

**RELATIONSHIP BETWEEN HOME ENVIRONMENT AND
EMOTIONAL COMPETENCE OF ADOLESCENTS.**

A Thesis submitted in the partial fulfillment of the requirement for the degree of

MASTER OF ARTS IN PSYCHOLOGY

Submitted by:

Sanchita Tandon

(862102037)

UNDER THE SUPERVISION OF

Dr.Sohinee Ganguly

Assistant Professor

School of Liberal arts and Sciences



CERTIFICATE

This is to certify that the thesis entitled “Relationship between home environment and emotional competence of adolescents” being submitted in partial fulfillment of the requirement for the award of degree of Masters of Arts in Psychology, submitted in the School of Liberal arts and Sciences, Thapar Institute of Engineering and technology, Patiala is a bonafide work carried out under the supervision of Dr.Sohinee Ganguly, School of Liberal arts and Sciences, Thapar Institute of Engineering and Technology, Patiala and that no part of this thesis has been submitted for the award of any other degree.



(SANCHITA TANDON)

This is to certify that above statement made by the student concerned is true and correct to the best of my knowledge.



(Dr.Sohinee Ganguly)

Assistant Professor, SHSS

“Relationship between home environment and emotional competence of adolescents”being submitted in partial fulfillment of the requirement for the award of degree of Masters of Arts in Psychology, submitted in the School of Liberal arts and Sciences, Thapar Institute of Engineering and technology, Patiala.

CANDIDATES DECLARATION

I hereby declare that the work presented in this thesis entitled, “Relationship between home environment and emotional competence of adolescents” being submitted in partial fulfillment of the requirement for the award of degree of Masters of Arts in Psychology, submitted in the School of Liberal arts and Sciences, Thapar Institute of Engineering and technology, Patiala, is an authentic record of my own work carried out under the supervision and guidance of Prof. Sohinee Ganguly, School of Liberal arts and Sciences, Thapar Institute of Engineering and Technology, Patiala and refers other researchers work which are duly listed in the reference section.

The content written in this thesis has not formed the basis for the award of any other degree of this or any other university.



Date: May 22, 2023

Place: Patiala

(SANCHITA TANDON)

This is to certify that the above declaration made by the student concerned is correct and true to the best of my knowledge.



(Dr.Sohinee Ganguly)

Assistant Professor,

School of Liberal arts and Sciences,

Thapar Institute of Engineering and Technology, Patiala

Acknowledgement

At the offset I would like to thank my project guide Dr.SohineeGangulyi for assisting me throughout and for incessantly motivating me. She has always been a great source of inspiration for me. I will forever remain grateful for her tremendous generosity in providing me direction and motivation, especially for sparing time from her busy schedule. She always made it point to make me understand each and every detail. I reckon working under her guidance as a great experience to learn the techniques of research expertise.

The contribution of many people made this project possible and their efforts instill me with the utmost sense of gratitude. A huge thanks is required for all those who helped me complete my work of thesis. I consider myself fortunate and privileged for getting an opportunity to undergo my project inSchool of Liberal arts and Sciences, Thapar Institute of Engineering and Technology, Patiala.

I would also like to thank the participants of this study, who made this research possible, for taking out time and filling out questionnaires with sincerity. Lastly, I would like to thank my parents for their consistent support.

ABSTRACT

The greatest natural resource that any country can rely on to attain the pinnacle of prosperity is adolescents. Adolescents reared in intact home environments are more emotionally competent than those who are raised outside of intact families. The home is the place where a person experiences complete physical, mental, emotional, and cultural growth. Additionally, young adolescents who regularly receive emotional coaching from their parents have better bodily health and achieve academically higher standards than young adolescents whose families do not provide this support. The present study aims to analyse the relationship between the home environment and the emotional competence of children. The study included 120 participants (N= 120) of the age range, 14-16 years, from which sixty were males (N= 60) and sixty females (N= 60). The results indicate that reward and permissiveness dimensions of home environment predict emotional competence of the child. 33.6% variance in emotional competence was explained by reward and permissiveness as indicated by adjusted R square. Further reward, participation in home affairs, and control predicts empathy. 34.4% variance in empathy was explained by reward, participation in home affairs and control as indicated by adjusted R square. The present study is a humble effort to analyse the relationship between the above-mentioned variables with the help of correlation and regression.

Keywords- emotional competence, home environment, empathy, protectiveness, motivation, punishment, reward.

CONTENTS

Certificate		i
Candidate's declaration		ii
Acknowledgment		iii
Abstract		iv
List of tables		v
CHAPTER 1	INTRODUCTION	9-15
1.1 home environment		9-12
1.2 emotional competence		12-15
CHAPTER 2	REVIEW OF LITERATURE	16-22
2.1 home environment		16-19
2.2 emotional competence		19-22
2.3 research gap		22
CHAPTER 3	MOTIVATION, OBJECTIVES AND HYPOTHESIS	23-24
3.1 Motivation		23
3.2 objectives		23
3.3 hypothesis		23-24
CHAPTER 4	METHOD	25-27
4.1 sample		25
4.2 design		25
4.3 statistical analysis		25
4.4 tools used		25-26
4.5 procedure		26-27
CHAPTER 5	RESULTS	28-43
CHAPTER 6	DISCUSSION	44-46

CHAPTER 7	CONCLUSIONS, IMPLICATIONS, LIMITATIONS AND FUTURE RESEARCH	47-49
REFERENCES		50-53
APPENDIX		
	Appendix A: consent form by parents	54
	Appendix B: consent form by participants	55
	Appendix C: sociodemographic details	56
	Appendix D: home environment scale	57-59
	Appendix E: emotional competence scale	60-62

SR. NO	TABLE	PAGE NO
1.	Mean and Standard deviation of home environment and emotional competence	28
2.	Correlation analysis of home environment and emotional competence	29-31
3.	Regression analysis of self-awareness for parental involvement, academic stimulation, reward, permissiveness, and parental expectations.	31
4.	Regression analysis of adaptability for parental involvement, reward, punishment, participation in home affairs, control, permissiveness, and parental expectations.	32-33
5.	Regression analysis of motivation for protectiveness, parental involvement, academic stimulation, reward, parental warmth, punishment, participation in home affairs, control, permissiveness, and parental expectations.	34-36
6.	Regression analysis of empathy for protectiveness, parental involvement, academic stimulation, reward, parental warmth, punishment, participation in home affairs, control, permissiveness, and parental expectations.	36-38
7.	Regression analysis of social skills for parental involvement, academic stimulation, reward, parental warmth, punishment, participation in home affairs, control, permissiveness, and parental expectations.	39-40
8.	predicting emotional competence from protectiveness, parental involvement, academic stimulation, reward, parental warmth, punishment, participation in home affairs, control, permissiveness, and parental expectations.	41-43

Chapter 1

INTRODUCTION

In the 1890s, psychologists started examining young people's aptitudes, capacities, behavioral issues, and attitudes toward a variety of topics. This is when adolescence first appeared as a concept. It is, as was previously stated, the most significant and pivotal time in one's life. It signals significant advancements in a person's cognitive, physical, psychological, social, and societal development. Adolescents have a variety of responsibilities, including developing their potential and skills as well as interacting with others and the outside world. He tries to understand his place in the society he resides. His personality and his capacity to resolve conflicts and deal with life's challenges are influenced by this era of novel experiences, new responsibilities, and new relationships with peers and adults. "Adolescence is, therefore, a time of challenges, dynamic changes, turmoil, reflection, and increased sensitivity that call for individual adjustment, and how the individual adjusts to these changes depends on the environment in which they live (Bhat and Aminabhavi, 2011)."

1.1.Home environment

The saying "Home is where the heart is" is well recognized. Home is the person's first and most important location among the various social groups. Since it serves as the person's primary environment from the moment they are born until the day they pass away, its effect on them is both significant and long-lasting (Rani,2013) "Vamsa," a Sanskrit word for "family," has been emphasized by Indian society since the dawn of time. Home is the most significant place where the child first experiences the aroma of affection, concern, and sensitivity. It gives warmth and feelings of protection, acceptance, love, and psychological nourishment for growth and development (Kaur, 2018). Home is a cradle in which the child has been looked after, nursed, and brought up (Arora, 2015). Even psychoanalysis established the close connection between parent-child relations (Freud, 1920). The development of a child's self-concept, as well as their learning and adjusting processes, begin at home. In essence, a kid is an uncarved gem that can be transformed into a brilliant and priceless solitaire through carving. Therefore, a person's home environment has the biggest impact on how their behaviour develops and is sustained over time (Kaur, 2018).

The home is a child's first and most important environment for their growth. It not only provides the inherited transmission of fundamental potentials for development but also

provides environmental conditions, interpersonal relationships, and cultural patterns, favourable or unfavourable, positive, or negative (Kundu, 1997). Home is the person's main environment from the moment of birth until the day they die. So, it has the most profound and long-lasting impact on the person. The home is the most fundamental institution for the existence and continuation of human life and the development of different personality traits in humans. It plays a significant role in shaping people's views and behavioural patterns. All civic virtues and democratic principles have their roots in the family. The home is the place where a person experiences complete physical, mental, emotional, and cultural growth (Arora, 2015). It not only offers a place for the child's developmental potential to be passed down through hereditary means, but it also fosters an atmosphere that is conducive to building positive interpersonal connections and understanding one's cultural pattern. (Bukkel, 2015)

According to Webster's Dictionary of Education (1961), "Home is the abiding place of affections especially domestic affections. It is the social unit of the center formed by a family living together.

Home environment refers to the atmosphere prevailing in the home. It may vary from culture to culture and family to family. The warmth of relationships between parents, children, and siblings is the most essential element of the home environment. It influences the different spheres of one's life such as knowledge, personality, learning capacity, adjustment behavior, way of life, emotions, habits, and attitudes (Singh, 2013).

Home environment refers to all sorts of moral and ethical values and emotional, social, and intellectual atmospheres set up by the family members to facilitate the healthy development of its members. The physical, intellectual, and emotional aspects of a family mould a youngster's life in his journey toward self-fulfilment. Individual differences owe their origin mostly to home-related factors, which may thwart or aid the dynamic development of the child (Sharma, 2011).

According to Muola (2010), home environment refers to "all the objects, forces, conditions in the home which influence the child physically, intellectually and emotionally".

An ideal home environment is one where the child is given the chance to voice their opinions openly and where the desired behavior is appropriately rewarded to reinforce it. Where children are not forced to behave by parental desires and expectations, where they are not threatened with being isolated from loved ones or deprived of love, respect, and childcare.

