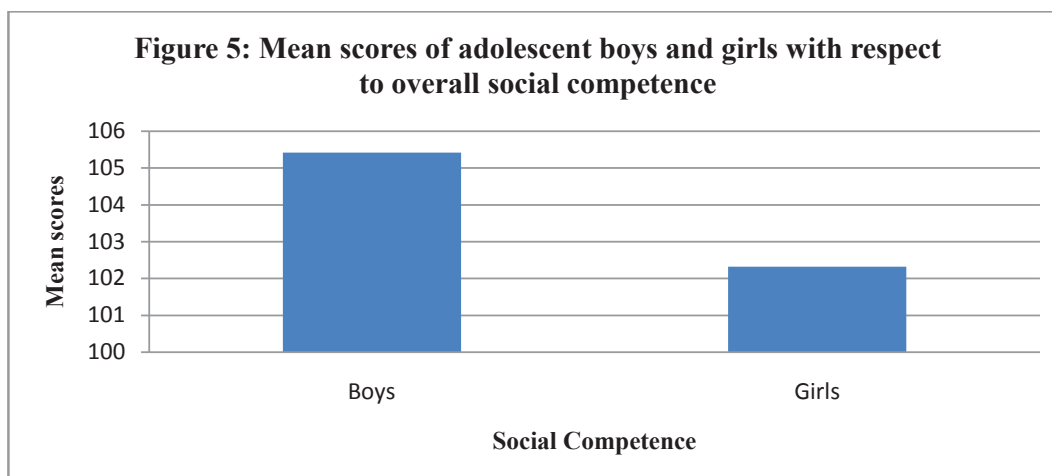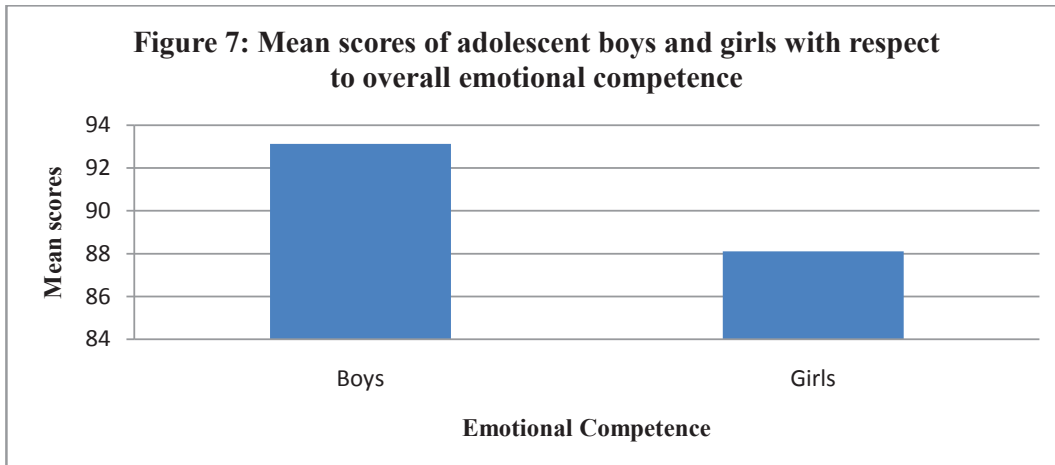
Figure 7 represents graphically the mean scores of adolescent boys and girls with respect to overall emotional competence.

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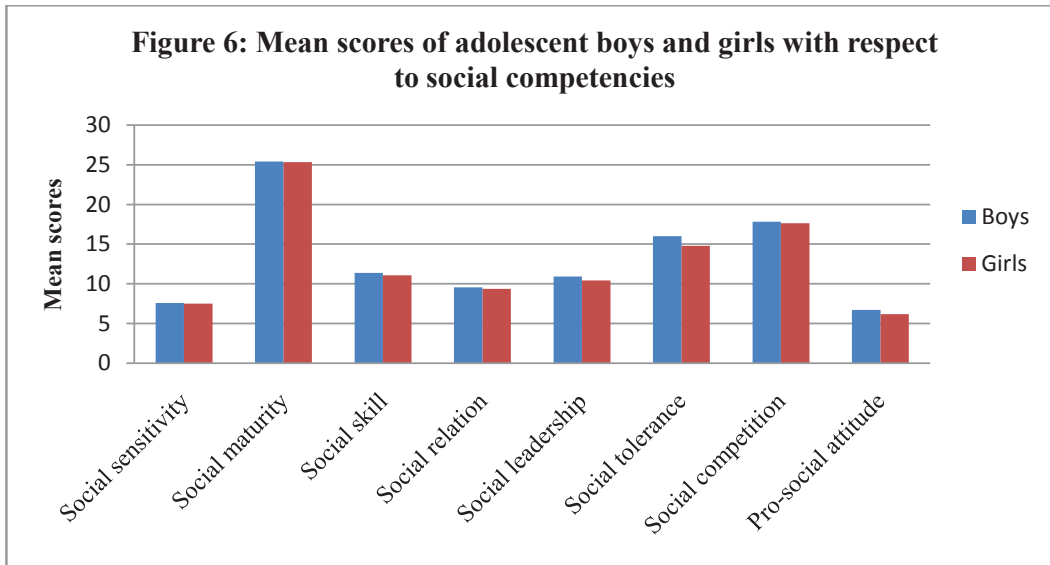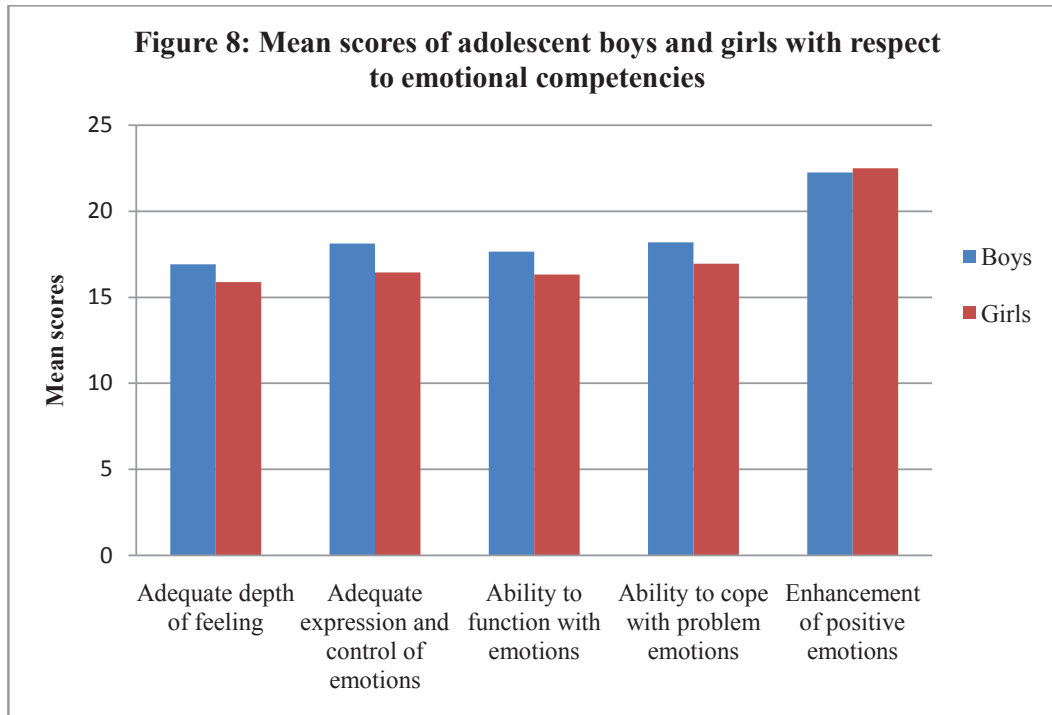
Figure 8 represents graphically the mean scores of adolescent boys and girls with respect to emotional competencies.

