

Emotional Competence of Adolescents Who Live with Single Parent and Both Parent

Sharu P John^{1*}

ABSTRACT

Emotional competence has a significant role in the psychological well-being and adjustment and emotional competence is a core element of healthy personality. The aim of the present study is to compare and study the emotional competence of adolescents who live with both parents and single parent. The sample of the study includes 120 adolescents with an age range of 17-18 years. Emotional competence scale developed by Dr. Harish Sharma and Dr. Rajeev Lochan Bharadwaj (1995) was used in this study. students t test was used to analyse the data. Results indicate that Adolescents living with both parents have better emotional competence than adolescents living with single parent.

Keywords: *Emotional competence, Adolescents*

Adolescence is a period of transition from childhood to adulthood. It is a 'critical period' in the development in which the adolescent is confronted with a series of developmental hurdles and challenges. Emotional problems are reported more during adolescence. This shows the great need to improve their emotional competence. Emotional competence is the efficiency that an individual acquires to deal with emotional situations effectively. It includes adequate depth of feeling, adequate expression and control of emotions, ability to function with emotion, ability to cope with problem emotion and encouragement of positive emotions. Emotional competence has a significant role in the psychological well-being and adjustment and emotional competence is a core element of healthy personality. Emotional understanding and affective perspective taking are components of developing emotional competence, which is considered an important component of social competence (Denham, 2006, Denham et al 2003).

A lack of social-emotional competence in preschool may stem from the quality of the parent-child relationship. An insecure attachment formed between parent and child is characterized by mistrust, unreliable care, and lack of support. Consequently, the child may not feel that he or she can rely on the parent for emotional support, which affects subsequent psychological, social, and emotional development. In these circumstances, healthy growth is hampered by inadequate support and overwhelming emotions that many children find difficult to manage (Thompson, 2004)

¹Ph.D Research Scholar, Department of Psychology, University of Calicut, India

*Corresponding Author

Received: January 17, 2021; Revision Received: March 21, 2021; Accepted: March 31, 2021

Emotional Competence of Adolescents Who Live with Single Parent and Both Parent

Emotionally competent people are aware of their emotions and welcome the message each emotion brings. Emotionally competent adults develop the essential social skills to recognize, interpret and respond constructively to emotions in themselves and others. With study and practice we can overcome destructive tendencies toward relatively and become emotionally competent. (Leland. R. Beaumont, 2009) .

A decline in emotional management abilities could also occur under conditions of stress or following emotional trauma. Poor emotional role models during childhood or adolescence may lead to maladaptive patterns of emotional coping. Many schools now incorporate discussion of handling one's own emotions (with the precept that this can be improved by training and intervention) into classroom activities. If emotional competence is the ability to understand, manage and express emotions in a resourceful way (Bocchino, 1999) then the emotionally competent individual will react to emotional prompts or provocation in an acceptable and appropriate way with an integration of reason and affect.

Family environment is central to enabling children to cope with problems and issues that arise in their critical transitional periods. Families influence children's social and emotional development through a combination of direct and indirect methods. Adolescents are facing new challenges due to changes in family structure and interaction. The changing family environment and changing socio economic and political status have contributed to changes in time and quality of interaction in family. Families in Kerala are unique with people migrating to other states or countries for occupation, retaining a 'family' back at the native place. In many families children get chances to interact with both parents only for a few days in a year in the process where parents are trying to provide better facilities for these children. It is also noticed that problems of adolescents are on the rise especially with regard their emotional competencies.

In view of these, the present study is intended to study the emotional competence of adolescents who stay with both the parent and those who live mostly with one of the parents.

METHODOLOGY

Sample

The sample for the present study includes 120 higher secondary students with age group of 17 to 18 years. Subjects were selected from different schools of Calicut district in Kerala. Boys and girls matched in socioeconomic status were included in each group. Purposive sampling method was used and was done in two steps. First, in order to avoid discrimination and ensure motivation from students, the two tools along with Personal Data sheet were given to the whole group of class. Then, after that the data were sorted in to two groups-one group which included adolescents who were staying with both the parents and other group included adolescents who were staying with one of the parents.

Instruments

The following tool were used for the present study,

Emotional Competence Scale (Sharma, H., and. Bharadwaj, R. L 1995): Emotional Competency Scale developed by Dr. Harish Sharma and Dr. Rajeev Lochan Bharadwaj (1995) was selected. The scale has 30 items. The reliability of the scale has been derived by employing two methods. Viz. test retest and split half method. The test retest and split half reliability is reported to be 0.74 and 0.76 respectively. The validity of this scale has been determined with factor A and C of 16 Personality Factor questionnaire and reported to be 0.64 and 0.69 respectively.