The social standing of the parents, including their level of education, employment, and line of work, as well as the quality of their housing, their working conditions, and their relationships with their children, all contribute to the family environment. As a result, the home environment includes elements like socioeconomic standing, parental education level, family size, etc. A home's psychological environment can be classified into any of the four quadrants, each of which stands for one of the four common combinations: Rejection-autonomy, rejection-autonomy, and rejection-control. The following traits of the home environment have been identified by various researchers: permissiveness, willingness to spend time with the child, parental guidance, achievement of parental aspirations, provision for the needs of the child's intellect, affective reward, instrumental companionship, prescription, physical punishment, discipline, neglect, deprivation of privileges, protectiveness, power, achievement demands, indulgence, conformity, independence, dependence. The types of behaviors that are linked to various traits often overlap significantly. The psycho-social atmosphere of a home as it is viewed by children is called the "home environment." Adolescence is like a blank canvas that can be shaped, colored, and polished by a variety of artists, including his or her parents, siblings, teachers, peer group, and largely by the community and social surroundings (Sahni, 2013).

Saxena, & Akhtar (2013). gave ten dimensions of home environment which are as follows:

1. Protectiveness: It suggests child care and the prevention of independent or harmful activities.
2. Parental involvement: It describes the level of involvement a parent has in their child's education, employment, and other elements of life.
3. Academic stimulation: Parents give their kids environments that will improve their ability to study and academic performance.
4. Reward: It refers to both tangible and symbolic incentives to reinforce or raise the likelihood of desired conduct.
5. Parental warmth: It alludes to the parents' love, kindness, generosity, friendliness, unconditional acceptance, and affection for their kids.
6. Punishment: it denotes both physical and psychological punishment to stop undesirable behavior.
7. Involvement in Home Affairs: Parents that involve their kids in household management activities, such as assigning tasks for shopping, banking, etc.

8. Control: It denotes an authoritarian environment in which parents place several restrictions on their kids to punish them.
9. permissiveness: It denotes giving kids the freedom to voice their opinions openly and behave however they like without parental supervision.
10. Parental expectation: It suggests that parents have expectations and demands for their kids' behavior.

Research has shown that a child's growth is highly influenced by the home environment and parental involvement. One cannot disregard the influence of parents, child-rearing practices, and the results of those practices on an individual's personality. People who grow up in strong family units are more inclined to experience empathy and take on parental responsibilities. Adolescents feel safe, well-adjusted, and accepted in their families when they have healthy relationships with their parents and other family members. They continue to feel secure and accepted by society, later in life. It includes the capacity to restrain impulses, postpone gratification, inspire them, interpret social signals from others, and deal with life's challenges for early adolescent people, who learn most lessons about emotion from their families. Additionally, young adolescents who regularly receive emotional coaching from their parents have better bodily health and achieve academically higher standards than young adolescents whose families do not provide this support (Bhatia, 2012).

1.2.Emotional competence

Plato and Aristotle were the first to discuss emotions. Many centuries ago, this phrase was originally employed. It has gained more significance than ever in recent decades. To make emotions understandable and consistent, philosophers and psychologists have developed a variety of ways to describe them over time (Strongman, 1996). The Latin root of the word "emotion" is "Emovere," which means to stir something up or move it. Since we survive through competence, grow through competence, and realize ourselves through competence, the individual must learn some of the core life motivations to reach and maintain a sense of adequacy (Allport, 1961). A significant aspect of human nature that offers one an advantage over others in a competitive environment is emotional competence. Emotional intelligence is the foundation of emotional competence, which is a learned skill. "Emotional Competence refers to a person's ability to express or release his/her inner feelings & emotions. It implies an ease around others & determines our ability to effectively & successfully lead & express" (Sharma, 1994).

Emotion is a fundamental, energizing, and motivating factor for development and change. Affection, envy, fear, love, joy, or sorrow are examples of intense, positive, or negative, fleeting feelings that can influence thinking and behaviour. They enable us to comprehend the current emotional condition. They support our behaviours and ideas. The word "competence" refers to the ability to master practical skills, to have sufficient resources for a comfortable lifestyle, and to find and explore the information more extensively (White, 1959). All types of emotional aptitudes can be categorized under the umbrella term "emotional competence." The recognition, knowledge, communication, control, and use of one's own and other emotions have been found to be important indicators of people's environmental adaptation. We must comprehend emotions as normal, beneficial aspects of being human in order to become emotionally competent (Allport, 1961).

Understanding that emotions are healthy, beneficial components of being human is the foundation of the idea of emotional competence. Emotional intelligence is the foundation of the taught skill known as emotional competence. Emotional intelligence affects our capacity to acquire practical emotional skills and build the emotional literacy required for a high quality of life, a fulfilling life, and general happiness. Parent-child conflict, parental support, and the attachment relationship that is developed with the parent all have a significant impact on a child's emotional competence (Schaffer, 2006). Parenting is the most significant element influencing the development of emotional competences, followed by irritation, anxiety, gender, religious affiliation, socioeconomic position, etc. (Sharma, 2013). While there are biological variables at play, relationships also play a significant influence in the development of several emotional competence components (Lemerise & Harper, 2014). An individual who possesses emotional competence can comprehend both his own and other people's emotions. Additionally, it teaches him how to control and communicate with them in a civilized community. Emotional competence, in essence, deals with the comprehension, control, and expression of different emotions (Upadhyay, 2021)

Emotional competence is defined as the efficiency to deal effectively with several dissociable but related processes & it is a blending of five competencies - Adequate depth of feeling, Adequate expression and control of emotions, Ability to function with emotions, Ability to cope with problem emotions and Enhancement of positive emotions (Coleman, 1970).

According to Ellis (1987), “Emotional competence as the ability to understand, manage and express the emotional aspects of one’s life that enables the successful management of life tasks such as learning, forming relationships, solving everyday problems and adopting to the complex demands of growth and development.”

“Emotional Competence (EC) describes the ability to process emotional information in terms of perception, assimilation, expression, regulation, and emotion management (Brackett and Salovey, 2006)”.

“Emotional competence includes a set of mental abilities with which individuals employ high-level processes regarding their attitudes to feelings, clarity of feelings, ability to discriminate among feelings, and mood-regulating strategies (Brackett and Mayer, 2003)”.

Goleman (1995) defines emotional competence as a learned capability that results in exceptional performance. In every job, emotional competence is as important as pure cognitive ability.

People who are emotionally competent are adept at juggling their thoughts, feelings, judgment, and actions, according to Equilibrium Dynamics. The growth of emotional competence includes relationship skills, expressive behaviors, and coping mechanisms. (Saarni, 1999; Rosenblum & Lewis, 2003). It is necessary to gradually improve a child's abilities in these areas over time. By the conclusion of middle childhood, typically developing children have surpassed several important emotional competency milestones. (Saarni, 1999; Rosenblum & Lewis, 2003). Emotional intelligence develops over time when a person matures in a social environment. (Saarni, 1999). The key to leading a successful, happy life is having the capacity to deal with emotions. There is proof that it enhances adaptive resilience in stressful situations as well as emotional control. (Saarni, 1999). Emotionally competent kids and teenagers are better prepared to handle more difficult circumstances. As people gain emotional competence, they can change from being uncertain to certain, from feeling ignorant to understanding, from being fragmented to coherent, from shallow to deep, from being cold to passionate, and from being oppressed to liberated as they grow closer to their true selves.

Dimensions of emotional competence

1. Self-awareness: Self-awareness is the capacity for reflection and the ability to distinguish oneself from one's surroundings and other people. Knowing one's internal feelings,

preferences, resources, intuitions, strengths, and limitations is the foundation of true self-awareness. Confidence in oneself and one's abilities is a sign of self-assurance. Effective leaders make wise decisions by using their awareness.

2. Adaptability: The capacity to adapt oneself or one's responses in response to altered conditions or environments. It is adaptability in dealing with change and controlling upsetting emotions. Being innovative means being at ease with and receptive to new concepts, methods, and data.

3. Motivation: The driving force behind people's activities, needs, and wants. Additionally, motivation is what directs behaviour or what makes a person want to repeat a particular behaviour. We are driven by emotional tendencies that direct or assist us in achieving our goals. We are driven to improve or reach a standard of excellence through our achievement drive. It takes commitment to support the objectives of the group. Our persistence in pursuing our goals is a sign of optimism.

4. Empathy: The ability to put oneself in another person's shoes and comprehend another person's circumstance from their point of view is known as empathy. A wide range of emotional states is included in empathy, such as caring about other people and wanting to be of assistance to them, feeling emotions similar to those of another person, understanding what another person is thinking or feeling, and blurring the boundaries between oneself and the other. Speaking out about feelings that go unheard and listening to uplift the next generation are ways to demonstrate empathy.

5. Social skills: A social skill is any capacity that makes it easier to engage and communicate with people and allows for the creation, communication, and modification of social norms and relations through both verbal and nonverbal means.

1.3. Theoretical framework

Concentric Sphere Family Environment Theory (CSFET)- CSFET is a family nursing theory that looks at how the environment in a family affects its well-being. Hohashi came up with this theory in 2005. This theory has been written down as the Concentric Sphere Family Environment Model, and it shows how it fits together (CSFEM). The family system unit interacts with the home environment, which grows both inside and outside of the home in the form of concentric spheres. Structure, function, and temporal distance are the three kinds of relationships in the home environment.

Adolescence is a time when a child grows physically, emotionally, socially, and intellectually. Parental bonding and a positive home environment are the first steps in the development of emotional competence. Home is very important to the development of a child as the home environment shapes a child and influences their values, emotional competencies, skills, socialization, and security as children grow up (Pardini, 2008; Rutter, 2008). The more responsive parents are in the first few years of her child's life, the more language milestones they reach, the better they do on cognitive tests, and the less emotional and behavioural problems they have (Goldberg et al., 1990) As individuals develop emotional competencies, they can transform from being confused to confident; from feeling clueless to understanding; from being fragmented to coherent; from shallow to deep; from being cold to passionate and from being oppressed to liberated, as they become more and more connected to their true selves (Desai, 2017).

Chapter 2

LITERATURE REVIEW

2.1. Home environment

Bradley, Robert H.; Corwyn, Robert F. (2001). Studied Home Environment and Behavioural Development during Early Adolescence: The Mediating and Moderating Roles of Self-Efficacy Beliefs. For both European American and African American teenagers, the role of self-efficacy beliefs as a mediator and moderator of the relationship between the home environment and well-being was investigated. we discovered that the relationship between experiences in the home environment and indicators of adolescent development can occasionally be mediated by self-efficacy beliefs. Adolescents of European American descent had effects more frequently than those of African American descent.

Singh, B. (1998) studied the relevance of differences between rural and urban students' home environments. Cluster random sampling was used to select a sample of 505 students—303 urban and 202 rural—from the 21 senior secondary schools in District Sone pat that offer science as a 10+2 subject. In the current investigation, the normative survey method was employed. The data was gathered using the Misra Home Environment Inventory (HEJ). The study's findings showed that six aspects of the home environment—control, protection, punishment, conformity, rewards, and nurturing—have a positive and significant relationship with scientific temperament, while the other three—social isolation, deprivation of privileges, rejection, and permissiveness—have a negative relationship with it. Between rural and urban students, only differences in protectiveness, punishment, conformity, reward, and punishment of the home environment were found to be statistically significant.