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

H$_0$4: 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 / Emotional competence	.015	.797	NS	.097	.238	NS	-.109	.183	NS

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$_0$5$_{(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.

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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.

H₀5₍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

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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$_0$6$_{(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$_0$6$_{(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, R^2= .039, Adjusted R^2= .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 (R^2=.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, R^2= .096, Adjusted R^2= .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 (R^2=.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, R^2= .063, Adjusted R^2= -.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 (R^2=.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, R^2= .036, AdjustedR^2= .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, R^2= .106, Adjusted R^2= .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, R^2= .026, Adjusted R^2= -.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-adolesent 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, R^2= .055, Adjusted R^2= .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, R^2= .113, Adjusted R^2= .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, R^2= .097, Adjusted R^2= .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, R^2= .107, Adjusted R^2= .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 (R^2=.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, R^2= .171, Adjusted R^2= .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.

H₀8_(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, R^2= .157, Adjusted R^2= .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, R^2= .181, Adjusted R^2= .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

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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.

H₀8₍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, R^2= .153, Adjusted R^2= .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, R^2= .160, Adjusted R^2= .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.

APPENDIX - E
Social Competence Scale (SCS)
(Translated Version)

অনুগ্ৰহ কৰি তলৰ তথ্যসমূহ পূৰণ কৰা ঃ

নাম ঃ ....

বয়স ঃ .... ল'ৰা/ছোৱালী ঃ ....

শ্ৰেণী ঃ ....

বিদ্যালয়ৰ নাম - ....

নিৰ্দেশাৱলী

এই তালিকাখনত কেইটামান উক্তি উল্লেখ কৰা হৈছে। প্ৰতিটো উক্তিৰ অন্তৰ্নিহিত ধাৰণাবোৰে সামাজিক দক্ষতা প্ৰকাশ কৰিছে। প্ৰতিটো উক্তিৰ অন্তৰ্নিহিত ধাৰণাৰ ওপৰত ভিত্তি কৰি তোমাৰ সামাজিক দক্ষতাৰ মূল্যায়ণ "বৰ উচ্চ, উচ্চ, স্বাভাৱিক, নিম্ন, বৰ নিম্ন" এই পাঁচটা মাত্ৰাৰ যিকোনো এটাৰ জৰিয়তে কৰিব লাগিব।

উক্তিবোৰ ভালদৰে পঢ়ি চাবা আৰু প্ৰতিটো উক্তিৰ ক্ষেত্ৰত তোমাৰ নিজৰ সামাজিক দক্ষতাৰ মাত্ৰা কেনে বুলি ভাবা সেইটোত '✓' চিহ্ন দিবা।

মনত ৰাখিবা যে, তোমাৰ প্ৰতিক্ৰিয়াসমূহ শুদ্ধও নহয় নাইবা অশুদ্ধও নহয়। সেইবোৰ হ'ল তোমাৰ ক্ষেত্ৰত বিদ্যমান সামাজিক দক্ষতাৰ মাত্ৰাৰ সৰল প্ৰকাশ। গতিকে তোমাক মুক্তমনেৰে সহযোগিতা আগবঢ়াবলৈ অনুৰোধ জনালোঁ। তোমাৰ সহযোগিতাৰ বাবে ধন্যবাদ জ্ঞাপন কৰিলোঁ।

ক্রমিক নং	উক্তিসমূহ	প্রতিক্রিয়া ঃ সামাজিক দক্ষতা প্রকাশ হোৱা ধাৰণাবোৰ তোমাৰ ক্ষেত্রত কিমান মাত্রাত বিদ্যমান ?				
		বৰ উচ্চ	উচ্চ	স্বাভাৱিক	নিম্ন	বৰ নিম্ন
১।	পৰিয়ালৰ বা সমাজৰ বিভিন্ন সদস্যসকলৰ লগত যিমান শত্রুতা থাকিলেও ঘৰখনৰ বা সমাজৰ সামাজিক বা ধর্মীয় কার্যসমূহত সম্পূর্ণ সংবেদনশীলতাৰে অংশগ্রহণ কৰাটো আমাৰ প্রধান কর্তব্য।	☐	☐	☐	☐	☐
২।	আমাৰ অন্তৰৰ মর্মস্থলৰ পৰা ভাব, ভাষা আৰু কামেৰে মানৱ সেৱাৰ বাবে সামাজিক আৰু ধর্মীয় কার্যসমূহত নেতৃত্ব বহন কৰাটোৱেই ভগৱানৰ প্রতি সেৱাৰ বাহিৰে আন একো নহয়।	☐	☐	☐	☐	☐
৩।	মহাৰানা প্রতাপ তেওঁৰ আত্মসন্মানত ইমান বেছি বিভোৰ আছিল যে তেওঁৰ ভূৱা সামাজিক মর্যাদা অক্ষুন্ন ৰাখিবৰ বাবে তেওঁৰ সন্তানক ঘাঁহৰ পৰা তৈয়াৰ কৰা ৰুটী খাবলৈ বাধ্য কৰাইছিল। এই ধাৰণাটোৱে তেওঁৰ সামাজিক পৰিপক্কতা প্রকাশ কৰে।	☐	☐	☐	☐	☐
৪।	খাই থকা সময়ত এগৰাকী ব্যক্তিক জোকোৱাটো শিশুক কৰা অপৰাধৰ লেখীয়া।	☐	☐	☐	☐	☐
৫।	নিজৰ হাবিয়াস পূৰণৰ প্রচেষ্টাত এজন ব্যক্তিয়ে তেওঁৰ মানসিক শান্তি আৰু আত্মসন্তুষ্টি লাভৰ বাবে যিকোনো সামাজিক বা ধর্মীয় কার্য যিমান ব্যয় বহুল বা কঠিন হ'লেও সম্পাদন আৰু সম্পূর্ণ কৰিবলৈ কেতিয়াও কুণ্ঠাবোধ কৰিব নালাগে।	☐	☐	☐	☐	☐
৬।	মানুহ অসম্পূর্ণ কিন্তু ভগৱানৰ আদর্শ সৃষ্টি যিয়ে বিভিন্ন পাপ আৰু পুণ্যমূলক কার্যত জড়িত থাকে। মানৱতাৰ চিনস্বৰূপে মানুহে এই কার্যবোৰ সম্পাদন কৰিব লগা হয়। সেইকাৰণে ধৰি লোৱা হয় যে সকলো বেয়া কামৰ ফলৰ বাবে মানুহ নহয় ভগৱানহে দায়ী। এনেধৰণৰ ধাৰণা এজন অপৰিপক্ক ব্যক্তিৰ অযুক্তিকৰ চিন্তনৰ সূচক।	☐	☐	☐	☐	☐
৭।	বিবাহ স্থানৰ পৰা এজন ডকাইতে বন্দুক টোৰাই কইনাগৰাকীক পলাই লৈ গৈছিল আৰু দৰাজনে অসহায়ভাৱে দৃশ্যটি চাই আছিল। কইনাগৰাকীৰ প্রেমিকজনে নিজ জীৱন বিপদাপন্ন কৰি কইনাগৰাকীক ডকাইতৰ হাতৰ পৰা উদ্ধাৰ কৰিছিল। তেতিয়া কইনাগৰাকীয়ে সেই দৰাজনৰ সৈতে বিবাহ পাশত আৱদ্ধ হবলৈ অস্বীকাৰ কৰিছিল।	☐	☐	☐	☐	☐

