



## MSB-International Journal of Interdisciplinary Research

Associating Researchers; Nourishing Innovation

Peer Reviewed

Vol. 4, Issue 1, Jan 2026-March 2026

129-142, MSB-IJIR

# A Comparative Analysis of Social Competence and Emotional Well-Being: Adolescent Perspectives Across Gender in Working-Class Families

Belde Sravani Gupta <sup>1</sup>  
Dr. Chhaya Gupta <sup>2</sup>

<sup>1</sup>(MA. Counselling Psychology), Amity Institute of Behavioural & Allied Sciences,  
Amity University Uttar Pradesh Lucknow campus

<sup>2</sup>Assistant Professor, Amity Institute of Behavioural & Allied Sciences  
Amity University Uttar Pradesh Lucknow campus

## Abstract

*Adolescence is a crucial developmental stage marked by significant psychological, social, and emotional changes. Social competence and emotional well-being are important factors that influence adolescents' interpersonal relationships, psychological adjustment, and overall development. The present study aims to examine gender differences in social competence and emotional well-being among adolescents from working-class families. A comparative research design was adopted for the study. The sample consisted of 138 adolescents selected through availability sampling, including 63 boys and 75 girls. Data were collected using standardized psychological instruments. Social competence was measured using the Adolescent Multidimensional Social Competence Questionnaire (AMSCQ), while emotional well-being was assessed using the Emotional Maturity Scale. An independent sample t-test was used to analyse gender differences between the two groups.*

*The findings revealed a statistically significant gender difference in emotional well-being ( $p = .002$ ), indicating that boys and girls differ in their emotional adjustment. However, no significant gender difference was found in social competence ( $p = .687$ ), suggesting that both groups demonstrate similar levels of social functioning. The results indicate that adolescents from working-class families may develop comparable social interaction skills regardless of gender, while emotional well-being may be influenced by gender-related socialization patterns and environmental factors.*

*The study highlights the importance of providing gender-sensitive emotional support and intervention programs to promote adolescents' psychological well-being. The findings may contribute to the development of educational and counselling strategies aimed at supporting healthy social and emotional development among adolescents.*

**Keywords:** *Social competence, emotional well-being, adolescents, gender differences, working-class families, adolescent development, psychological adjustment*

## **Introduction**

Adolescence is a critical developmental stage characterized by rapid biological, psychological, and social changes. During this period, individuals strive to develop a stable identity, establish meaningful peer relationships, and achieve emotional independence. The development of social competence and emotional well-being during adolescence plays a significant role in shaping future interpersonal relationships, academic success, and psychological adjustment (Steinberg, 2014).

Social competence refers to an individual's ability to interact effectively with others and adapt appropriately to social environments. It involves communication skills, empathy, cooperation, conflict resolution, and the ability to understand social cues. Social competence integrates cognitive, emotional, and behavioral abilities that enable individuals to maintain positive relationships and function effectively in different social contexts such as school, family, and community (Gresham & Elliott, 2008). Major components of social competence include cognitive abilities such as problem solving and decision making, behavioral adaptation to social situations, emotional intelligence, and interpersonal skills including empathy, communication, and cooperation.

Several theoretical perspectives explain the development of social competence. Social Support Theory suggests that individuals who perceive strong social support are more likely to demonstrate psychological resilience and better social adjustment. Social-emotional competence includes the ability to perceive, understand, and regulate one's own emotions as well as the emotions of others during social interactions. It includes dimensions such as social awareness, self-management, peer relationships, and responsible decision-making (Huang, 2022). Similarly, Adler's concept of the sense of community emphasizes the importance of accepting oneself, trusting others, and contributing positively to society. Bioecological theory further explains that adolescent development occurs through continuous interactions with individuals and environments such as family, school, and peer groups (Bronfenbrenner & Morris, 2006).

Family plays a central role in shaping adolescents' social and emotional development. It is the primary social environment where individuals learn values, norms, and interpersonal behaviors. Family structures may vary, including joint families and nuclear families. Nuclear families, which typically consist of parents and their children, function as independent household units. Although nuclear families provide independence and autonomy, they may also experience challenges such as limited external support, parental stress, and communication difficulties. Such factors may influence children's emotional security and social adjustment, sometimes leading to anxiety, stress, low self-esteem, and difficulties in forming relationships.