Anita Bhat and Vijayalaxmi-Aminabhavi (2011) investigated how the home environment affected adolescents' psychosocial competency. Data were gathered from 100 teenagers enrolled at IX and X standards in Dharwad's high schools with an English medium. The home environment was evaluated using Mishra's Home Environment Inventory (1989), and the Psychosocial competency Scale developed by Dmdigal and Aminabhavi (2007) was used to assess psychosocial competency. Results showed that adolescents with high levels of

control, social exclusion, privilege deprivation, and domestic rejection demonstrated significantly inferior problem-solving, decision-making, emotion regulation, stress management, and overall psychosocial competence. Children who exhibit high levels of protection, punishment, conformity, reward, nurturance, and permissiveness are better at empathy, self-awareness, critical thinking, coping with stress, interpersonal connections, and as well as psychosocial competence and good communication. The study's conclusions highlight the importance of the home environment in the development of life competencies and skills.

Mimrot Bharat H. (2016). performed research on the relationship between secondary school students' home environments and academic achievement. 640 teenagers were selected at random. The t-test was used in the data analysis. Dr. Karuna Shankar Mishra's Home environment scale was used to collect data. The study showed that (I) control, protectiveness, compliance, and rewards have a positive link with academic accomplishment while nurturance and permissiveness are negatively correlated with academic achievement in the family setting. (II). Academic achievement is higher among female pupils than male students. (III) Students in private schools perform better academically than students in public schools.

Naik, & Shukla (2018). compared the considerable effect of the home environment on higher-secondary students' social and emotional intelligence. The study used a sample size of 800 students and discovered that there is a significant impact of the Home environment on the interactional impact of pupils in higher secondary schools in terms of social and emotional intelligence.

Vimple, & Sawhney (2017). The association between adolescents' home environments and social competence was examined. The goal of this study was to determine the relationship between the social competence dimensions (personal adequacy, interpersonal adequacy, and communication skills), and the home environment dimensions (protection, parental involvement, academic stimulation, rewards, parental warmth, punishments, involvement in domestic affairs, control, permissiveness, and parental expectations). An 800-student sample from Jalandhar and Kapurthala schools affiliated with the Punjab School Education Board in Mohali served as the subject of the study. The environment has a favourable, negligible, and insignificant link with teenagers' personal adequacy. The findings indicate that there is a positive, very low, but significant relationship between the interpersonal adequacy dimension of social competence and parental involvement, academic stimulation, reward, parental

warmth, participation in family affairs, permissiveness, and parental expectation dimensions of the home environment, respectively. However, there is no relationship between interpersonal adequacy and the protectiveness, punishment, and control dimensions of the home environment.

Ghanawat (2016). examined the association between adolescents emotional intelligence and family functioning in the home. 52 adolescents in grades 11 and 12 participated in this study, which indicated a significant positive correlation between the home environment and the emotional intelligence of adolescents.

Bhut, &Zalavadia(2016). discovered a correlation between home environment and college students' emotional development in Rajkot. There were 210 male and female participants in the sample. The results of the current investigation indicate that there is a significant positive relationship between the emotional maturity of college students and their home environment.

Mishra, &Shanwal (2014). investigated how the family environment affects adolescents' self-efficacy, which is also known as their perception of their abilities. India is the country with the highest percentage of adolescents, thus their involvement in giving it a new shape would be

prominent. The purpose of this study was to examine the association between home environment and self-efficacy using a sample of 130 respondents with ages ranging from 13 to 18 (mean age 14.91). A positive and significant correlation was found between the family environment and self-efficacy.

Sibnath Deb, Kevin McGirr, Banhisikah Bhattacharya, &JiandongSun (2017). examined the "Role of Home Environment, Parental Care, Parents' Personality and Their Relationship to Adolescent Mental Health." Three psychological tests and a semi-structured questionnaire were used to interview a sample of 370 teenagers; participants were chosen using a two-stage sampling method. Mothers' short-temperedness related to high anxiety, while fathers' "friendliness" was associated with low emotional adjustment and strong self-concept. Participation in the study was entirely voluntary. According to the findings, parental love was linked to strong self-assurance and self-confidence whereas parental pressure was linked to high anxiety.

J. Patchaivaziamman and S. Krishnamurthy in 2011 examined the relative importance of the home environment for B.Ed. trainees in the Union Territory of Pondicherry. 805 trainees made up the sample, and the researcher used the survey approach. The results show that there are considerable differences between males and females in the characteristics of their home environments.

Kaur,&Jagpreet (2009). examined how male and female school-age adolescents perceived their homes differently. A sample of students in the eleventh grade from various Punjabi districts was chosen. A total of 448 men and 563 women were chosen as a sample and administered using Misra's (1989) Home Environment Inventory (HEI). The findings showed that, as compared to their female counterparts, male adolescents regard their home environment as being more autocratic, impoverished, rejecting, and authoritarian. Female teenagers believe that their parents are more preventive and guard against independent behaviours. Female teenagers view their parents as being more rewarding, while male adolescents believe they are substantially more socially alienated. No discernible gender was seen among Adolescents' opinions of the elements of the home environment that involve punishment, conformity, and nurturing differ.

Kaur, &Kalaramna (2004). investigated the interactions between the home environment, social intelligence, and socioeconomic status (SES) across a range of age groups and genders. Results showed that socioeconomic status and home environment greatly impact social intelligence. Social intelligence was positively impacted by the home environment.

2.2. Emotional competence

Upadhyay, &Maikhuri (2021) studied the impact of the home environment on the emotional competence and adjustment of differently abled and normal students. The researchers used multistage stratified random sampling techniques. 20 special schools and 20 government inter-colleges from the districts of Dehradun, Haridwar, and Nainital were initially chosen at random by the investigator using a lottery procedure. 400 pupils were chosen at random from 40 different schools by the researcher. 200 adolescents with disabilities (106 boys and 94 girls) and 200 normallygrowing kids (108 boys and 92 girls) were chosen for this study employing the lottery method. The researcher used mean and standard deviation, two-way analysis of variance, and Pearson coefficient of correlation for the analysis of the data. Results showed that the students having low protected, controlled, punishment, socially isolated, and rejected home environments are more emotionally competent as compared to

the students who have high and average protected home environments and the results differ significantly between differently abled and normal students in respect to home environments and emotional competence.

Jadhav, N.S., & Madankar, R.R. (2010) examined the effect of the home environment on the emotional competence and emotional maturity of college students. 300 college students were selected from different colleges in the Belgaum district. The sample was selected by using a random sampling technique. Differential analysis, correlation, regression, and path analysis were used to determine the home environment's effect on emotional competence and emotional maturity. The findings showed that boys and girls differ significantly in respect of all five dimensions of emotional competence. There is a significant relationship between home environment and emotional competence with all its dimensions. The best predictors of the five variables are confidence on the emotional competence of government college students and the socio-ability on the emotional competence of private college students.

Kishore, Mehrotra, Kamal, & Dua (2014). studied the effect of school and home environments on the emotional competence of higher secondary school students. A sample of 564 students was selected through a multistage random sampling technique. The results showed that moderate permissiveness, low rejection, moderate nurturance, moderate deprivation of privileges, low reward, low social isolation, high conformity, and moderate protectiveness at home are affecting the emotional competence of the students. Control and punishment did not show any effect on emotional competence.

Habib, Habib, & Ansari (2016). examined emotional competence in both males and females. Data were gathered from two major senior secondary schools from 200 students between the ages of 16 and 19. The Emotional Competence Assessment Scale (ECAS) was employed in the current investigation. The scale was created in 2009 by Paiva and Kumar and is used for all ages. There are 8 dimensions with 5 pieces each for a total of 35 items. Happiness, love, interest, sympathy, fear, rage, sadness, and jealousy are scale aspects. According to study results, emotional competence among teenagers differs significantly between boys and girls. When the different emotional competency dimensions were examined, it was found that female adolescents considerably outperformed male adolescents on three of the aspects (happiness: $m = 9.90$, love: $m = 9.83$, and interest: $m = 10.10$). Male and female adolescents differ on the dimensions of anger, sadness, and jealousy, but not on the dimensions of happiness, love, interest, or sympathy, according to a dimension-wise investigation of

emotional competence. There was a noticeable difference in emotional competence, apart from acceptable emotional expression and management. In 200 adolescents from the Moga District of Ludhiana, Kaur and Kang (2021) sought to investigate the association between self-concept and emotional competence. Secondary school students. Students, the study also looked at how emotional competence varied between genders. Emotional competence and student self-concepts did not significantly correlate. Boys and girls differed significantly from one another in terms of emotional competence as well. Girls demonstrated more emotional competence. Ismail et al. (2021) looked at the emotional development of secondary school children in the Assamese districts of Lakhimpur and Sonitpur. Government secondary school male students exhibited greater emotional maturity than their classmates. However, there were no discernible differences in the emotional maturity of secondary school students.

Gandhi, S (2022) studied the impact of a mother's psychological correlates and family environment on the social and emotional competence of their children. A total sample of 300 participants was taken through the purposive sampling technique. Out of the 300 participants, data were taken from 150 mothers (75= working, 75= homemakers) and 150 children (75= boys, 75= girls). A descriptive and correlational research design was adopted for the analysis of the data. The results indicated that there is a significant impact of mothers' attitudes towards self, personal values, and family environment on the social & emotional competence of their children.

Kunjata, & Kaberi (2019) studied the influence of parent-adolescent relations on the social and emotional competence of adolescents. The total population of the study is 2226, out of which 1228 are boys while 998 are girls. The purposive sampling technique has been used to select the schools for the present study. The investigator has used the Multistage stratified random sampling technique to select the sample for the present study. The results showed that there is a significant negative relationship between the symbolic punishment, rejecting, object punishment, demanding, and neglecting dimensions of the parent-adolescent relationship and the emotional competence of the total sample of adolescents. ($r = -.234, -.253, -.276, -.114$ and $-.205$ respectively). There is a significant positive relationship between the loving dimension of the parent-adolescent relationship and the emotional competence of the total sample of adolescents. ($r = .148$). There is no significant relationship between the protecting, indifferent, symbolic reward, and object reward dimensions of the parent-adolescent relationship and the emotional competence of the total sample of adolescents.

Dumitriu, Timofti, & Dumitriu (2014) examined how students' emotional competency is assessed and developed. This research study sought to assess students' emotional competence and the variations in emotional competence according to age, gender, and field of study and to offer some effective formative intervention options for fostering emotional competence. 210 students from VasileAlecsandri University in Bacau, Romania, made up the sample. The findings demonstrated that while emotional maturity varied significantly by gender, age, and specialization, emotional intelligence was average to above average (high) across students independent of gender, age, or specialization. The amount of emotional maturity increased as the person's biological, intellectual, and social lives matured.