ক্ৰমিক নং	উক্তিসমূহ	প্ৰতিক্ৰিয়া ঃ সামাজিক দক্ষতা প্ৰকাশ হোৱা ধাৰণাবোৰ তোমাৰ ক্ষেত্ৰত কিমান মাত্ৰাত বিদ্যমান ?				
		বৰ উচ্চ	উচ্চ	স্বাভাৱিক	নিম্ন	বৰ নিম্ন
৮।	'সীতাৰ সয়ম্বৰ'ত ভগৱান শিৱৰ ধনু ভংগ কৰিবলৈ বহু ৰজা-মহাৰজা উপস্থিত আছিল। সেই মূহুৰ্তত, লক্ষ্মনে পৰশুৰামৰ শক্তিক প্ৰত্যাহ্বান জনাইছিল আৰু কৈছিল, তেওঁ ইমানো দুৰ্বল নহয় যে তেওঁৰ কনিষ্ঠ আঙুলি দেখিয়েই লাউফুলৰ দৰে মৰহি যাব। এই উক্তটোৰে বহন কৰা ধাৰণাই সামাজিক আচৰণ আৰু সামাজিক সন্ত্ৰমৰ ভাৱনাক উলংঘা কৰিছে।	☐	☐	☐	☐	☐
৯।	চৈধ্য বছৰ বনবাসত থকাৰ পিছত যেতিয়া সীতাৰ সৈতে ৰাম অযোধ্যালৈ উভতি আহিছিল তেতিয়া এজন ধোৱীয়ে সীতাৰ পবিত্ৰতাৰ ওপৰত সন্দেহ কৰি অভিযোগ কৰাত ৰামে সীতাক ত্যাগ কৰিছিল। এই কাৰ্যটিৰ জৰিয়তে ৰামে তেওঁৰ উচ্চ মানৰ সামাজিক পৰিপক্কতাৰ উদাহৰণ এই বিশ্বত দাঙি ধৰিছিল।	☐	☐	☐	☐	☐
১০।	একলব্যক যেতিয়া গুৰু দ্ৰোণাচাৰ্যই ধনুৰ্বিদ্যাৰ শিক্ষা দিবলৈ অস্বীকাৰ কৰিছিল তেতিয়া তেওঁ গুৰুৰ মুৰ্তিৰ সন্মুখত এই বিদ্যা অৰ্জন কৰিছিল আৰু গুৰু দক্ষিণা স্বৰূপে নিজৰ বুঢ়া আঙুলি কাটি গুৰুক অৰ্পণ কৰিছিল। একলব্যৰ এই কাৰ্যটো বঞ্চিত সম্প্ৰদায়ৰ উচ্চ সামাজিক চিন্তন আৰু আন্তঃজাতিগত আৱেগিক সংহতিৰ এক মহান নিদৰ্শন।	☐	☐	☐	☐	☐
১১।	যৌথ পৰিয়ালেই হওঁক বা একক পৰিয়ালেই হওঁক, পৰিয়ালৰ সকলো সদস্যই একেলগে থাকিলেহে সামাজিক সংগঠনৰ মনোভাৱ সদস্যসকলৰ মাজত জাগ্ৰত হয়।	☐	☐	☐	☐	☐
১২।	ৰজা দুৰ্য্যোধনৰ আদেশমৰ্মে দ্ৰোপদীৰ বস্ত্ৰ হৰণ কৰিবলৈ কৰা চেষ্টাক দুঃশাসনে অনুচিত বুলি ভবা নাছিল। আনকি মহান যোদ্ধা ভীষ্ম আৰু দ্ৰোণইও এনেধৰণৰ নাৰীৰ শালীনতা হানি কৰা কাৰ্যৰ বিৰোধিতা কৰা নাছিল। তেওঁলোক এই সামাজিক অন্যায়ৰ নীৰৱ দৰ্শক হৈ আছিল। এনে সামাজিক অন্যায়ক বিৰোধিতা কৰাৰ পৰিৱৰ্তে সহ্য কৰি নীৰৱ দৰ্শক হৈ থকাটো আধুনিক সমাজৰ সভ্য আৰু সাংস্কৃতিকভাৱে শ্ৰেষ্ঠ লোকসকলৰ এক অস্বাভাৱিক সংস্কৃতি হৈ ৰ'ল যিটো তেওঁলোকে তেওঁলোকৰ পূৰ্বপুৰুষৰ পৰা আহৰণ কৰিছে।	☐	☐	☐	☐	☐