The role of working parents is also an important factor influencing adolescent development. In many working-class families, parents often balance demanding work schedules with family responsibilities. Limited time for interaction, parental stress, and reduced emotional availability may influence adolescents' emotional well-being and social development. In cases of single-parent households resulting from divorce or separation, children may experience additional emotional challenges such as loneliness, anxiety, and behavioral difficulties. However, many adolescents also develop resilience, independence, and strong parent-child relationships despite these challenges.

Emotional well-being refers to an individual's ability to understand, regulate, and express emotions in a healthy manner. It involves experiencing positive emotions, maintaining psychological balance, and coping effectively with life's challenges. Emotional well-being also includes self-awareness, resilience, emotional regulation, and a sense of purpose in life. Adolescents with strong emotional well-being are better able to manage stress, maintain healthy relationships, and participate effectively in social activities (Keyes, 2006).

Gender is another important factor that may influence adolescents' social and emotional development. Socialization processes often encourage girls to express emotions and maintain close interpersonal relationships, whereas boys are frequently socialized to demonstrate independence and emotional control (Rose & Rudolph, 2006). These gender-based expectations may contribute to differences in emotional adjustment and social behavior during adolescence.

Socioeconomic background also plays an important role in shaping adolescents' development. Adolescents from working-class families may face financial constraints, parental occupational stress, and limited access to educational and social resources. Such conditions may influence parenting practices, emotional support, and opportunities for social engagement (Conger & Donnellan, 2007). Economic hardship has also been associated with increased family stress, which may indirectly affect adolescents' emotional well-being and psychological adjustment (Reiss, 2013).

Although previous studies have examined gender differences and socioeconomic influences separately, relatively limited research has focused specifically on gender-based comparisons within working-class family contexts. Understanding how gender and socioeconomic conditions interact to influence adolescents' social competence and emotional well-being is important for developing effective educational programs, family interventions, and mental health strategies.

Therefore, the present study aims to examine gender differences in social competence and emotional well-being among adolescents from working-class families in order to better understand the psychosocial development of adolescents within this specific socioeconomic context.

## Review of Literature

1)Chao Ma,Chanjuan Zhang,Wenyin Zhao,&Haibo Yu(2025) “investigated the effect of development characteristics of adolescents' perceived social support on social-emotional competence from a cumulative Ecological Resources theory perspective. “This research is all about how the adolescents' perceived social support influences their social emotional competence over time. The findings of the research study is Adolescents in the rich support group showed the best social emotional competence.”The study concluded when adolescents feel consistently supported by family, friends and teachers their capability to manage emotions,build relationships and behave socially.

2)Lee,J.,Wang,C.,&Lui,I.D(2025).Exploring gender differences in multidimensional Social-emotional Competence from developmental and cross-cultural perspectives.”So this research is all about to know whether gender differences are the same or influenced by development and culture”.

3)Masrat,R.(2015).Influence of emotional competence on well- being among adolescents.”These research is about the impact of emotional competence on adolescents' well-beeing.How the teenagers handle their emotions better to feel happier and healthier. The findings of study is that emotional competence is a significant positive predictor of overall well-being in boys and girls.The researcher concludes that emotional competence significantly and positivity predicts adolescents overall well being indicates that better emotional skills are associated with healthier psychological adjustment”.

4)Jiang,C.,Chai,D.,&Shi,J.(2026).The social echo of gendered harm:A multilevel cross-national analysis of gender-based violence,social and emotional competence and bullying perpetration.So their research says about how the gender- based violence in schools is linked to adolescents'bullying behavior and the role of social and emotional competence in the relationship. “The findings revealed that exposure to gender-based violence significantly increased bullying behavior, and this relationship was partially mediated by reductions in social and emotional competence. Furthermore, the association was stronger in cultures characterized by higher masculinity values. The study highlights the critical role of social-emotional skills and gender norms in understanding adolescent aggression”.

5)Kumari,A.,&Kuntal,M.(2018).Examine about the social competence among adolescents of working and non-working: Chao Ma,Chanjuan Zhang,Wenyin Zhao,&Haibo Yu(2025) investigated on the effect of development characteristics of adolescents' Perceived social support on social-emotional competence from a cumulative Ecological Resources theory perspective. “This research is all about how the adolescents perceived social support influences their social emotional competence over time.Adolescent girls tend to show higher social competence than boys, highlighting the role of gender socialization in socio-emotional development”.