2.3. Research gap

The available studies emphasize home environment and emotional competence individually. There exist a few studies that have examined the association between aforementioned variables. The individual groups formed in this study are not often found in the existing literature. Moreover, there is plethora of studies that pertain to the western population. There are not enough studies previously that can prove the credibility of the relationships between these variables, especially in the Indian context. There is particularly, dearth of literature on emotional competence. Overall, the aforesaid variables and their subscales have not been studies thoroughly and also in connection to each other. This study is a humble effort to explore the direction of relationships between the aforesaid variables and analyze individual subscales. This study also aims to reduce the insufficiency that exists in literature in Indian context.

Chapter 3: Motivation, Objectives, and Hypotheses of the Study

3.1. Motivation of the study

The study was aimed at minutely examining the relationship of the home environment and the emotional competence of adolescents. Most of the literature focuses on studying these variables individually. There is particularly, a dearth of literature on emotional competence. Relationships of protectiveness and parental expectations with other variables have particularly been studied extensively, but the impact of academic stimulation, participation in home affairs have not yielded as many significant results. There are not enough studies that explore its relationship with home environment and emotional competence. There is a need for more studies that intend to analyse the relationship between home environment and emotional competence because there is dearth of evidence that credibly shows the relationship between home environment with emotional competence.

3.2. Objectives of the study

To study the effects of home environment on emotional competence of adolescents.

3.3. Hypotheses for the Study

- H1** There is a negative relationship between protectiveness and emotional competence.
- H2** There is a positive relationship between parental involvement and emotional competence.
- H3** There is a positive relationship between academic stimulation and emotional competence.
- H4** There is a relationship between reward and emotional competence.
- H5** There is a positive relationship between parental warmth and emotional competence.
- H6** There is a negative relationship between punishment and emotional competence.
- H7** There is a positive relationship between participation in home affairs and emotional competence.

H8 There is a negative relationship between control and emotional competence.

H9 There is a positive relationship between permissiveness and emotional competence.

H10 There is a negative relationship between parental expectations and emotional competence.

H11 There is a positive relationship between reward and empathy.

H12 There is a positive relationship between participation in home affairs and empathy

H13 There is a negative relationship between control and empathy.

Chapter 4

METHOD

4.1. Sample

A total of 120 student volunteers (60 males and 60 females) of the age range of 14-16 years participated in the study. Mean age of the participants is 15.06. Convenient sampling was done.

4.2. Design

The predictor variable: home environment subscales

The criterion variable: emotional competence

4.3. Statistical analyses

The SPSS version 22 was used to compute descriptive statistics, correlation, and regression.

4.4. Tools used

Home Environment Scale

Home Environment Scale (HES), developed by Akhtar and Saxena (2013), was employed to assess the psychological climate of home as perceived by the children. It contains 50 items related to the 10 dimensions of home environment. These ten dimensions are Protectiveness, Parental involvement, Academic stimulation, Reward, Parental warmth, Punishment, Participation in home affairs, Control, Permissiveness, and Parental expectations. It provides the measure of the quality of cognitive, emotional, and social support that has been available to the child at home. There are five cells against each of the 50 items of the inventory. Each cell indicated the frequency of occurrence of a particular behaviour. The five cells belong to the five responses namely 'Always,' 'Often', 'Sometimes', 'Least', and 'Never'. Assign the 4 marks to 'Always', 3 marks to 'Often', 2 marks to 'Sometimes', 1 mark to 'Least', and 0 to

'Never' responses for positive items. The scoring will reverse for negative items i.e. 0 to 'Always' 1 to 'Often', 2 to 'Sometimes', 3 to 'Least', and 4 to 'Never'. The negatively scored items are 26, 27, 28, 29, 30, 36, 37, 38, 39, and 40. The scores are added to get the net score. The range of scores could be 50 to 200. More the score better is the home environment. Reliability- The present home environment scale was administered to 400 students (200 boys and 200 girls) studying at the secondary school level. Split-half reliability was found to be 0.74. Test-retest reliability was calculated by administering the scale to 150 students with an interval of 55 days. The reliability coefficient was found to be 0.69, which is significant at 0.01 level of significance. Validity- The Home Environment Scale was found to possess content validity. The concurrent validity of the scale was found to be 0.67 by correlating the scale with Mishra's Home Environment Inventory.

Emotional Competence Scale

The emotional Competence Scale, developed by Dahiya and Gahlawat (2018), was employed to assess the ability to understand, manage & express the emotional aspect of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems & adapting to the complex demands of growth and development. It contains 34 items with 5 dimensions which are Self-awareness, Adaptability, Motivation, Empathy, and social skills. There are five cells against each of the 34 items in the inventory. Each cell indicated the frequency of occurrence of a particular behaviour. The five cells belong to the five responses namely 'Strongly Agree,' 'Agree,' 'Undecided', 'Disagree', and 'Strongly Disagree'. Assign 5 marks to 'Strongly agree', 4 marks to 'Agree', 3 marks to 'undecided', 2 marks to 'Disagree' and 1 to 'Strongly Disagree' responses for positive items. Assign 1 mark to 'Strongly agree', 2 marks to 'Agree', 3 marks to 'undecided', 4 marks to 'Disagree', and 5 to 'Strongly Disagree'. The negative items are 2, 3, 7, 10, and 13. The scores are added to get the net score. The range of the scores is 34 to 170. Reliability- reliability of the scale has been measured by the Test-Retest method and Split-half method. The scale was administered to a randomly selected sample of 100 students for test-retest reliability. The scale was again administered to this sample after a gap of 15 days. The coefficient of correlation through the test-retest method was 0.882. Split-half reliability was found 0.81 which is significant at 0.01 level. which has been measured by Spearman-Brown Prophecy Formula. Validity- Emotional Competence Scale was found to possess criterion and content validity.

4.5. Procedure

various schools were approached for the data collection and permission from the principal was taken to get the questionnaires filled out by the students. Written informed consent was taken from the parents of their child's participation in the study. Then the participants were informed in detail about the study protocols. The subjects were informed about the procedure and were given instructions. The instructions given were – “You have to fill out some questionnaires, which will measure some emotions and the environment of your home. Do not think too hard, as there is no right or wrong answer. The first answer that comes to your mind is generally right. The information collected from you will be kept confidential. Please respond as honestly as you can”. The questionnaires were made into a booklet and handed over to the subject.

Chapter 5

RESULTS

The mean, standard deviation, correlation, and regression were performed for the variables being studied, i.e., home environment and emotional competence.

5.1. Home Environment in Relation to Emotional Competence.

Table 1: Descriptive statistics for the home environment and emotional competence.

	N	mean	Std. Deviation
SA	120	23.8333	3.34647
AD	120	28.641 7	2.79494
MO	120	20.3167	2.91327
EM	120	29.3750	3.36832
SS	120	27.5500	4.00598
TOTAL	120	129.7167	11.95312
PRO	120	16.2167	3.31582
PI	120	16.3167	3.21494
AS	120	16.9250	3.07378
R	120	16.5333	3.28207
PW	120	15.2667	3.15092
P	120	6.3083	4.12371
PHA	120	15.0417	3.25498

C	120	6.2583	4.17173
PER	120	14.6667	3.43568
PE	120	16.8000	3.26581
Valid	120		
N(listwise)			

SA- self-awareness, AD- adaptability, MO- motivation, EM- empathy, SS- social skills, TOTAL- emotional competence, PRO- protectiveness, PI- parental involvement, AS- academic stimulation, R- reward, PW- parental warmth, P- punishment, PHA- participation in home affairs, C- control, PER- permissiveness, PE- parental expectations.

	SA	AD	MO	EM	SS	TOTAL	PRO	PI	AS	R	PW	P	PHA	C	PER	PE
S	1															
A																
A	.44	1														
D	.3**															
M	.23	.321*	1													
O	.6**	*														

$p < .01$), motivation ($r = .301$, $p < .01$), empathy ($r = .344$, $p < .01$), social skills ($r = .286$, $p < .01$), and emotional competence ($r = .402$, $p < .01$) all significant at .01 level. Reward is positively correlated with self-awareness ($r = .293$, $p < .01$), adaptability ($r = .258$, $p < .01$), motivation ($r = .350$, $p < .01$), empathy ($r = .514$, $p < .01$), social skills ($r = .432$, $p < .01$), and emotional competence ($r = .517$, $p < .01$) all statistically significant at .01 level. Parental warmth is positively correlated with motivation ($r = .411$, $p < .01$), empathy ($r = .312$, $p < .01$), social skills ($r = .344$, $p < .01$), and emotional competence ($r = .381$, $p < .01$) all statistically significant at .01 level. Punishment is negatively correlated with adaptability ($r = .208$, $p < .05$), motivation ($r = .233$, $p < .05$), empathy ($r = .295$, $p < .01$), social skills ($r = .282$, $p < .01$), and emotional competence ($r = .294$, $p < .01$) statistically significant at .05, .05, .01, .01, and .01 level respectively. Participation in home affairs is positively correlated with adaptability ($r = .199$, $p < .05$), motivation ($r = .339$, $p < .01$), empathy ($r = .445$, $p < .01$), social skills ($r = .358$, $p < .01$), and emotional competence ($r = .363$, $p < .01$) statistically significant at .05, .01, .01, .01, and .01 level respectively. Control is negatively correlated with adaptability ($r = .213$, $p < .05$), motivation ($r = .271$, $p < .01$), empathy ($r = .369$, $p < .01$), social skills ($r = .281$, $p < .01$), and emotional competence ($r = .317$, $p < .01$) at .05, .01, .01, .01, and .01 level respectively. Permissiveness is positively correlated with self-awareness ($r = .219$, $p < .05$), adaptability ($r = .253$, $p < .01$), motivation ($r = .358$, $p < .01$), empathy ($r = .322$, $p < .01$), social skills ($r = .338$, $p < .01$), and emotional competence ($r = .412$, $p < .01$) statistically significant at .05, .01, .01, .01, .01, .01 level respectively. Parental expectations is positively correlated with self-awareness ($r = .304$, $p < .01$), adaptability ($r = .298$, $p < .01$), motivation ($r = .251$, $p < .01$), empathy ($r = .385$, $p < .01$), social skills ($r = .293$, $p < .01$), and emotional competence ($r = .423$, $p < .01$) all statistically significant at .01 level.

Table 3: predicting self-awareness from, parental involvement, academic stimulation, reward, permissiveness, and parental expectations.