ক্ৰমিক নং	উক্তিসমূহ	প্ৰতিক্ৰিয়া ঃ সামাজিক দক্ষতা প্ৰকাশ হোৱা ধাৰণাবোৰ তোমাৰ ক্ষেত্ৰত কিমান মাত্ৰাত বিদ্যমান ?				
		বৰ উচ্চ	উচ্চ	স্বাভাৱিক	নিম্ন	বৰ নিম্ন
১৩।	যেতিয়া পৰিয়ালৰ সদস্যসকলে কৈশোৰকাল পায় তেওঁলোকে আদেশ পালন কৰিবলৈ সংকোচ কৰে আৰু অভিভাৱকৰ কৰ্তৃত্বক প্ৰত্যাহ্বান জনায়। কৈশোৰকালৰ এই আচৰণ সামাজিক নীতি আদৰ্শৰ পৰিপন্থী।	☐	☐	☐	☐	☐
১৪।	এটা বঞ্চিত সম্প্ৰদায়ৰ এজন দুখীয়া ছাত্ৰই তেওঁৰ বুদ্ধি, অধ্যৱসায় আৰু সৎ প্ৰচেষ্টাৰ দ্বাৰা পৰৱৰ্তী সময়ত দেশৰ সন্মানীয় ন্যায়াধীশ হৈছিল, কিন্তু তেওঁৰ সমাজৰ ৰক্ষণশীল সদস্যসকলে আৰু উচ্চ সমাজৰ সদস্যসকলে তেওঁৰ মেধা শক্তিক স্বীকৃতি প্ৰদান কৰা নাছিল আৰু সমাজত তেওঁক উপযুক্ত স্থান দিয়াটো বিচৰা নাছিল। বঞ্চিত সম্প্ৰদায়ৰ এই ল'ৰাটোৰ প্ৰতিভাক ইচ্ছাকৃতভাৱে অৱহেলা কৰিছিল আৰু তেওঁক নিম্ন আৰ্থ-সামাজিক মৰ্য্যদাৰ ভিত্তিত নিম্নমানৰ বুলি বিবেচনা কৰি এনে এক সন্মানীয় স্থান পোৱাৰ বা দখল কৰাৰ অধিকাৰ নাই বুলি গন্য কৰিছিল। এনে ধৰণৰ চিন্তাই গণতান্ত্ৰিক চিন্তাধাৰাৰ প্ৰাথমিক সামাজিক শৃংখলাক প্ৰত্যাহ্বান জনায়।	☐	☐	☐	☐	☐
১৫।	উচ্চ সামাজিক শ্ৰেণীৰ কিছুমান সদস্যই বঞ্চিত শ্ৰেণীৰ লোকসকলৰ ওপৰত নিজৰ প্ৰাধান্য বৰ্তাই ৰাখিবলৈ আৰু নিয়ন্ত্ৰণ কৰি ৰাখিবলৈ তেওঁলোকক শোষণ কৰাটো এক অধিকাৰ বুলি ভাৱে। উচ্চ সামাজিক শ্ৰেণীৰ এই সামাজিক মনোবৃত্তিটোৰে সামাজিক ন্যায়ৰ তাৎপৰ্য উলংঘা কৰিছে।	☐	☐	☐	☐	☐
১৬।	যিহেতু পাঁচোটা আঙুলি সমান নহয়, সামাজিক সমতাৰ বিষয়ে তুমি কেনেকৈ ভাবিব পাৰা। এইটো এটা জনশ্ৰুতি হ'ব পাৰে, কিন্তু এখন সুস্থ সমাজৰ বাবে সামাজিক সমতা স্থাপন কৰাটো হৈছে এক মৌলিক প্ৰয়োজন আৰু সামাজিক সমতা স্থাপন প্ৰক্ৰিয়া অব্যাহত ৰাখিবৰ বাবে সামাজিক দূৰত্ব যিমান সম্ভৱ হ্ৰাস কৰাৰ বাবে উপযুক্ত প্ৰচেষ্টা হাতত লোৱাটো প্ৰয়োজন।	☐	☐	☐	☐	☐

১৭।	'নিজ সেৱাই ভগৱানৰ সেৱা'- এই কথা ভাবি মই অফিচৰ আৱশ্যকীয় বস্তু কিনিবলৈ মোক দিয়া টকাৰ পৰা কমিচন আদায় কৰিব বিচাৰিছিলো কিন্তু মোৰ দুখী অনুভৱৰ আচৰণৰ বাবে মোৰ বিবেক-বুদ্ধিয়ে এই কাৰ্য্য কৰিবলৈ সন্মতি নিদিলে আৰু মই এনে এটা সামাজিক অপৰাধ কৰাৰ পৰা ৰক্ষা পৰিলো।	☐	☐	☐	☐	☐
১৮।	জীৱনৰ 'বানপ্ৰস্থ' স্তৰ পোৱাৰ সময়ত বৃদ্ধ পিতৃ-মাতৃয়ে তেওঁলোকৰো 'শ্ৰৱন-কুমাৰ'ৰ দৰে এজন পুত্ৰ থকাৰ আশা কৰে। এই ধৰণৰ চিন্তাধাৰা এক "ইচ্ছাকৃত চিন্তন"ৰ বাহিৰে আন একো নহয় আৰু বৰ্তমান যুগত ই এটা কাল্পনিক ধাৰণাহে মাত্ৰ।	☐	☐	☐	☐	☐
১৯।	যিহেতু ভগৱানে সকলোকে নিজৰ ভাগ্যৰ সৈতে জন্ম দিছে, সেয়ে তেওঁলোকক প্ৰতিপালন কৰাৰ দায়িত্ব বহন কৰাটো ভগৱানৰহে কৰ্তব্য, পিতৃ-মাতৃৰ নহয়। এই ধৰণৰ দৃষ্টিভংগী সামাজিক অপৰাধপ্ৰৱণ সকলৰ ক্ষেত্ৰতহে দেখা যায়।					
২০।	কুষ্ঠৰোগক সংক্ৰামক আৰু অপ্ৰতিকাৰক ৰোগ বুলি সমাজত বিবেচনা কৰা হয়। কিন্তু গান্ধীজীয়ে কুষ্ঠৰোগীক সেৱা কৰাটো কেৱল মহৎ সমাজসেৱাই নহয় মানৱ জাতিৰ প্ৰতি এক মহান সেৱা বুলি মত পোষণ কৰিছিল।	☐	☐	☐	☐	☐
২১।	যেতিয়া মই মোৰ সমাজৰ ব্যক্তিসকলে মোতকৈ বেছি অগ্ৰগতি লাভ কৰা আৰু উন্নতি লাভ কৰা দেখো তেতিয়া মোৰ মনত এক তীৱ্ৰ প্ৰতিযোগিতামূলক ভাৱ গঢ়ি উঠে।	☐	☐	☐	☐	☐
২২।	সমাজত ভিক্ষাবৃত্তিক উৎসাহ দানে ভিক্ষাৰীসকলৰ মাজত অসহায়বোধ বৃদ্ধি কৰাই নহয় কাম কৰি চলা লোকসকলৰ মাজত আলস্যভাৱ বৃদ্ধি কৰে, যিয়ে নিংসন্দেহে সমাজখনৰ অভাৱনীয় আৰ্থিক হানি কৰে। সেইকাৰণে সমাজৰ প্ৰগতিশীল সদস্যসকলৰ এইটো প্ৰধান দায়িত্ব যে তেওঁলোকে ভিক্ষাৰীসকলৰ প্ৰতি স্নেহ আৰু দয়াভাৱ ত্যাগ কৰিব লাগে আৰু নিজে নিজৰ জীৱিকা অৰ্জন কৰি লোৱা প্ৰক্ৰিয়াত সিহঁতৰ মাজত প্ৰতিযোগিতাৰ মনোভাৱ বৃদ্ধি কৰাৰ প্ৰচেষ্টা হাতত ল'ব লাগে।	☐	☐	☐	☐	☐

ক্ৰমিক নং	উক্তিসমূহ	প্ৰতিক্ৰিয়া ঃ সামাজিক দক্ষতা প্ৰকাশ হোৱা ধাৰণাবোৰ তোমাৰ ক্ষেত্ৰত কিমান মাত্ৰাত বিদ্যমান ?				
		বৰ উচ্চ	উচ্চ	স্বাভাৱিক	নিম্ন	বৰ নিম্ন

২৩। যিসকল সামাজিক নেতাই সামাজিক কাৰ্য্যসূচীবোৰত ফলপ্ৰসূতাৰে নেতৃত্ব প্ৰদান কৰে আৰু সফলতাৰে সম্পাদন কৰে তেওঁলোকক আমি অভিনন্দন জনাব লাগে। তেওঁলোকে প্ৰদৰ্শণ কৰা সামাজিক কৌশলবোৰ সমাজৰ আন সদস্যসকলৰ বাবে উদাহৰণস্বৰূপ। গতিকে ইয়াক সমালোচনা কৰা আৰু বিপক্ষে মন্তব্য প্ৰদান কৰাৰ পৰিবৰ্তে নিজৰ ব্যৱস্থাটোত অন্তৰ্ভূক্ত কৰিব লাগে। সমাজত সামাজিক সংস্কাৰ সাধনৰ বাবে এক উন্নত উপায় হ'ল এজন মানুহৰ দোষবোৰ সমালোচনা কৰাৰ পৰিবৰ্তে ভাল গুণবোৰ প্ৰশংসা কৰা।