Emotional Competence of Adolescents Who Live with Single Parent and Both Parent

Procedure

Permission to collect data was obtained from the concerned authorities. The test was administered to children in groups. A good rapport was established with the students and after that, they were given the general instructions and the purpose of the study was explained.

The questionnaire of Emotional Competence was distributed to the students. Then the following instructions were given:” You are given a questionnaire and it contains certain statements and under each statement ,5 alternative responses are given. Read each statement clearly and put a tick mark to the alternative that suits you the most. There are no right or wrong answers. There is no time limit but try to do it as fast as possible. Do not miss out any statements. Your responses will be kept confidential and will be used only for research purpose”. Then clarifications if were answered and they were asked to start answering the questionnaire. And finishing the questionnaire, they were collected back.

RESULTS AND DISCUSSION

In order to meet the requirements, mean and standard deviation of each dependent variable with respect to the independent variables were computed.

The details are shown in **Table 1**

Table 1: Mean and SD of Emotional Competence

Group		overall emotional competence
Single parent	Mean	248.5
	SD	41.62
	N	60
Both parent	Mean	271.40
	SD	3.71
	N	60
Total	Mean	259.9
	SD	37.28
	N	120

For clarifying the significant difference between groups, t test was computed between the mean scores of both groups –single parent and both parent for overall emotional competence.

The details are shown in Table 2

Table 2: Mean and SD and t value of Emotional Competence for single parent and both parent adolescents.

Sl. No.	Variables	Mean		Standard deviation		t
		Single parent	Both parent	Single parent	Both parent	
3.	Overall emotional competence	248.52	271.4	41.62	28.37	3.51**

**Significant at 0.01 level.

* Significant at 0.05 level.

The t values shown in Table 2 indicate that there is significant group difference in overall emotional competence between adolescents from single parent and both parent families.

Emotional Competence of Adolescents Who Live with Single Parent and Both Parent

When comparing the mean values from the Table 1, it is found that mean scores of both parent group are higher than that of single parent group for overall emotional competence. This indicates that both parent adolescents have greater feeling of being confident or capable with all reality assumptions which is associated with effective judgement compared to single parent adolescents. They are also better in adequate emotional expressiveness based on fulsome expression and control of emotion compared to single parent adolescents. Therefore, both parent adolescents have higher overall emotional competence when compared to single parent group.

CONCLUSION

Adolescents living with both parents have better emotional competence than adolescents living with single parent. Adolescents living in both parent families have greater feeling of being confident or capable with all reality assumptions which is associated with effective judgement, compared to adolescents living in single parent families.

It is hoped that the present investigation will be useful to those interested in the welfare of adolescents. Results shows that adolescents living with both parents have better emotional competence than adolescents living with single parent. That means the presence of both parents play an important role in the emotional development of children. If adolescents are taught how to handle emotional situations effectively, many adolescence emotional problems can be solved which results in better adjustment. Identifying and counselling adolescents who are vulnerable to these problems and also giving an awareness class to parents can be brought into effect. The results of the present study suggest further researches in the same field controlling more number of socio demographic variables and a larger sample.

REFERENCES

- Arora, S., Kaur, A., & Sharma, I. (2008). Socio emotional development of Preschoolers in Joint and Nuclear families, *Psycholinguia*, 38(2), 140-142.
- Ashok, S. (2008). Parent Child interaction and Achievement, *Indian Journal of Applied Psychology*, 45, 11-15
- Cassidy, J., & Shaver, P. R. (2008). *Handbook of attachment: Theory, research and clinical applications*. New York: Guilford.
- Cassidy, J., & Shaver, P. R. (2008). *Handbook of attachment: Theory, research and clinical applications*. New York: Guilford.
- Chakrabarti., Srilekha., Biswas, D., Chattopadhyay, P. K., & Saha, S. (1998). Family size and emotional adjustment in children, *Social science Interdisciplinary Readings*, 14(1&2), 11-18.
- Chaudhary, B. K., Sinha, S. P. & Kirti, P. (1996). Impact of home environment on adjustment Patterns of students, *Indian Psychological Abstract & reviews*, 3(2), 413.
- Clark-Stewart, K. A. (1993). Interactions between mothers and their young children: Characteristics and consequences, *Monographs of the Society for research in Child Development*, 38, 153.
- Colle, L., & Giudice, M. D. (2011). Patterns of attachment and emotional competence in middle childhood, *Social Development*, 20, 51-72.
- Denham, S. (1986). Social cognition, prosocial behavior and emotion in preschoolers: Contextual validation, *Child Development*, 57, 194-201.
- Denham, S. (1998). *Emotional development in young children*. New York: Guilford.
- Denham, S. A., Bassett, H. Hamada, & Wyatt, T. M. (2010). Gender differences in the socialization of preschoolers' emotional competence. In A. Kennedy Root & S.