Model	Unstandardized	Coefficient	Standardized	t	Sig.	F	adjusted R
	B	Std. Error	Beta				

								Square
1	(constant)	20.088	1.554		12.926	<.001		
	PI	.230	.093	.221	2.456	.016	6.032	.041
2	(constant)	17.430	1.710		10.195	<.001		
	PI	-.027	.120	-.026	-.222	.0825		
	AS	.404	.126	.371	3.213	.002	8.417	.111
3	(constant)	16.965	1.760		9.638	<.001		
	PI	-.066	.125	-.064	-.528	.599		
	AS	.341	.138	.313	2.471	.015		
	R	.131	.120	.129	1.094	.276	6.020	.112
4	(constant)	16.420	1.869		8.785	<.001		
	PI	-.059	.126	-.057	-.471	.639		
	AS	.315	.141	.289	2.226	.028		
	R	.113	.122	.111	.923	.358		
	PER	.081	.092	.083	.874	.384	4.697	.111
5	(constant)	15.890	1.936		8.208	<.001		
	PI	-.048	.126	-.046	-.381	.704		
	AS	.267	.149	.245	1.790	.076		
	R	.083	.125	.082	.664	.508		
	PER	.057	.095	.059	.603	.548		
	PE	.119	.114	.116	1.043	.299	3.978	.111

Criterion variable: self-awareness

From the above table, it is noted that in the last step of regression, none of the independent variables predicted self-awareness.

Table 4: predicting adaptability from parental involvement, reward, punishment, participation in home affairs, control, permissiveness, and parental expectations.

unstandardiz ed	coefficien ts	Standardize d coefficients
--------------------	------------------	----------------------------------

mode		B	Std. error	Beta	T	Sig.	F	Adjusted R Square
1								
1	(constant)	25.675	1.301		19.730	<.001		
	PI	.182	.078	.209	2.323	.022	5.397	.036
2	(constant)	24.498	1.433		17.097	<.001		
	PI	.075	.096	.087	.785	.434		
	R	.0176	.094	.207	1.874	.063	4.511	.056
3	(constant)	25.813	1.644		15.705	<.001		
	PI	.047	.097	.054	.481	.632		
	R	.163	.094	.192	1.742	.084		
	P	-.100	.063	-.148	-1.601	.112	3.902	.068
4	(constant)	25.015	1.848		13.538	<.001		
	PI	.041	.097	.047	.418	.677		
	R	.142	.097	.167	1.469	.145		
	P	-.090	.064	-.133	-1.408	.162		
	PHA	.079	.083	.092	.947	.346	3.148	.067
5	(constant)	25.540	1.904		13.413	<.001		
	PI	.053	.098	.067	.541	.589		
	R	.128	.097	.150	1.318	.190		
	P	-.058	.070	-.086	-.834	.406		
	PHA	.064	.084	.075	.761	.448		
	C	-.076	.068	-.114	-	.264	2.77	.069

					1.122	6		
6	(constant)	24.213	2.179		11.11	<.00		
					2	1		
	PI	.056	.098	.065	.578	.564		
	R	.098	.100	.115	.984	.327		
	P	-.028	.074	-.041	-.375	.709		
	PHA	.062	.084	.073	.742	.459		
	C	-.068	.068	-.101	-.995	.322		
	PER	.105	.085	.129	1.243	.216	2.58	.074
							2	
7	(constant)	23.223	2.294		10.12	<.00		
					5	1		
	PI	.049	.097	.056	.500	.618		
	R	.054	.105	.064	.517	.606		
	P	-.022	.074	-.032	-.293	.770		
	PHA	.059	.084	.068	.699	.486		
	C	-.053	.069	-.079	-.772	.442		
	PER	.081	.086	.100	.944	.347		
	PE	.126	.094	.148	1.340	.183	2.48	.080
							5	

Criterion variable: adaptability

From the above table, it is seen that in the last step of regression, none of the independent variables predicted adaptability.

Table 5: predicting motivation from protectiveness, parental involvement, academic stimulation, reward, parental warmth, punishment, participation in home affairs, control, permissiveness, and parental expectations.

mo	Unstandardized	Coeffi	Standar	T	Sig.	F	Adjuste
	B	cients	dized coeffici ents				
		Std.	Beta				

del		error					d	R
							Square	
1	(constant)	16.130	1.279		12.607	<.001		
	PRO	.258	.077	.294	3.339	.001	11.150	.079
2	(constant)	14.772	1.472		10.038	<.001		
	PRO	.172	.090	.196	1.197	.058		
	PI	.168	.093	.186	1.815	.072	7.331	.096
3	(constant)	14.031	1.580		8.881	<.001		
	PRO	.145	.092	.165	1.570	.119		
	PI	.092	.110	.102	.837	.404		
	AS	.143	.113	.151	1.267	.208	5.448	.101
4	(constant)	13.421	1.595		8.416	<.001		
	PRO	.128	.092	.145	1.390	.167		
	PI	.039	.113	.043	.342	.733		
	AS	.053	.122	.056	.438	.663		
	R	.199	.105	.225	1.908	.059	5.089	.121
5	(constant)	12.182	1.602		7.602	<.001		
	PRO	.104	.089	.119	1.170	>.245		
	PI	.027	.109	.029	.244	.808		
	AS	-.013	.120	-.014	-.112	.911		
	R	.128	.104	.144	1.227	.222		
	PW	.270	.092	.292	2.918	.004	6.041	.175
6	(constant)	13.390	1.889		7.098	<.001		
	PRO	.086	.090	.098	.956	.341		
	PI	.020	.109	.023	.187	.852		
	AS	-.030	.121	-.032	-.248	.805		
	R	.130	.104	.146	1.248	.215		
	PW	.264	.092	.286	2.858	.005		
	P	-.076	.063	-.108	-1.203	.232	5.295	.178
7	(constant)	12.045	2.009		5.995	<.001		
	PRO	.086	.089	.098	.965	.337		
	PI	.010	.108	.011	.089	.929		
	AS	-.016	.120	-.017	-.137	.891		

	R	.097	.105	.109	.927	.356		
	PW	.228	.094	.247	2.438	.016		
	P	-.057	.063	-.080	-.896	.372		
	PHA	.151	.082	.168	1.828	.070	5.110	.195
8	(constant)	12.718	2.058		6.181	<.001		
	PRO	.076	.089	.087	.856	.394		
	PI	.024	.108	.026	.222	.825		
	AS	-.003	.119	-.003	-.027	.979		
	R	.079	.105	.089	.757	.451		
	PW	.222	.093	.240	2.379	.019		
	P	-.019	.069	-.027	-.275	.784		
	PHA	.134	.083	.150	1.619	.108		
	C	-.092	.066	-.132	-1.399	.165	4.754	.202
9	(constant)	11.057	2.249		4.917	<.011		
	PRO	.096	.089	.109	1.074	.285		
	PI	.040	.108	.044	.372	.711		
	AS	-.032	.119	-.033	-.265	.792		
	R	.058	.105	.066	.558	.578		
	PW	.174	.096	.188	1.799	.075		
	P	.023	.072	.032	.318	.751		
	PHA	.140	.082	.157	1.705	.091		
	C	-.080	.066	-.144	-1.210	.229		
	PER	.151	.086	.178	1.751	.083	4.645	.216
10	(constant)	11.557	2.331		4.959	<.001		
	PRO	.096	.089	.109	1.070	.287		
	PI	.031	.108	.034	.282	.779		
	AS	-.001	.125	-.001	-.005	.996		
	R	.073	.106	.083	.690	.492		
	PW	.188	.098	.204	1.917	.058		
	P	.020	.072	.029	.279	.781		
	PHA	.140	.082	.157	1.705	.091		
	C	-.090	.067	-.130	-1.346	.181		
	PER	.159	.087	.187	1.826	.071		

PE	-.081	.098	-.091	-.833	.407	4.238	.214
----	-------	------	-------	-------	------	-------	------

Criterion variable: Motivation

From the above table, it is seen that in the last step of regression, none of the independent variables predicted motivation.

Table 6: predicting empathy from protectiveness, parental involvement, academic stimulation, reward, parental warmth, punishment, participation in home affairs, control, permissiveness, and parental expectations.

model		Unstandardized	Coefficients	Standardized	t	Sig.	F	Adjusted R Square
		B	Std. Error	Beta				
1	(constant)	24.464	1.477		16.560	<.001		
	PRO	.303	.089	.298	3.393	<.001	11.512	.081
2	(constant)	22.209	1.673		13.272	<.001		
	PRO	.161	.102	.158	1.570	.119		
	PI	.280	.105	.267	2.650	.009	9.560	.126
3	(constant)	21.269	1.794		11.858	<.001		
	PRO	.126	.105	.124	1.199	.233		
	PI	.183	.125	.175	1.461	.147		
	AS	.182	.129	.166	1.417	.159	7.097	.133
4	(constant)	19.799	1.707		11.600	<.001		
	PRO	.084	.098	.082	.852	.396		
	PI	.053	.121	.051	.442	.659		
	AS	-.035	.130	-.032	-.272	.786		
	R	.481	.112	.468	4.297	<.001	10.740	.247
5	(constant)	19.483	1.774		10.980	<.001		
	PRO	.078	.099	.077	.787	.433		
	PI	.050	.121	.048	.416	.679		
	AS	-.052	.133	-.048	-.394	.694		
	R	.463	.115	.451	4.008	<.001		
	PW	.069	.102	.064	.672	.503	8.641	.243

6	(constant)	21.781	2.065		10.546	<.001		
	PRO	.043	.099	.043	.440	.661		
	PI	.038	.119	.037	.322	.748		
	AS	-.084	.132	-.076	-.635	.527		
	R	.466	.114	.454	4.098	<.001		
	PW	.058	.101	.054	.572	.568		
	P	-.145	.069	-.177	-2.091	.039	8.143	.265
7	(constant)	19.279	2.134		9.034	<.001		
	PRO	.043	.095	.043	.457	.649		
	PI	.018	.115	.018	.160	.873		
	AS	-.059	.127	-.054	-.462	.645		
	R	.405	.111	.395	3.648	<.001		
	PW	-.009	.099	-.009	-.092	.927		
	P	-.109	.067	-.133	-1.616	.109		
	PHA	.280	.088	.271	3.201	.002	9.015	.320
8	(constant)	20.441	2.154		9.491	<.001		
	PRO	.026	.093	.026	.282	.779		
	PI	.043	.113	.041	.381	.704		
	AS	-.036	.125	-.033	-.287	.775		
	R	.375	.110	.365	3.414	<.001		
	PW	-.020	.098	-.019	-.203	.839		
	P	-.043	.072	-.053	-.604	.547		
	PHA	.252	.087	.244	2.903	.004		
	C	-.160	.069	-.198	-2.307	.023	8.858	.346
9	(constant)	19.469	2.376		8.194	<.001		
	PRO	.038	.094	.037	.400	.690		
	PI	.053	.114	.050	.462	.645		
	AS	-.052	.126	-.048	-.416	.679		
	R	.362	.110	.353	3.280	.001		
	PW	-.048	.102	-.045	-.472	.638		
	P	-.019	.076	-.023	-.248	.804		
	PHA	.255	.087	.247	2.939	.004		
	C	-.152	.070	-.188	-2.186	.031		

	PER	.089	.091	.090	.970	.334	7.974	.345
10	(constant)	18.938	2.462		7.691	<.001		
	PRO	.038	.094	.037	.403	.688		
	PI	.063	.114	.060	.547	.586		
	AS	-.085	.132	-.078	-.645	.520		
	R	.346	.112	.338	3.086	.003		
	PW	-.064	.104	-.060	-.614	.540		
	P	-.016	.076	-.020	-.209	.834		
	PHA	.255	.087	.247	2.933	.004		
	C	-.141	.071	-.174	-1.982	.050		
	PER	.081	.092	.082	.877	.383		
	PE	.086	.103	.084	.837	.405	7.227	.344

Criterion variable: empathy

From the above table, it is seen that every one unit increase in reward leads to a .346 unit increase in empathy. It is also seen that every one unit increase in participation in home affairs leads to a .255 unit increase in empathy. It is also seen that every one unit increase in control leads to .141 unit decrease in empathy. Further, 34.4% variance in empathy was explained by reward, participation in home affairs, and control as indicated by adjusted R square.