☐ ☐ ☐ ☐ ☐

২৪। সম্পত্তি আহৰণৰ বাবে একে পৰিয়ালৰ ভাতৃ কৌৰৱ আৰু পাণ্ডৱৰ মাজত হোৱা মহাভাৰতৰ যুদ্ধই সম্পদ গ্ৰাসৰ তীব্ৰ তাড়নাৰ নিদৰ্শণ দাঙি ধৰে, যি কেৱল অনুচিতেই নহয় ই মানুহৰ স্বাভাৱিক পাশৱিক প্ৰবৃত্তিৰ প্ৰতিফলনস্বৰূপ।

☐ ☐ ☐ ☐ ☐

২৫। সুগ্ৰীৱৰ পত্নীক অপহৰণ কৰা আৰু ৰাজ্যৰ স্বত্বাধিকাৰ আৰু সম্পত্তি কাঢ়ি তেওঁক ৰাজ্যৰ পৰা খেদি পঠোৱা আদি ঘটনাৰ পৰা বালীৰ শক্তি আৰু ক্ষমতা প্ৰমানিত হয়। যিয়ে তেওঁক সামাজিক মৰ্যদা পুনৰ লাভ কৰাত সমৰ্থ কৰি তুলিছিল। এই ঘটনাই সমসাময়িক সমাজব্যৱস্থাৰ প্ৰতিচ্ছবি দাঙি ধৰে কিন্তু তেনেকুৱা ধাৰণাসমূহ আৰু ঘটনাসমূহ বৰ্তমান গণতান্ত্ৰিক সমাজ ব্যৱস্থাত নিন্দনীয়হে।

☐ ☐ ☐ ☐ ☐

২৬। সমাজত পাপ আৰু পুণ্যৰ ধাৰণা এই যুক্তিৰ ওপৰত কাৰ্য্যকৰী হয় যে মানুহে কেৱল পাৰ্থিৱ জীৱনৰেই নহয় স্বৰ্গীয় জীৱনৰো উন্নতি কৰিব পাৰে। যিজন ব্যক্তিয়ে আনৰ প্ৰতি আনুগত্য দেখুৱাইছে বিনিময়ত তেওঁ ঠিক তেনেধৰনে পুণ্য লাভ কৰিছে।

☐ ☐ ☐ ☐ ☐

ক্ৰমিক নং	উক্তিসমূহ	প্ৰতিক্ৰিয়া ঃ সামাজিক দক্ষতা প্ৰকাশ হোৱা ধাৰণাবোৰ তোমাৰ ক্ষেত্ৰত কিমান মাত্ৰাত বিদ্যমান ?				
		বৰ উচ্চ	উচ্চ	স্বাভাৱিক	নিম্ন	বৰ নিম্ন

২৭। 'বিবাহ বয়স' শাৰীৰিক দৃষ্টিকোনৰ ফালৰ পৰা যিমানেই ন্যায়সংগত নহওঁক কিন্তু সামাজিক আৰু আবেগিক পৰিপক্কতাৰ দৃষ্টিকোনৰ পৰা ই দম্পত্তিৰ মাজত সামাজিক সমায়োজনৰ সমস্যাসমূহৰ সৃষ্টি কৰে।

☐ ☐ ☐ ☐ ☐

২৮। এক বঞ্চিত সামাজিক শ্ৰেণীৰ পৰা অহা সূৰ্য কুমাৰ সূৰ্যবংশীয়ে তেওঁৰ কঠোৰ শ্ৰমৰ বলত সমাজত সামাজিক মৰ্যাদা আৰু নিজস্ব পৰিচয় লাভ কৰিবলৈ সক্ষম হোৱা প্ৰক্ৰিয়াটোত তেওঁ কেৱল উচ্চ সামাজিক শ্ৰেণীৰ কিছুমান সদস্যৰ ক্ৰোধ আৰু ঘৃণাৰ বলিয়েই নহয় বৰং নিজৰ সংগী সকলৰো শত্ৰুতা আৰু ঈৰ্ষাৰ পাত্ৰও হ'ব লগা হৈছিল। উন্নতিৰ পথত অগ্ৰসৰ হোৱা ব্যক্তিজনক হেয় প্ৰতিপন্ন কৰাত সমাজৰ যি প্ৰক্ৰিয়া ই কেৱল সামাজিক অন্যায়ৰে চিন নহয় নিন্দনীয়ও।

☐ ☐ ☐ ☐ ☐

২৯। ভাৰতীয় সমাজৰ জাতি-উপজাতি আৰু বৰ্ণাশ্ৰম প্ৰথাই আন্তঃজাতিগত ঘৃণা আৰু বিদ্বেষ বৃদ্ধি কৰে আৰু ব্যক্তিগত বিশেষত্ব অনুভৱ, আন্তঃজাতিগত বৈচিত্ৰ, সাংস্কৃতিক প্ৰাচুৰ্য্য আৰু ধৰ্মনিৰপেক্ষতা আদিৰ প্ৰসাৰ সাধন ব্যৰ্থ কৰে।

☐ ☐ ☐ ☐ ☐

৩০। এখন অহিংস সমাজৰ বিকাশ আৰু সংগঠনে সদস্যসকলৰ ভীৰুতাৰ বৈশিষ্ট্যসমূহ প্ৰকাশ নকৰে, কিন্তু ই তেওঁলোকৰ অসীম সাহসিকতা, উচ্চ নৈতিকতা আৰু সম্পূৰ্ণ আত্মবিকাশ প্ৰতিফলিত কৰে।

☐ ☐ ☐ ☐ ☐

Emotional Competence Scale

(Original Version)

EC-Scale

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and

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Code [   ]

Obtained Score [   ]

Give your own information

Sex .... Age .... Caste .... Religion ....

Education .... Profession .... Monthly Income .... Rural/Urban ....

Married/Unmarried .... Place ....

Instruction —

1. Some incomplete statements are given in this scale.

2. Every incomplete statement can be completed with the help of any of the five alternatives mentioned before the incomplete one.

3. You have to complete every statement in terms of your own, therefore think adequately and respond in an honest manner.