Emotional Competence of Adolescents Who Live with Single Parent and Both Parent

- Denham (Eds.), *The role of gender in the socialization of emotion: Key concepts and critical issues*, *New Directions for Child and Adolescent Development*, 128, 29–49. San Francisco: Jossey-Bass.
- Denham, S. A., Blair, K. A., DeMulder, E., Levitas, J., Sawyer, K., Auerbach-Major, S., & Queenan, P. (2003). Preschool emotional competence: Pathway to Social Competence. *Child Development*, 74, 238-256
- Denham, S., McKinley, M., Couchoud, E., & Holt, R. (1990). Emotional and behavioural predictors of preschool peer ratings, *Child Development*, 61, 1145-1152.
- emotional competence and social behavior. *Personality and Individual Difference*, 43, 1185-1197
- Furham, T., & Holmbeck, G. N. (1995). A contextual moderator analysis and adjustment in Adolescence, *Psychological Abstracts*, 82(10), 36410.
- Gill, R., & Kang, T. (1997). Relationship of home environment problems of preschool Children, *Indian Psychological Abstracts & Reviews*, 4(1), 259.
- Goleman, D. (1989). *Working with emotional intelligence*. New York: Bantam Books.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than EQ*. New York: Bantam Books.
- Goodman, S. H., brogan, D., Lynch, M. E., & Fielding, B. (1993). Social and emotional competence in children of depressed mothers. *Child Development*, 64, 516-531
- Guptha, A. K., & Sharma, S. K. (1987). *Parental influences on adolescents*. New Delhi: Arina Publishing House.
- Khan, W., & Tabassum, N. (2006). Family environment and Self-image: A Cross cultural perspective, *Journal of Personality and Clinical Studies*, 22, 95-100.
- Leve, L. D., Kim, H. K., & Pears, K.C. (2005). Childhood temperament and family environment as predictors of internalising and externalising trajectories from age 5 to age 17, *Journal of Abnormal Child Psychology*, 33(5), 502-520.
- Liable, D. (2007). Attachment with parent and peers in late adolescence: Links with
- Lunkenheimer, E. S., Shields, A. M., & Cortina, K. S. (2007). Parental coaching and dismissing of children's emotions in family interaction, *Social Development*, 16(2), 232-248.
- Meredith, J. (2008). Perceived emotional competence and emotion appraisal skills in middle childhood in typically developing and behaviourally challenged children. Middlesex University: A Ph. D Thesis.
- Ranson, K. E., & Urichuk, L. j. (2008). The effect of parent-child attachment relationships on child bio-psychosocial outcomes; a review. *Early Child Development and Care*, 17, 129–152.
- Saarni, C. (1999). *The development of emotional competence*. New York: Guilford.
- Saarni, C. (2000). *Emotional competence: A developmental perspective the handbook of emotional intelligence*. San Francisco: Jossey- Bass.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence, *Imagination Cognition and Personality*, 9, 185–211.
- Sharma, A., Jagriti., & Malhotra, D. (2010). The learnt factors in stress: The role of family environment. *Journal of Indian Academy of Applied Psychology*, 36(2) 215-223.
- Silverman, W. K., & Ollendick, T. H. (1999). *Developmental issues in the clinical treatment of children*. USA: Allyn & Bacon.
- Singh, S. C., & Singh A. P. (2008). Impact of parental relations on students's subjective Wellbeing, *Indian Journal of Community Psychology*, 4(1), 64-73.
- Trentacosta, C. J., IZard, C. E., Mostow, A.J. , & Fine, S.E. (2006). Children's Emotional Competence and Attentional Competence in Early Elementary School, *School Psychology Quarterly*, 2, 148-170.

Emotional Competence of Adolescents Who Live with Single Parent and Both Parent

Varshney, S. (2007). Parental Encouragement on Emotional Intelligence of Adolescents, *Psycholingua*, 37(2), 152-155.

Acknowledgement

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: John S. P. (2021). Emotional Competence of Adolescents Who Live with Single Parent and Both Parent. *International Journal of Indian Psychology*, 9(1), 1397-1402. DIP:18.01.145/20210901, DOI:10.25215/0901.145