Table 7: predicting social skills from parental involvement, academic stimulation, reward, parental warmth, punishment, participation in home affairs, control, permissiveness, and parental expectations.

Model		Unstandardized coefficients		Standardized coefficients		t	Sig.	F	Adjusted R Square
		B	Std. Error	Beta					
1	(constant)	18.926	1.727			10.957	<.001		
	PI	.529	.104	.424		5.088	<.001	25.890	.173

2	(constant)	18.855	1.982		9.513	<.001		
	PI	.522	.139	.419	3.744	<.001		
	AS	.011	.146	.008	.074	.941	12.839	.166
3	(constant)	17.419	1.975		8.818	<.001		
	PI	.400	.141	.321	2.838	.005		
	AS	-.183	.155	-.141	-1.182	.240		
	R	.406	.135	.333	3.013	.003	12.177	.220
4	(constant)	16.365	2.053		7.971	<.001		
	PI	.384	.140	.309	2.749	.007		
	AS	-.239	.157	-.183	-1.522	.131		
	R	.348	.138	.285	2.529	.013		
	PW	.210	.122	.165	1.716	.089	10.021	.233
5	(constant)	18.780	2.361		7.955	<.001		
	PI	.359	.139	.288	2.587	.011		
	AS	-.283	.157	-.217	-1.804	.074		
	R	.349	.136	.286	2.566	.012		
	PW	.194	.121	.152	1.602	.112		
	P	-.163	.082	-.168	-1.995	.048	9.021	.252
6	(constant)	16.965	2.526		6.715	<.001		
	PI	.344	.137	.276	2.505	.014		
	AS	-.264	.155	-.203	-1.704	.091		
	R	.305	.137	.250	2.231	.028		
	PW	.145	.122	.114	1.186	.238		
	P	-.137	.082	-.141	-1.674	.097		
	PHA	.203	.108	.165	1.881	.063	8.275	.268
7	(constant)	17.740	2.581		6.874	<.001		
	PI	.359	.137	.288	2.613	.010		
	AS	-.250	.155	-.192	-1.612	.110		
	R	.281	.137	.230	2.051	.043		
	PW	.136	.122	.107	1.116	.267		
	P	-.088	.090	-.090	-.980	.329		
	PHA	.182	.109	.148	1.677	.096		
	C	-.117	.086	-.122	-1.358	.177	7.409	.274

8	(constant)	15.924	2.806		5.676	<.001		
	PI	.385	.137	.309	2.802	.006		
	AS	-.279	.155	-.214	-1.801	.074		
	R	.258	.137	.211	1.884	.062		
	PW	.081	.126	.063	.639	.524		
	P	-.040	.094	-.041	-.428	.670		
	PHA	.189	.108	.154	1.750	.083		
	C	-.104	.086	-.108	-1.201	.232		
	PER	.180	.113	.154	1.593	.114	6.889	.284
9	(constant)	15.828	2.926		5.409	<.001		
	PI	.387	.139	.310	2.786	.006		
	AS	-.285	.163	-.219	-1.747	.083		
	R	.255	.140	.209	1.828	.070		
	PW	.078	.129	.061	.604	.547		
	P	-.040	.094	-.041	-.420	.675		
	PHA	.189	.109	.154	1.742	.084		
	C	-.101	.088	-.106	-1.150	.253		
	PER	.178	.114	.153	1.565	.121		
	PE	.016	.129	.013	.121	.904	6.071	.277

Criterion variable: social skills

From the above table, it is seen that in the last step of regression, none of the independent variables predicted social skills.

Table 8: predicting emotional competence from protectiveness, parental involvement, academic stimulation, reward, parental warmth, punishment, participation in home affairs, control, permissiveness, and parental expectations.

model	Unstandardized coefficients		Standardized coefficients	t	Sig.	F	Adjusted R Square
	B	Std. error	Beta				
1	(constant)	113.822		21.536	<.001		

	PRO	.980	.319	.272	3.069	.003	9.419	.066
2	(constant)	102.273	5.795		17.648	<.001		
	PRO	.251	.354	.070	.710	.479		
	PI	1.432	.365	.385	3.920	<.001	12.965	.167
3	(constant)	98.040	6.174		15.879	<.001		
	PRO	.094	.361	.026	.261	.795		
	PI	.997	.431	.268	2.314	.022		
	AS	.820	.443	.211	1.853	.066	9.967	.184
4	(constant)	93.619	5.986		15.640	<.001		
	PRO	-.032	.344	-.009	-.093	.926		
	PI	.607	.423	.163	1.436	.154		
	AS	.166	.456	.043	.363	7.17		
	R	1.446	.392	.397	3.685	<.001	11.680	.264
5	(constant)	91.167	6.175		14.764	<.001		
	PRO	-.078	.344	-.022	-.227	.821		
	PI	.584	.421	1.57	1.387	.168		
	AS	.034	.462	.009	.074	.941		
	R	1.304	.402	.358	3.248	.002		
	PW	.534	.256	.141	1.498	.137	9.893	.272
6	(constant)	98.593	7.207		13.681	<.001		
	PRO	-.189	.345	-.052	-.548	.585		
	PI	.546	.416	.147	1.311	.193		
	AS	-.067	.460	-.017	-.146	.884		
	R	1.316	.397	.361	3.316	.001		
	PW	.498	.353	.131	1.413	.160		
	P	-.467	.241	-.161	-1.936	.055	9.068	.289
7	(constant)	93.749	7.679		12.209	<.001		
	PRO	-.189	.342	-.052	-.553	.581		
	PI	.507	.413	.136	1.226	.223		
	AS	-.019	.457	-.005	-.041	.967		
	R	1.198	.399	.329	2.998	.003		
	PW	.369	.358	.097	1.031	.305		
	P	-.398	.242	-.137	-1.641	.104		

8	PHA	.543	.315	.148	1.722	.088	8.332	.301
	(constant)	97.112	7.815		12.427	<.001		
	PRO	-.238	.339	-.066	-.703	.484		
	PI	.579	.411	.156	1.408	.162		
	AS	.047	.453	.012	.104	.917		
	R	1.110	.398	.305	2.787	.006		
	PW	.338	.354	.089	.953	.343		
	P	-.209	.261	-.072	-.799	.426		
9	PHA	.461	.315	.125	1.462	.146		
	C	-.462	.251	-.161	-1.840	.068	7.869	.316
	(constant)	89.726	8.496		10.561	<.001		
	PRO	-.152	.337	-.042	-.452	.652		
	PI	.650	.407	.175	1.598	.113		
	AS	-.079	.451	-.020	-.175	.862		
	R	1.016	.395	.279	2.573	.011		
	PW	.123	.364	.032	.337	.737		
10	P	-.022	.273	-.008	-.082	.935		
	PHA	.487	.311	.133	1.567	.120		
	C	-.405	.249	-.141	-1.628	.106		
	PER	.673	.326	.193	2.061	.042	7.671	.335
	(constant)	87.326	8.788		9.937	<.001		
	PRO	-.151	.337	-.042	-.448	.655		
	PI	.695	.409	.187	1.701	.092		
	AS	-.228	.472	-.059	-.482	.631		
	R	.944	.401	.259	2.357	.020		
	PW	.052	.370	.014	.142	.888		
	P	-.009	.273	-.003	-.034	.973		
	PHA	.486	.311	.132	1.565	.121		
	C	-.354	.253	-.123	-1.396	.166		
	PER	.636	.328	.183	1.941	.050		
	PE	.390	.368	.107	1.060	.291	7.024	.336

Criterion variable: EC

From the above table, it is seen that every one unit increase in reward leads to a .944 unit increase in emotional competence. It is also seen that every one unit increase in permissiveness leads to a .636 unit increase in emotional competence. Further, 33.6% variance in emotional competence was explained by reward and permissiveness as indicated by adjusted R square.

Chapter 6

DISCUSSION

This chapter deals with the interpretation of the major findings of the study. The current research aimed to investigate the impact of the Home Environment on the Emotional Competence of adolescents.

Based on the past literature various hypotheses were formed. It was hypothesized that there is a positive relationship between reward and emotional competence. This hypothesis was accepted. Jadhav, N.S. (2010) found a positive link between reward and emotional competence of children. According to the author, this is because rewards given by parents and other family members in a home increase the motivation of the child to do better in their endeavors. It also increases the emotional closeness between the family members and the child.

It was hypothesized that there is a positive relationship between permissiveness and emotional competence. The hypothesis was accepted. Kulkarni, S. (2022) found in her study that children who were raised permissively are more emotionally competent. This is because Permissive parents are not demanding and treat their children as equals. They are against the idea of exerting control over their children and believe in nurturing them by being emotionally supportive and responsive. (Scaramella et al., 1999; Matthews et al., 1996; Rothbaum & Weisz, 1994).

It was also hypothesized that there is a positive correlation between reward and empathy. This hypothesis was accepted. Hess, U., Blaison, C., & Dandeneau, S. (2017) found that reward is positively related to empathy. It is because empathy is influenced by a person's motivation to empathize in a given situation. adolescents can be persuaded to engage in empathy-eliciting settings through rewards because rewards increase the motivation to empathize with other people (Zaki, J., 2014).

It was hypothesized that there is a positive correlation between participation in home affairs and empathy of adolescents. The hypothesis was accepted. Scroggs, B., Bailey, S., & fees, B (2016) found that participating in home affairs and helping mothers increase the empathy in the children. According to the authors, this is because children while participating in home affairs take on the role and work of others and understand the perspectives and emotions of others.

It was hypothesized that there is a negative correlation between control and empathy. The hypothesis was accepted. Zahn, W & Radke, Y. (1990) found that parental control decreases empathy in adolescents.

It was hypothesized that there is a negative correlation between protectiveness and emotional competence in adolescents. This hypothesis was rejected as we found a positive correlation between protectiveness and emotional competence. Sharma, (2006) found that parental protectiveness has a positive impact on the emotional competence of the children. According to the author, it could be because sometimes protectiveness involves parental assistance or comforting the children. When parents engage in these behaviours, they increase their children's autonomy, or self-directing independence and their ability to cope emotionally and psychologically with normative challenges. This often causes children to believe that they are capable of independently completing and understanding tasks.