4. Tick the (√) mark whichsoever suits you among the five alternatives.

5. The information given by you will be kept secret.

1. **Even a slight thing to me,** ......
   - strikes very much ( )
   - strikes much ( )
   - strikes normal ( )
   - strikes slightly ( )
   - strikes very slightly ( )

2. **When I am inclined to react upon others, I** .....
   - cannot control absolutely ( )
   - cannot control ( )
   - cannot control normally ( )
   - am able to control ( )
   - am able to control very much ( )

3. **Due to patty incidents, I ..... my deeds in a very balanced manner.**
   - am able to do very slightly ( )
   - am able to do slightly ( )
   - cannot do normally ( )
   - do ( )
   - am able to do very much ( )

4. **Even after realising the causes of miseries, I ..... those from my mind.**
   - cannot overcome absolutely ( )
   - cannot overcome ( )
   - cannot overcome normally ( )
   - am able to overcome ( )
   - am able to overcome very much ( )

5. **The moments of happiness. I ..... open heartedly.**
   - cannot enjoy absolutely ( )
   - cannot enjoy ( )
   - cannot enjoy normally ( )
   - am able to enjoy ( )
   - am able to enjoy too much ( )

6. **The impact of day to day events on me** .....
   - is too much ( )
   - is much ( )
   - is normal ( )
   - is slight ( )
   - is very slight ( )

7. **I ...... my control even on the slight life incidents.**
   - lose very hastily ( )
   - lose hastily ( )
   - lose normally ( )
   - am not able to lose ( )
   - am not able to lose absolutely ( )

8. In adverse circumstances, I .....

become nervous atonce ( )
become nervous ( )
become nervous normally ( )
do not become nervous ( )
do not become nervous absolutely. ( )

9. The fear of strange circumstances for me .....

remains too much ( )
remains much ( )
remains normally ( )
does not remain ( )
does not remain absolutely. ( )

10. To chat with others, I ......

do not like absolutely ( )
do not like ( )
do not like normally ( )
like ( )
like very much. ( )

11. I am ..... by the critical notions of others.

affected very much ( )
affected much ( )
affected normally ( )
affected slightly ( )
affected very slightly. ( )

12. I ..... whatever may be the form of misery.

weep very much ( )
weep much ( )
weep normally ( )
weep slightly ( )
weep very slightly ( )

13. There are the persons who remain normal even in most adverse conditions but I ..... in adverse circumstances leaving aside all essential work.

become disappointed very much ( )
become disappointed much ( )
become disappointed normally ( )
am not disappointed ( )
am not disappointed absolutely ( )

14. I ..... the aggression towards others aroused by known or unknown reasons.

cannot keep aside absolutely ( )
cannot keep aside ( )
cannot keep aside normally ( )
keep aside ( )
keep aside very much ( )

15. I ...... to participate with a great zeal on the ocassion of happiness like marriage or other functions.

do not like absolutely ( )
do not like ( )
do not like normally ( )
like much ( )
like very much ( )

16. When some body hurts my feelings, I .....

become very much sad ( )
become much sad ( )
become sad normally ( )
become sad slightly ( )
become sad very slightly. ( )

17. People ..... my emotions through my facial and overt gestures.

realise very easily ( )
realise easily ( )
realise normally ( )
cannot realise easily ( )
cannot realise absolutely ( )

18. In the conditions of indifferent feelings (anxiety, fear anger etc.), I .....

cannot take decision absolutely ( )
cannot take decision ( )
cannot take decision normally ( )
take decision accordingly ( )
take decision easily. ( )

19. The impact of misfortunes ..... on me.

remains very much ( )
remains much ( )
remains normally ( )
remains for a while ( )
remains for a period slightly ( )

20. To go in merry-making, I .....

like very slightly ( )
like slightly ( )
like normally ( )
like much ( )
like very much. ( )

21. Usually every body has a habit to say something but I, ... on hearing their slight remarks.

become impatient very much ( )
become impatient ( )
become impatient normally ( )
become impatient slightly ( )
become impatient very slightly ( )

22. All do express their feelings like laughing, weeping, fearing and becoming angry but I, ...

express either very much or very little ( )
express more or less ( )
express sometimes more or less ( )
do not express more or less ( )
do not express very much or little. ( )

23. In the circumstances of opposite feelings, I keep my behavior ......

balanced very slightly ( )
balanced slightly ( )
balanced normally ( )
much balanced ( )
very much balanced. ( )

24. Thinking in the way, "O dear, leave it, do not worry or feel sad" I .... my feelings at bay.

cannot keep absolutely ( )
cannot keep ( )
cannot keep normally ( )
keep ( )
keep accordingly ( )

25. In the ways others remain happy, I ...... dispite having a wish for being happy.

cannot remain absolutely so ( )
cannot remain so ( )
cannot remain normally so ( )
am able to remain so ( )
am able to remain by large so ( )

26. Every thing that is related to joy and sorrow, I .....

take it in depth very much ( )
take it in depth much ( )
take it in depth normally ( )
take it in depth slightly ( )
take it in depth very slightly. ( )

27. I am afraid of what people would say about me, I ..... normal expression of feelings

refrain very much from ( )
much refrain from ( )
refrain normally from ( )
do not refrain from ( )
do not refrain absolutely from ( )

28. In the mist of some worries, the jobs that I want to perform, I .....

cannot fulfil absolutely ( )
cannot fulfil ( )
cannot fulfil normally ( )
am able to fulfil ( )
am able to fulfil very much. ( )

29. Leaving aside all superflous feelings, I must keep my self busy in my jobs, This I .....

cannot do absolutely	( )
cannot do	( )
cannot do normally	( )
able to do	( )
able to do more easily.	( )

30. That I never miss any opportunity to remain happy, ... on me.

does not apply absolutely	( )
does not apply	( )
does not apply normally	( )
apply	( )
apply very much	( )

Thanking you.

For the use of tester only—							Total
A	1	6	11	16	21	26	.....
B	2	7	12	17	22	27	.....
C	3	8	13	18	23	28	.....
D	4	9	14	19	24	29	.....
E	5	10	15	20	25	30	.....

APPENDIX - G
Emotional Competence Scale (ECS)
(Translated Version)

অনুগ্ৰহ কৰি তলৰ তথ্যসমূহ পূৰণ কৰা ঃ

নাম ঃ ....

বয়স ঃ .... ল'ৰা/ছোৱালী ঃ ....

শ্ৰেণী ঃ ....

বিদ্যালয়ৰ নাম - ....

নিৰ্দেশাৱলী

ইয়াত কেইটামান অসম্পূৰ্ণ উক্তি দিয়া হৈছে। প্ৰত্যেকটো অসম্পূৰ্ণ উক্তি ইয়াৰ লগত উল্লেখ কৰা বিকল্প পাঁচটাৰ যিকোনো এটাৰ সহায়ত সম্পূৰ্ণ কৰিব পাৰি। তুমি প্ৰত্যেকটো উক্তি তোমাৰ লগত সংগতি ৰাখি পূৰ কৰিব লাগিব। পাঁচটা বিকল্পৰ যিটো তোমাৰ লগত মিলে বুলি ভাবা সেইটোত '✓' চিহ্ন দিবা। তোমাৰ উত্তৰ সম্পূৰ্ণ গোপনে ৰখা হ'ব।

১। এটা সামান্য ঘটনাই আনকি মোক -----

বৰ বেছিকৈ আঘাত কৰে ( )

বেছিকৈ আঘাত কৰে ( )

স্বাভাবিকভাবে আঘাত কৰে ( )

সামান্যভাবে আঘাত কৰে ( )

বৰ সামান্যভাবে আঘাত কৰে ( )

২। যেতিয়া মই আনক প্রতিক্রিয়া কৰিব খোজো মই নিজকে -----

একেবাৰেই নিয়ন্ত্রণ কৰিব নোৱাৰো ( )