6)BhawnaTiwari.,Manju Mahananda.,Anjali mathur.,&Anshu singh(2025)investigated on gender difference in social competence among boys and girls adolescents. “This

research study is about how boys and girls differ in their level of social competence during adolescence, how well they interact socially and adjust with others. The study findings are that the positive impact of physical activity on social emotional competence is stronger”.

7) Lanxing Zhang., & XIN Bi (2024). The impact of family physical education and physical activity on adolescents' social emotional competence: “The moderating role of positive youth development. The research study checks about the family supports for physical activity helps teenagers become emotionally and socially stronger, and how positively and healthily youth development makes this effects stronger. This study demonstrates that adolescents’ self-esteem plays a significant mediating role in the relationship between family communication, peer support, emotional intelligence, and social competence”.

8) Afzal, A., Khurshid, M., & Shabbir, A. (2024). “Their research study investigated on the role of parental involvement in emotional regulation and social competence among adolescents. This study about parental involvement influences adolescents' emotional regulation and social competence and how the adolescents manage emotions better and interact socially more effectively. This study findings that higher parental involvement is associated with better emotional regulation and improved social competence among adolescents, while reliance on expressive suppression is linked to poorer social functioning”.

Overall, previous studies highlight the importance of social support, parental involvement, emotional competence, and family environment in shaping adolescents’ social and emotional development. However, limited research has specifically examined gender differences in social competence and emotional well-being among adolescents from working-class families. Therefore, the present study attempts to address this gap by investigating these variables within the context of working-class family environments

### **Objectives of the Study**

Based on previous research emphasizing the importance of social competence and emotional well-being during adolescence (Gresham & Elliott, 2008; Steinberg, 2014) and the influence of gender and socioeconomic background on adolescent development (Conger & Donnellan, 2007; Rose & Rudolph, 2006), the present study aims to examine socio-emotional functioning among adolescents from working-class families.

The specific objectives of the study are as follows:

1) To assess the level of social competence among adolescents from working-class families.

2)To assess the level of emotional well-being among adolescents from working-class families.

3)To examine gender differences in social competence among adolescents from working-class families.

4)To examine gender differences in emotional well-being among adolescents from working-class families.

### **Hypotheses of the Study**

Hypotheses are testable statements that guide the research process and help determine whether significant differences exist between variables (Creswell & Creswell, 2018). Based on previous research highlighting gender differences in adolescents' socio-emotional development (Rose & Rudolph, 2006), the present study proposed the following alternative hypotheses:

**H<sub>1</sub>:** There is a significant difference in social competence between male and female adolescents from working-class families.

**H<sub>2</sub>:** There is a significant difference in emotional well-being between male and female adolescents from working-class families.

These hypotheses were tested using an **independent sample t-test**, with gender as the independent variable and social competence and emotional well-being as the dependent variables.

## **3. Methodology**

### **Research Design**

The present study adopted a **quantitative, comparative, cross-sectional research design** to examine gender differences in social competence and emotional well-being among adolescents from working-class families. A comparative research design was considered appropriate because the study aimed to analyse differences between two independent groups, namely male and female adolescents (Creswell & Creswell, 2018). The cross-sectional approach enabled the collection of data from participants at a single point in time.

### **Participants**

The sample consisted of **138 adolescents aged between 12 and 18 years** from working-class family backgrounds. Among the participants, **63 were boys and 75 were girls**. Participants were selected through **availability sampling** from schools.

The inclusion criteria were:

- a) adolescents aged between 12 and 18 years,
- b) belonging to working-class families based on parental occupation and income level, and currently enrolled in school.

Prior to data collection, **parental consent and adolescent assent** were obtained.

## Variables

### Independent Variable

- Gender (male and female adolescents)

### Dependent Variables

- Social competence
- Emotional well-being

## Instruments

### Social Competence Scale

Social competence was measured using the **Adolescent Multidimensional Social Competence Questionnaire (AMSCQ)**, developed and validated by researchers from the **University of Córdoba, Spain**. This standardized self-report instrument assesses adolescents' interpersonal skills, peer relationships, communication abilities, and social adaptability.