It was hypothesized that there is a positive correlation between parental involvement and emotional competence in adolescents. This hypothesis was rejected as we found insignificant results. Cotton., & Wikelund, (2001); Simon, (2000) stated that there is a positive relationship between parental involvement and emotional competence of adolescents. The findings from this hypothesis though not significant are in the same direction as reported in these researches. It could be because sometimes teenagers need to be left alone or allowed to be in charge. when parents involve themselves in every task a child does, the child feels difficulty in regulating and understanding their emotions (Obradovic, 2021).

It was also hypothesised that there is a positive correlation between academic stimulation and emotional competence. This hypothesis was rejected as we found insignificant results. Bhutani, S., Chahar, M.S. (2016) found that academic stimulation by parents and teachers lay the foundation stone for the social and emotional competence and intellectual potentialities of the learner. The findings from this hypothesis though not significant are in the same direction as reported in this research. This could be because of low socioeconomic status of the family. The children coming from low socioeconomic backgrounds sometimes perceive that the academic stimulation provided by parents is a pressure on them to improve the conditions and earnings of the family by working hard (Dua, 2014)

It was hypothesized that there is a positive correlation between parental warmth and emotional competence of the adolescents. This hypothesis was rejected as we found insignificant results. Akker, K., Antenucci, N., & Evered, M. (2018) found that the children who are nurtured and experience parental warmth at their home are more emotionally competent. The findings from this hypothesis though not significant are in the same direction as reported in these researches.

It was hypothesized that there is negative correlation between punishment and emotional competence. This hypothesis was rejected as we found insignificant results. Astutik, M.R. (2017) found in her study that punishment at home negatively impacts the emotional competence of children. The findings from this hypothesis though not significant are in the same direction as reported in these researches. It could be because adolescence is a time when children want complete freedom and want to be in charge of their life so punishment and control by parents helps to regulate the undesirable emotions and behaviour, know the difference between right and wrong, and motivates the child to do better (Sidin, S.A., 2020).

It was hypothesized that there is a positive correlation between participation in home affairs and emotional competence. This hypothesis was rejected as we found insignificant results. Kremer-Sadlik & Paugh; Tubbs, Roy, & Burton (2005) found in their study emotional competence in children and emotional closeness between parents and children develops through their participation in home activities and everyday routines. The findings from this hypothesis though not significant are in the same direction as reported in these researches.

It was also hypothesized that there is a negative correlation between control and emotional competence of adolescents. This hypothesis was rejected as we found insignificant results. Stan, M.M. (2011) found that control at home negatively impacts the emotional and social competence of children. The findings from this hypothesis though not significant are in the same direction as reported in this research.

It was hypothesized that there is a negative relationship between parental expectations and emotional competence of adolescents. This hypothesis was rejected as we found a positive correlation between parental expectations and emotional competence. Our findings are however consistent with the earlier research. Huey (2018) found out that parental expectations increases the emotional competence in adolescents. According to the author parental expectations contribute to positive self-perception and emotions, i.e., the child believes in the expectations of parents and tries to improve constantly. It constantly motivates the child.

Chapter 7

Conclusion, implications, limitations, and future research

7.1. Conclusion

It is believed that the love and care given in a home are responsive and assist teenagers form attachments and develop their talents. Parental bonding and a positive home environment are the first steps in the development of emotional competence. A secure family setting gives children a sense of security, boosts their self-esteem, and teaches them how to manage their emotions and impulses. Roles and responsibilities can buy parents more quality time with their children. Positive, affectionate ties at home help children grow their sense of assurance and self-confidence. Moreover, Adolescence is a period of challenges, dynamic changes, introspection, and increased sensitivity that require individual adjustment; how the individual reacts to these changes relies on their surroundings (Bhat and Aminabhavi, 2011). In this stage, teenagers are more likely to comprehend both their own and other people's emotions, which is crucial for the development of emotional abilities. Adolescents who can adopt many viewpoints would be better equipped to comprehend how to establish reciprocal connections. The core of emotional competence is taking on and comprehending one's own feelings as well as those of others (Pettit et al., 1988). As a result, this age group provided a great source of study participants (Zhou et al., 2002). The current study put together variables and studied their relationships. Results on some hypotheses were accepted. Reward and permissiveness found significant relationships with emotional competence. Reward and participation in home affairs found significant relationships with empathy. Results on some hypotheses did not indicate a relationship between home environment and emotional competence. This might be as a result of adolescence's increasing independence and commitment to peer groups. Children need to be independent from their parents and desire to impress their friends as they get more autonomous. Complex relationships, disputes, breakups, and new friendships are all a part of social life. Academic success and activities related to work become vital at this point. Due to the limited sample size, convenient sampling, and gender disparities, the results were not statistically significant. References discovered in correlations between the subscales, however, demand an even more thorough investigation of the link between these variables.

7.2. Implications

The present study shows the relationship of home environment and emotional competence. These variables are all important as these concepts are ceaselessly being acknowledged by people and not just researchers. Each variable has some role to play whether the child will be

a fully functioning individual or not. Their relationship therefore becomes even more crucial because if one variable undergoes change then it will have some impact on the other variables as well. The study also adds to the existing literature as it can be seen that there is a dearth of literature pertaining to home environment and emotional competence. Our findings could also contribute to intervention strategies that encourage parents and caretakers to have a positive home environment and use warmer methods of parenting practices to foster both strong parent-child relationships and build emotional competence in children.

7.3. Limitations

Potential limitations should be considered when evaluating our study. It is important to consider that our sample is homogeneous in terms of sociodemographic background of the participants which is problematic when trying to generalize research to larger populations (Sue, 1999). It did not take gender differences into account. Convenient sampling was done. Dependence on self-report measures also delimits the study, even though efforts to yield honest responses were made.

7.4. Future Research

In view of our findings and limitations, various future study directions can be thought of. Firstly, A longitudinal study can be done to understand emotional competence and how it is influenced by home environment. Future research should strive for a more diverse sample that furthers understanding of the relationship between home environment and emotional competence. It should also consider exploring the influence of home environment on emotional competence outcomes cross-culturally. Past research has found that different cultures may place emphasis on the importance of different parenting styles. For example, authoritarian parenting, which is often less warm, may have a different impact on childhood outcomes in a collectivist culture than in an individualistic culture. (Rudy and Grusec, 2001). Future studies should identify the various functions that the systems in the psychosocial ecological views model provide in the lives of individuals in various cultural contexts (Bronfenbrenner, 1986). The gender, birth order, and the number of children and family members may all have an impact. When compared to parents of larger families, parents of a single child may have distinct resources and availability (Downey, 1995). These variations in the amount of time that parents and families have available, as well as in their physical and emotional resources, are important factors to take into account. Families of children with special needs or disabilities may also have different familial resources (Spratt,

Saylor, & Macias, 2007). Males and females experience parental warmth, care and resources differently impacting the emotional competence of children. (Kusumlata, 1997).Future researchers can take gender differences into account . Researchers must also take socioeconomic status into account because it affects adolescents' emotional competence and home environments Aggarwal, (1991); & Jain, (1993). The impact of home environment on emotional competence remains a crucial topic of inquiry. Future research should strive to identify potential moderators of these relationships in order to find intervention strategies for families with fewer resources. Our study builds upon research highlighting the importance of home environment on emotional competence of adolescents.

REFERENCES

Alkalay, Sarit & Sagi-Schwartz, Abraham & Wiseman, Hadas. (2019). Increased empathy and helping behavior toward the mother in adult daughters of Holocaust survivors.. *Traumatology*. 10.1037/trm0000211.

Anastasia, A. (1976). *Psychological testing – secondary education* (4th Ed.) New York: The Macmillan Company.

Astutik, R.M. (2017). The influence of reward and punishment through the student's emotional intelligence of social science students at Man.

Bhat A. & Aminabhavi V. (2011). Home environment and psychosocial competence of adolescents. *Journal of Psychology*, 2 (1), 57-63.

Brackett, M. A., & Mayer, J. D. (2003). Convergent, discriminant and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology*, 29, 1147-1158.

Brackett, M. A., & Salovey, P. (2006). Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). *Psicothema*, 18, 34-41.

Chadha, M., Bedi., & Kaur, J. (2020). Goal setting optimal motivation and academic performance of adolescents in relation to parental involvement. *Shodhganga*.

Ciarrochi, J., & Scott, G. (2006). The link between emotional competence and wellbeing: a longitudinal study, *British Journal of Guidance and Counselling*, 32(2), 231-243.

Collin's Co-build Dictionary (1977). London: Glasgow, Harper Collins.

Denham, S. A., & Burton, R. (2003). Applications Centered on Emotional Competence: Lessons from the Field. In *Social and Emotional Prevention and Intervention Programming for Preschoolers* (pp. 115-134). Springer, Boston, MA.

Dua, R., Mehrotra., Kishore., & Kamal. (2014). School and home environment as determinants of emotional competence of higher secondary level students. *Shodhganga*. <http://hdl.handle.net/10603/328495>

Ellis, P.I. (1987). Recognition of facial expression of emotion by children with emotional and behavioural disorder. *Journal of Child & Family Studies*, 6(4), 453-470.

Evered, M., Antenucci, N., & Akker, Kaileah. (2018). Closing the gap: The impact of parental warmth on children's Social Competence. *Whitman*.