নিয়ন্ত্রণ কৰিব নোৱাৰো ( )

স্বাভাবিকভাবে নিয়ন্ত্রণ কৰিব নোৱাৰো ( )

নিয়ন্ত্রণ কৰিবলৈ সমর্থ হওঁ ( )

সম্পূর্ণৰূপে নিয়ন্ত্রণ কৰিবলৈ সমর্থ হওঁ ( )

৩। সামান্য ঘটনাৰ কাৰণে মই মোৰ কৰিবলগীয়া কামবোৰ বৰ সঠিকৰূপত -----

বৰ সামান্যভাবে কৰিবলৈ সমর্থ হওঁ ( )

সামান্যভাবে কৰিবলৈ সমর্থ হওঁ ( )

স্বাভাবিকভাবে কৰিব নোৱাৰো ( )

কৰিব পাৰো ( )

সম্পূর্ণভাবে কৰিব পাৰো ( )

৪। দুর্দশাবোৰৰ কাৰণবোৰ উপলদ্ধি কৰাৰ পিছতো মই মোৰ মনৰপৰা সেইবোৰ -----

একেবাৰেই আঁতৰ কৰিব নোৱাৰো ( )

আঁতৰ কৰিব নোৱাৰো ( )

স্বাভাবিকভাবে আতৰ কৰিব নোৱাৰো ( )

আঁতৰ কৰিব পাৰো ( )

সম্পূর্ণৰূপে আঁতৰ কৰিব পাৰো ( )

৫। আনন্দৰ মুহূর্তবোৰ মই মুক্ত হৃদয়েৰে -----

একেবাৰেই উপভোগ কৰিব নোৱাৰো ( )

উপভোগ কৰিব নোৱাৰো ( )

স্বাভাবিক ভাৱে উপভোগ কৰিব নোৱাৰো ( )

উপভোগ কৰিবলৈ সমর্থ হওঁ ( )

সম্পূর্ণকৈ উপভোগ কৰিবলৈ সমর্থ হওঁ ( )

৬। দৈনন্দিন ঘটনাসমূহৰ প্রভাৱ মোৰ ওপৰত -----

বহু বেছি ( )

বেছি ( )

স্বাভাবিক ( )

সামান্য ( )

বৰ সামান্য ( )

৭। জীৱনৰ সামান্য ঘটনাবোৰতো আনকি মই
মোৰ নিয়ন্ত্ৰণ -----

বৰ সোনকালে হেৰুৱাও	(	)
সোনকালে হেৰুৱাও	(	)
স্বাভাৱিকভাৱে হেৰুৱাও	(	)
নেহেৰুৱাও	(	)
একেবাৰেই নেহেৰুৱাও	(	)

৮। প্ৰতিকূল পৰিস্থিতিত মই -----

তৎক্ষণাত উৎকন্ঠিত হওঁ	(	)
উৎকন্ঠিত হওঁ	(	)
স্বাভাৱিকভাৱে উৎকন্ঠিত হওঁ	(	)
উৎকন্ঠিত নহওঁ	(	)
একেবাৰেই উৎকন্ঠিত নহওঁ	(	)

৯। আচহুৱা পৰিস্থিতিসমূহৰ ভয় মোৰ বাবে -----

বহু বেছি থাকে	(	)
বেছি থাকে	(	)
স্বাভাৱিকভাৱে থাকে	(	)
নাথাকে	(	)
একেবাৰেই নাথাকে	(	)

১০। আনৰ সৈতে খোলাখুলিকৈ কথা-বতৰা
পাতিবলৈ মই -----

একেবাৰেই ভাল নাপাওঁ	(	)
ভাল নাপাওঁ	(	)
স্বাভাৱিকভাৱে ভাল নাপাওঁ	(	)
ভাল পাওঁ	(	)
বৰ বেছি ভাল পাওঁ	(	)

১১। মই আনৰ সমালোচনামূলক মনোভাৱৰ
দ্বাৰা -----

বৰ বেছি প্ৰভাৱান্বিত হওঁ	(	)
বেছি প্ৰভাৱান্বিত হওঁ	(	)
স্বাভাৱিকভাৱে প্ৰভাৱান্বিত হওঁ	(	)
সামান্যভাৱে প্ৰভাৱান্বিত হওঁ	(	)
বৰ সামান্যভাৱে প্ৰভাৱান্বিত হওঁ	(	)

১২। দুৰ্দশা যিধৰণৰেই নহওঁক মই -----

বৰ বেছি কান্দো	(	)
বেছি কান্দো	(	)
স্বাভাৱিকভাৱে কান্দো	(	)
সামান্যভাৱে কান্দো	(	)
বৰ সামান্যভাৱে কান্দো	(	)

১৩। বহু মানুহ আছে যিসকলে প্রতিকূল
পৰিস্থিতিটো স্বাভাৱিক হৈ থাকে কিন্তু মই
প্রতিকূল পৰিস্থিতিত সকলো আৱশ্যকীয়
কাম বাদ দি -

বৰ বেছি হতাশ হওঁ ( )

বেছি হতাশ হওঁ ( )

স্বাভাৱিকভাৱে হতাশ হওঁ ( )

হতাশ নহওঁ ( )

একেবাৰেই হতাশ নহওঁ ( )

১৪। জ্ঞাত বা অজ্ঞাত কাৰণত আনৰ প্রতি সৃষ্টি
হোৱা আক্রমণাত্মক ভাব মই ----

একেবাৰেই একাষৰীয়া কৰি ৰাখিব নোৱাৰো ( )

একাষৰীয়া কৰি ৰাখিব নোৱাৰো ( )

স্বাভাৱিকভাৱে একাষৰীয়া কৰি ৰাখিব নোৱাৰো ( )

একাষৰীয়া কৰি ৰাখো ( )

সম্পূর্ণৰূপে একাষৰীয়া কৰি ৰাখো ( )

১৫। বিবাহ বা আন সকামৰ দৰে আনন্দৰ উৎসৱত
উৎসাহেৰে অংশগ্রহণ কৰিবলৈ মই ----

একেবাৰেই ভাল নাপাওঁ ( )

ভাল নাপাওঁ ( )

স্বাভাৱিকভাৱে ভাল নাপাওঁ ( )

বেছি ভাল পাওঁ ( )

বৰ বেছি ভাল পাওঁ ( )

১৬। যেতিয়া কোনোবাই মোৰ অনুভূতিক আঘাত
কৰে মই ----

বৰ বেছি দুখী হওঁ ( )

বেছি দুখী হওঁ ( )

স্বাভাৱিকভাৱে দুখী হওঁ ( )

সামান্যভাৱে দুখী হওঁ ( )

বৰ সামান্যভাৱে দুখী হওঁ ( )

১৭। মোৰ মুখাবয়ব আৰু বাহ্যিক অংগীভংগীৰ
দ্বাৰা মানুহে মোৰ আবেগবোৰ ----

বৰ সহজে উপলদ্ধি কৰে ( )

সহজে উপলদ্ধি কৰে ( )

স্বাভাৱিকভাৱে উপলদ্ধি কৰে ( )

সহজে উপলদ্ধি কৰিব নোৱাৰে ( )