### Emotional Well-Being Scale

Emotional well-being was assessed using the **Emotional Maturity Scale**, developed by **Yashvir Singh and Mahesh Bhargava**. The scale measures emotional stability, emotional adjustment, and overall emotional functioning.

Both instruments demonstrated acceptable levels of **reliability and validity**, with Cronbach's alpha values reported above **0.70** in previous studies.

## Procedure

Permission to conduct the study was obtained from school authorities before data collection. Participants completed the questionnaires in a classroom setting under the supervision of the researcher. Clear instructions were provided, and participants were assured that their responses would remain confidential. The average time required to complete the questionnaires was approximately **30–40 minutes**.

## Data Analysis

The collected data were analysed using the **Statistical Package for the Social Sciences (SPSS)**. Descriptive statistics, including **mean and standard deviation**, were calculated for all variables. An **independent sample t-test** was conducted to examine gender differences in social competence and emotional well-being. The level of statistical significance was set at  **$p < .05$** .

## Ethical Considerations

The study adhered to standard ethical guidelines for research involving human participants. Participation was voluntary, and informed consent was obtained from parents and assent from adolescents. Participants were informed about their right to withdraw from the study at any stage.

Confidentiality and anonymity of the collected data were strictly maintained, and no physical or psychological harm was caused to participants.

## 4. Results

**Table 1: Descriptive Statistics for Emotional Well-Being and Social Competence by Gender**

Variable	Gender	N	Mean (M)	Standard Deviation (SD)
Emotional Well-Being	Boys	63	113.68	23.04
	Girls	75	126.21	22.68
Social Competence	Boys	63	135.33	22.55
	Girls	75	136.72	16.69

Table 1 presents the descriptive statistics for emotional well-being and social competence among male and female adolescents. The results indicate that female adolescents reported higher mean scores in emotional well-being ( $M = 126.21$ ,  $SD = 22.68$ ) compared to male adolescents ( $M = 113.68$ ,  $SD = 23.04$ ). However, the mean

scores for social competence were relatively similar for boys ( $M = 135.33$ ,  $SD = 22.55$ ) and girls ( $M = 136.72$ ,  $SD = 16.69$ ).

**Table 2: Independent Samples t-Test Comparing Male and Female Adolescents**

Variable	t	df	p (two-tailed)	Mean Difference	Cohen's d	Interpretation
Emotional Well-Being	-3.21	13	.002	-12.53	-0.55	Significant
Social Competence	-0.41	13	.687	-1.39	-0.07	Not Significant

*Equal variances assumed.  $p < .05$  indicates statistical significance.*

### Interpretation

An independent sample **t-test** was conducted to examine gender differences in emotional well-being and social competence among adolescents from working-class families.

### Emotional Well-Being

The results revealed a **statistically significant gender difference** in emotional well-being ( $t = -3.21$ ,  $p = .002$ ). Female adolescents reported higher levels of emotional well-being compared to male adolescents. Therefore, the null hypothesis was rejected, indicating that emotional well-being significantly differs between boys and girls.

### Social Competence

The analysis showed **no statistically significant gender difference** in social competence ( $t = -0.41$ ,  $p = .687$ ). The mean scores of boys and girls were nearly similar, indicating comparable levels of social competence across gender. Therefore, the null hypothesis was retained.

### Methods Used for Analysis

The present study employed an **independent sample t-test** to examine gender differences in social competence and emotional well-being among adolescents from working-class families. Gender was treated as the independent (grouping) variable, while emotional well-being and social competence served as dependent variables.

Statistical analyses were conducted using SPSS, and the level of significance was set at  $p < .05$  using two-tailed tests.

### Summary of Findings

The present study examined gender differences in social competence and emotional well-being among adolescents from working-class families using independent samples t-tests. The findings revealed a **significant gender difference in emotional well-being** ( $p = .002$ ), indicating that boys and girls differ in their emotional adjustment. Female adolescents reported higher levels of emotional well-being compared to male adolescents.

In contrast, the analysis showed **no significant gender difference in social competence** ( $p = .687$ ), suggesting that boys and girls demonstrate similar levels of social competence within the sample.