- Freud, S. (1920). Introductory lectures on psychoanalysis. London: Allen & Unwin.
- Gandhi, S., Mahaptra, Mamata, Kumar., & Avinash. (2022). Mothers psychological correlates and family environment as predictors of social and emotional competence of their children. *Shodhganga*.
- Ganai, M.Y., & Syeda, S. (2019). Emotional competence self esteem and parental encouragement of bright and dull adolescents in kashmir province a comparative study. *Shodhganga*.
- Goleman, D. (1995). Emotional intelligence. New York: Bantam. Surveying the Influence of Transformational Leadership on Empowerment, 509
- Hess, U., Blaison, C. & Dandeneau, S. The impact of rewards on empathic accuracy and emotional mimicry. *MotivEmot* **41**, 107–112 (2017). <https://doi.org/10.1007/s11031-016-9590-6>
- Jadhav, N.S., & Madankar, R.R. (2010). An effect of home environment on emotional competence and emotional maturity of college going students. *Shodhganga*, xviii, 356p.
- Johnson, R.C. & Medinnus, G.H. (1969). Child psychology, behaviour and development. John Wiley and Sons, New York.
- Kaberi, S., & Kunjlata, B. (2018). A study on the influence of parent- adolescent relationships on social and emotional competence of adolescent boys and girls. *Shodhganga*, xv, 279p.
- Lemerise, E. A., & Harper, B. D. (2014). Emotional competence and social relations. In *Children and Emotion*, 26, (pp. 57-66). Karger Publishers.
- Markad, M.N., & Narke, H.J. (2015). Study of home environment self disclosure and ego strength among different religious groups. *Shodhganga*.
- Malik, S.A., & Nasir, E. (2020). A study of psychological hardiness, emotional competence and adjustment of pre- service teacher trainees of Kashmir valley. *Shodhganga*.
- McCoy, E, Cole, J. (2011) A Snapshot of local support for Literacy: 2010 survey. London: National Literacy Trust.
- Mortazavizadeh, Z., Göllner, L. & Forstmeier, S. Emotional competence, attachment, and parenting styles in children and parents. *Psicol. Refl. Crít.* **35**, 6 (2022). <https://doi.org/10.1186/s41155-022-00208-0>

- Muola, J.M. (2010). A study of the relationship between academic achievement motivation and home environment among standard eight publication education research and reviews, 5 (5), 213 – 217.
- Mythilli, B. (2004). Adjustment Problems of Adolescent Students. *Journal of community guidance and research*, 21 (11), 54 – 61.
- Naghavi F. & Redzuan M. (2011). The relationship between gender and social intelligence. *World applied sciences Journal*, 15 (4), 555-561
- Offer, S. (2013). Family time activities and adolescents' emotional well-being. *Journal of Marriage and Family*, 75(1), 26–41. <https://doi.org/10.1111/j.1741-3737.2012.01025.x>
- Patel, R.N., & Jansari, A.B. (2019). Parent child relationship and home environment among teenagers. *Shodhganga*, IX160p.
- Peterson, A.C. (1988). Adolescent developmental. *Annual review of psychology – Annual reviews*, 39, 583-607. Retrieved from <https://www.annualreviews.org/doi/abs> on 1 February 2010.
- Rathore, S., & Mathur, M. (2020). Home environment of college adolescent girls and its impact on their emotional quotient social intelligence and problem solving ability. *Shodhganga*. <http://hdl.handle.net/10603/365885>.
- Rani M, Sangwan S and Deepika, Sumit (2019). Social Intelligence of Adolescents in relation to their socio-economic status. *The pharm innovation journal*, 8 (12), 37-40.
- Roger, D. as quoted from Chauhan, S.S. (2002). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Rosenblum, G. D., & Lewis, M. (2003). Emotional development in adolescence. In G. R. Adams & M. D. Berzonsky (Eds.), *Blackwell handbook of adolescence* (pp. 269–289). Blackwell Publishing.
- Saarni, C. (1997). *Emotional competence and self-regulation in childhood*. NY: Basic Books.
- Saarni, C. (1999). *The development of emotional competence*. Guilford press.
- Schaffer, H. R. (2006). *Key concepts in developmental psychology*. Sage.
- Singh, S. (2007) *Emotional intelligence, social intelligence, adjustment, and personality differentials of adolescents with high & low creativity* Ph.D. Thesis P.U. Chandigarh

- Sharma, R. (2013). A Study of Emotional Competence of Visually Impaired Adolescents. *Journal of Research: The Bede Athenaeum*, 4(1), 21-26.
- Sharma A., & Sahni M. (2013). Emotional intelligence in relation to home environment and personality of adolescents. *International Women Online Journal of Distance Education*, 2 (1).
- Sharma B.D. (2012). Emotional intelligence, home environment and problem solving ability of adolescents. *Indian Streams Research Journal*, 1 (5).
- Shukla, R., & Naik, P.K. (2019). Impact of home environment on social and emotional intelligence of adolescents. *Shodhganga*. <http://hdl.handle.net/10603/475374>.
- Upadhyay, P., & Maikhuri, R. (2021). A comparative study of emotional competence and adjustment of differently abled and normal students in relation to their home environment. *Shodhganga*.
- Viju, P.D., & Raj, J.M. (2015) Effect of social and emotional competence on adolescent leadership skills and efficacy of mindfulness based rational emotive behavioural counselling. *Shodhganga*. <http://hdl.handle.net/10603/350338>.
- Venkatramaiah, S.R., & Manjuvani, E. (1989). Influence of home and school environment on mental health status of children. *Shodhganga*. <http://hdl.handle.net/10603/173534>.
- Wagers, K. B., & Kiel, E. J. (2019). The influence of parenting and temperament on empathy development in toddlers. *Journal of Family Psychology*, 33(4), 391–400. <https://doi.org/10.1037/fam0000505>
- Webster's Dictionary of Education (1961). U.S.A: G & C Merriam Company Publishers. Springfield, Massachusetts.
- Yuqing, Z., & Jianqiong, H. (2022). Parental expectations, cognitive development, and family function: a moderating inverted- U model. *Science Direct*, 3774-3781.

APPENDIX A: Parents consent

Dear parents,

I, a post graduate student of school of liberal arts and sciences, Thapar Institute of Engineering and Technology Patiala am conducting this research as part of psychology thesis. The aim of this study is to gain a better understanding of home environment and emotional competence. If you agree to let your child participate in this study, they will be asked some questions about home environment and emotional competence. If you would like to see the questions that your child will be asked, please notify the researcher and they will provide you with a copy to review. It will take your child 15-20 minutes to answer the questions. All of the information that you provide will be kept completely confidential. Your child's participation in this study is entirely voluntary and they can stop participating at any time. You are free to refuse to let your child participate in the study. If you have any questions about the research, you may contact Sanchita Tandon (sanchitatandon854@gmail.com).

If you consent your child to participate in this study, please enter your name and your sign

Name: _____

Signature: _____

APPENDIX B: Child's consent form

Dear Friends,

I, a post graduate student of school of liberal arts and sciences, Thapar Institute of Engineering and Technology Patiala am conducting this research as part of psychology thesis. I am doing a study to learn about home environment and emotional competence. If you agree to be in our study, you will be asked some questions about your family relationships. There are no right or wrong answers because this is not a test. You can ask questions about this study at any time. If you decide at any time not to finish, you can stop. Your participation in this study is voluntarily and all the information that you will provide will be kept completely confidential. If you agree to participate in the study, please tick in the circle given below and answer the questions with complete honesty.

I agree to participate in the study ☐

APPENDIX C: socio- demographic details

1. Name (Optional): _____
2. Gender
Male: _____
Female: _____
Other: _____
Prefer not to say: _____
3. Age: _____
4. Education qualification (class): _____
5. Family Income: _____
6. Family type
Nuclear: _____
Joint: _____
Other: _____
7. No. of members in the family: _____
8. No. of Siblings: _____

APPENDIX D: Homeenvironment scale

Instructions: we are interested in knowing the home environment of different adolescents. please answer each statement below by putting a tick mark in the block that best reflects your degree of agreement or disagreement with the statement. Do not think too long about the exact meaning of statements as there are no right or wrong answers. For each question choose from the following always, often, sometimes, least or never.

Sr. No.	STATEMENT	Always	Of
1.	My parents worry too much whenever I am ill.	☐	[
2.	My parents accompany me whenever I go to any place for the first time.	☐	[
3.	My social security is guranteed at home and outside the home.	☐	[
4.	My parents do not let me do anything (e.g., operating electrical goods, etc.) or to go any place which is full of danger (e.g., protests, rallies, etc.)	☐	[
5.	Whenever I am late in returning home, my parents become very anxious about my welfare.	☐	[
6.	My parents are quite concerned about my future/career.	☐	[
7.	My parents show support for my activities outside the school/college.	☐	[
8.	I am involved in co-curricular activities / sports etc. because my parents encourage me to participate in them.	☐	[
9.	My parents' ideas greatly influence my decisions in life.	☐	[
10.	If I have a problem I don't hesitate to seek my		

Sr. No.	STATEMENT	Always
------------	-----------	--------

- | | |
|--|--------------------------|
| 15. My parents encourage me to participate in various programmes like- essay competitions, debates, discussions, etc. | ☐ |
| 16. My parents appreciate my efforts in all fields. | ☐ |
| 17. My parents appreciate me whenever I solve any problem myself without help. | ☐ |
| 18. My parents congratulate me and present me gifts when I get good grades in examination. | ☐ |
| 19. My parents love me too much when I show honesty/sincerity in my work. | ☐ |
| 20. My parents feel proud of me whenever I help others in need. | ☐ |
| 21. I get due recognition from my parents/ family members. | ☐ |
| 22. My parents generally take me to different places for recreation. | ☐ |
| 23. Whenever I am in trouble, my parents help me to overcome it. | ☐ |
| 24. My parents talk with me in a pleasant and well mannered way. | ☐ |
| 25. My parents give enough time and attention towards me. | ☐ |
| 26. My parents scold me for my misbehaviour. | ☐ |

Sr. No.	STATEMENT	Always	Of
33.	My opinion related to various family matters like financial, planning, construction, etc. is welcomed, by my parents.	☐	[
34.	I get opportunity to be involved in money matter like banking, purchasing, etc. of the family.	☐	[
35.	I take care of my siblings in absence of my parents.	☐	[
36.	My parents keep strict discipline in home.	☐	[
37.	My parents decide my study and playing time.	☐	[
38.	My parents do not let me to talk with other boys / girls unnecessarily.	☐	[
39.	My parents compel me to perform prayers like Namaz / Pooja, etc.	☐	[
40.	I can not go anywhere like theaters / neighbours without parental permission.	☐	[
41.	I am allowed to do almost anything I want to do.	☐	[
42.	I have been given freedom to choose field / career according to my abilities and characteristics.	☐	[
43.	Everybody at home (including me) is allowed to make their own choices.	☐	[
44.	My parents allow me to make my own life decision	☐	[

APPENDIX E: Emotional competence

Adolescents go through a lot of emotions in their teenage. please answer each statement below by putting a tick mark in the block that best reflects your degree of agreement or disagreement with the statement. Do not think too long about the exact meaning of statements as there are no right or wrong answers.

Sr. No.	STATEMENTS	Strongly Agree
1.	I can properly express my thoughts and feelings to others.	☐
2.	I do not accept my mistakes easily.	☐
3.	I can't express my feelings due to the fear of people.	☐
4.	I can make immediate decision under any situation.	☐
5.	I am able to evaluate myself in all situations.	☐
6.	I am very familiar with my weaknesses.	☐
7.	I lose self confidence in adverse circumstances.	☐
8.	New ideas often attract me.	☐

Sr. No.	STATEMENTS	Strongly Agree
13.	I lose control on small things.	☐
14.	I do focus on my goals even in a stressful environment.	☐
15.	When someone hurts my feelings then I feel very Sad.	☐
16.	I am always ready to learn something new in life.	☐
17.	I am always self motivated.	☐
18.	I also adopt a positive attitude in time of failure.	☐
19.	Even in obstacles & difficulties, I keep trying to achieve my goals.	☐
20.	I do not blame others for not	☐

Sr. No.	STATEMENTS	Strongly Agree
25.	I always try that no one gets hurt because of me.	☐
26.	I am always ready to help others.	☐
27.	I like to take part in social works.	☐
28.	I like meeting others.	☐
29.	I can deliver my messages to others in a better way.	☐
30.	The other persons quickly agree with my views.	☐
31.	I am able to resolve disputes	