একেবাৰেই উপলদ্ধি কৰিব নোৱাৰে ( )

১৮। খং, ভয়, উৎকণ্ঠা আদি উদাসীন অনুভৱৰ
পৰিস্থিতিত মই -----

একেবাৰেই সিদ্ধান্ত গ্রহণ কৰিব নোৱাৰো ( )

সিদ্ধান্ত গ্রহণ কৰিব নোৱাৰো ( )

স্বাভাৱিকভাৱে সিদ্ধান্ত গ্রহণ কৰিব নোৱাৰো ( )

সিদ্ধান্ত গ্রহণ কৰিব পাৰো ( )

সহজে সিদ্ধান্ত গ্রহণ কৰিব পাৰো ( )

১৯। মোৰ ওপৰত বিপৰ্য্যয় বোৰৰ প্ৰভাৱ ----- বৰ বেছিকৈ থাকে ( )

বেছিকৈ থাকে ( )

স্বাভাৱিকভাৱে থাকে ( )

অলপ সময়ৰ বাবে থাকে ( )

সামান্যভাৱে একমুহূৰ্তৰ বাবে থাকে ( )

২০। ৰং-ধেমালি বা উৎসৱলৈ যাবলৈ মই ----- বৰ সামান্যভাৱে ভাল পাওঁ ( )

সামান্যভাৱে ভাল পাওঁ ( )

স্বাভাৱিকভাৱে ভাল পাওঁ ( )

বেছি ভাল পাওঁ ( )

বৰ বেছি ভাল পাওঁ ( )

২১। সচৰাচৰ আনৰ তুচ্ছ মন্তব্যবোৰ শুনি কিবা কোৰাৰ অভ্যাস প্ৰত্যেকৰে আছে কিন্তু মই সেইবোৰ শুনি ---------- বৰ বেছি অধৈৰ্য্য হৈ পৰো ( )

অধৈৰ্য্য হৈ পৰো ( )

স্বাভাৱিকভাৱে অধৈৰ্য্য হৈ পৰো ( )

সামান্যভাৱে অধৈৰ্য্য হৈ পৰো ( )

বৰ সামান্যভাৱে অধৈৰ্য্য হৈ পৰো ( )

২২। সকলোৱে হাঁহা, কন্দা, ভয় কৰা, খং কৰা আদি অনুভূতিবোৰ প্ৰকাশ কৰে কিন্তু মই ----- বৰ বেছি বা বৰ কমকৈ প্ৰকাশ কৰো ( )

বেছি বা কমকৈ প্ৰকাশ কৰো ( )

কেতিয়াবা বেছি বা কেতিয়াবা কমকৈ প্ৰকাশ কৰো ( )

বেছি বা কমকৈ প্ৰকাশ নকৰো ( )

বৰ বেছি বা বৰ কমকৈ প্ৰকাশ নকৰো ( )

২৩। পৰস্পৰ বিৰোধী অনুভৱৰ পৰিস্থিতিত মই মোৰ আচৰণ ----- বৰ সামান্যভাৱে সন্তুলন কৰি ৰাখো ( )

সামান্যভাৱে সন্তুলন কৰি ৰাখো ( )

স্বাভাৱিকভাৱে সন্তুলন কৰি ৰাখো ( )

বেছি সন্তুলন কৰি ৰাখো ( )

বৰ বেছি সন্তুলন কৰি ৰাখো ( )

২৪। 'এইবোৰ বাদ দিয়া, দুখ নকৰিবা' এনেদৰে চিন্তা কৰি মই মোৰ অনুভূতিবোৰ একাষৰীয়া কৰি ----- একেবাৰেই ৰাখিব নোৱাৰো ( )

ৰাখিব নোৱাৰো ( )

স্বাভাৱিকভাৱে ৰাখিব নোৱাৰো ( )

ৰাখিব পাৰো ( )

সেইদৰেই ৰাখিব পাৰো ( )

২৫। আন লোকসকল যেনেদৰে সুখী হৈ থাকে, মই সুখী হব বিচাৰিও -----	তেনেদৰে একেবাৰেই থাকিব নোৱাৰো	(	)
	তেনেদৰে থাকিব নোৱাৰো	(	)
	তেনেদৰে স্বাভাৱিকভাৱে থাকিব নোৱাৰো	(	)
	তেনেদৰে থাকিব পাৰো	(	)
	তেনেদৰে বেছি পৰিমাণে থাকিব পাৰো	(	)
২৬। আনন্দ আৰু বেজাৰৰ লগত জড়িত সকলোবোৰ মই -----	বৰ বেছি গভীৰতাৰে গ্ৰহণ কৰো	(	)
	বেছি গভীৰতাৰে গ্ৰহণ কৰো	(	)
	স্বাভাৱিকভাৱে গভীৰতাৰে গ্ৰহণ কৰো	(	)
	সামান্যভাৱে গভীৰতাৰে গ্ৰহণ কৰো	(	)
	বৰ সামান্যভাৱে গভীৰতাৰে গ্ৰহণ কৰো	(	)
২৭। মানুহে মোৰ বিষয়ে কি কয় তাক মই ভয় কৰো, মই অনুভূতিবোৰ স্বাভাৱিক প্ৰকাশৰ পৰা -----	বৰ বেছি বিৰত থাকো	(	)
	বেছি বিৰত থাকো	(	)
	স্বাভাৱিকভাৱে বিৰত থাকো	(	)
	বিৰত নাথাকো	(	)
	একেবাৰেই বিৰত নাথাকো	(	)
২৮। কিছুমান দুখে আৱৰি থকা মুহূৰ্তত মই কৰিবলৈ বিচৰা কামটো -----	একেবাৰেই সিদ্ধ কৰিব নোৱাৰো	(	)
	সিদ্ধ কৰিব নোৱাৰো	(	)
	স্বাভাৱিকভাৱে সিদ্ধ কৰিব নোৱাৰো	(	)
	সিদ্ধ কৰিবলৈ সমৰ্থ হওঁ	(	)
	সম্পূৰ্ণকৈ সিদ্ধ কৰিবলৈ সমৰ্থ হওঁ	(	)
২৯। সকলো অনাৱশ্যকীয় অনুভূতি একাষৰীয়া কৰি ৰাখি মই নিজকে মোৰ কামবোৰত ব্যস্ত ৰখা উচিত, এইটো মই -----	একেবাৰেই কৰিব নোৱাৰো	(	)
	কৰিব নোৱাৰো	(	)
	স্বাভাৱিকভাৱে কৰিব নোৱাৰো	(	)
	কৰিবলৈ সমৰ্থ হওঁ	(	)
	বৰ সহজে কৰিবলৈ সমৰ্থ হওঁ	(	)
৩০। সুখী হোৱাৰ কোনো সুযোগ মই কেতিয়াও নেহেৰুৱাও, সেইটো মোৰ ক্ষেত্ৰত -----	একেবাৰেই প্ৰযোজ্য নহয়	(	)
	প্ৰযোজ্য নহয়	(	)
	স্বাভাৱিকভাৱে প্ৰযোজ্য নহয়	(	)
	প্ৰযোজ্য	(	)
	সম্পূৰ্ণকৈ প্ৰযোজ্য	(	)