Overall, the results indicate that gender influences certain aspects of adolescents' psychological functioning. While social competence appears to develop similarly among boys and girls in working-class family contexts, emotional well-being varies significantly across gender. These findings highlight the importance of providing **gender-sensitive emotional support for adolescents**, even when their social interaction skills appear comparable.

### Discussion

The present study examined gender differences in social competence and emotional well-being among adolescents from working-class families. The study aimed to assess the levels of social competence and emotional well-being and to determine whether significant gender differences exist in these variables. Based on previous literature, two alternative hypotheses were proposed predicting gender differences in social competence and emotional well-being.

The results partially supported the proposed hypotheses. A statistically significant gender difference was found in emotional well-being, indicating that female adolescents reported higher emotional well-being compared to male adolescents. Therefore, the hypothesis predicting gender differences in emotional well-being was supported. However, no significant gender difference was observed in social competence, and thus the hypothesis related to gender differences in social competence was not supported.

The finding that female adolescents reported higher emotional well-being is consistent with previous studies suggesting that girls tend to demonstrate greater emotional awareness, emotional regulation, and emotional expressiveness during adolescence (Chaplin & Aldao, 2013; Brody & Hall, 2008). Gender socialization processes often encourage girls to be more emotionally responsive and communicative, which may contribute to their relatively stronger emotional adjustment (Zeman et al., 2006). Developmental research also indicates that adolescent girls frequently show higher levels of empathy and emotional understanding compared to boys (Else-Quest et al.,

2006). These patterns may explain the significant gender differences observed in emotional well-being in the present study. In the context of working-class families, such differences may become more pronounced. Adolescents in these families may experience reduced parental availability due to work-related responsibilities. Consequently, adolescents may rely more on their own emotional coping strategies and self-regulation abilities. Previous research suggests that parental work demands can influence adolescents' emotional adjustment and the availability of emotional support within the family environment (Nomaguchi & Milkie, 2020). Under such circumstances, gender differences in emotional processing may become more evident. In contrast, the present study did not find a significant gender difference in social competence. This finding suggests that boys and girls in the sample demonstrate similar levels of interpersonal and social functioning.

The result is consistent with previous research indicating that gender differences in social competence tend to diminish during adolescence as both boys and girls interact in similar social environments such as schools and peer groups (Rose & Rudolph, 2006; Rubin et al., 2009). Educational settings, peer relationships, and social communication platforms provide comparable opportunities for adolescents to develop social interaction skills.

Another explanation is that adolescents from working-class families may develop similar social competencies due to shared environmental experiences. Similar school environments, peer interactions, and community contexts may contribute to comparable levels of social competence among boys and girls. Previous research has also reported minimal or inconsistent gender differences in social competence during middle and late adolescence (Gresham & Elliott, 2008; Wentzel, 2015).

Overall, the findings indicate that gender plays a more significant role in emotional well-being than in social competence among adolescents from working-class families. The results highlight the complex interaction between gender socialization and family work environments in shaping adolescents' socio-emotional development. By examining both emotional and social aspects of adolescent functioning within a working-class family context, the present study contributes to the existing literature on gender and socio-emotional development during adolescence.

### **Implications of the Study**

The findings of the present study have several theoretical and practical implications for understanding adolescents' socio-emotional development. The results contribute to the existing literature by highlighting the role of gender in shaping emotional well-being and social competence among adolescents from working-class families.

### **Theoretical Implications**

The findings support socio-emotional development theories suggesting that gender socialization influences adolescents' emotional adjustment and interpersonal functioning. The observed gender differences in emotional well-being extend previous

research indicating that boys and girls may differ in emotional expression, coping strategies, and psychological adjustment (Rose & Rudolph, 2006; Zahn-Waxler et al., 2008).

### **Practical Implications**

The results have important implications for educators, school counselors, and mental health professionals. Schools may benefit from implementing gender-sensitive socio-emotional learning (SEL) programs that focus on emotional regulation, peer interaction, and psychological well-being. Such interventions can support adolescents in developing healthier emotional and social adjustment.

### **Implications for Families and Policy**

Parents and caregivers play an important role in adolescents' emotional and social development. Encouraging open communication, supportive parenting practices, and gender-inclusive socialization may promote better emotional well-being among adolescents. At the policy level, integrating socio-emotional learning programs and adolescent mental health support within school systems may help improve overall adolescent adjustment, particularly in working-class family contexts.

### **Limitations of the Study**

Despite its contributions, the present study has several limitations. First, the study employed a **cross-sectional research design**, which limits the ability to draw causal conclusions regarding the relationships between gender, social competence, and emotional well-being. Longitudinal studies would provide a clearer understanding of developmental changes over time.

Second, the study relied on **self-report questionnaires**, which may introduce response biases such as social desirability or subjective interpretation of items. Future research may benefit from incorporating multiple sources of data, including teacher, parent, or peer assessments.

Third, the sample consisted only of **adolescents from working-class families within a specific geographical context**, which limits the generalizability of the findings to other socioeconomic or cultural groups. Future studies should include more diverse samples to improve external validity.

Finally, the study focused primarily on **gender as the independent variable**, while other influential factors such as parenting style, peer relationships, academic stress, and digital media exposure were not examined. Future research may explore these variables to provide a more comprehensive understanding of adolescents' socio-emotional development.

### **References**

- Afzal, A., Khurshid, M., & Shabbir, A. (2024). Parental involvement in emotional regulation and social competence among adolescents. *Journal of Adolescent Development*.
- Brody, L. R., & Hall, J. A. (2008). Gender and emotion in context. In M. Lewis, J. M. Haviland-Jones, & L. F. Barrett (Eds.), *Handbook of emotions* (3rd ed., pp. 395–408). Guilford Press.
- Chaplin, T. M., & Aldao, A. (2013). Gender differences in emotion expression in children: A meta-analytic review. *Psychological Bulletin*, *139*(4), 735–765.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Denham, S. A., Wyatt, T., Bassett, H., Echeverria, D., & Knox, S. (2009). Assessing social-emotional development in children. *Journal of Applied Developmental Psychology*, *30*(5), 652–670.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, *82*(1), 405–432.
- Else-Quest, N. M., Hyde, J. S., Goldsmith, H. H., & Van Hulle, C. A. (2006). Gender differences in temperament: A meta-analysis. *Psychological Bulletin*, *132*(1), 33–72.
- Gresham, F. M., & Elliott, S. N. (2008). *Social skills improvement system rating scales*. Pearson Assessments.
- Jiang, C., Chai, D., & Shi, J. (2026). The social echo of gendered harm: A multilevel cross-national analysis of gender-based violence, social-emotional competence, and bullying perpetration. *Journal of Adolescent Research*.
- Kumari, A., & Kuntal, M. (2018). Social competence among adolescents of working and non-working mothers. *International Journal of Social Sciences*.
- Lee, J., Wang, C., & Lui, I. D. (2025). Exploring gender differences in multidimensional social-emotional competence from developmental and cross-cultural perspectives. *Journal of Child and Adolescent Development*.
- Ma, C., Zhang, C., Zhao, W., & Yu, H. (2025). Developmental characteristics of adolescents' perceived social support and its impact on social-emotional competence: A cumulative ecological resources perspective. *Journal of Youth Studies*.
- Masrat, R. (2015). Influence of emotional competence on well-being among adolescents. *International Journal of Psychological Studies*.
- Nomaguchi, K., & Milkie, M. (2020). Parenthood and well-being: A decade in review. *Journal of Marriage and Family*, *82*(1), 198–223.
- Rose, A. J., & Rudolph, K. D. (2006). A review of sex differences in peer relationship processes: Potential trade-offs for the emotional and behavioral development of girls and boys. *Psychological Bulletin*, *132*(1), 98–131.
- Rubin, K. H., Bukowski, W., & Parker, J. (2009). Peer interactions, relationships, and groups. In R. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed., pp. 571–645). Wiley.

Singh, Y., & Bhargava, M. (1990). *Manual for Emotional Maturity Scale*. National Psychological Corporation.

Wentzel, K. R. (2015). Peer relationships, motivation, and academic performance at school. In K. Wentzel & G. Ramani (Eds.), *Handbook of social influences in school contexts*. Routledge.

Zeman, J., Cassano, M., Perry-Parrish, C., & Stegall, S. (2006). Emotion regulation in children and adolescents. *Journal of Developmental and Behavioral Pediatrics, 27*(2), 155–168.

Zhang, L., & Bi, X. (2024). The impact of family physical education and physical activity on adolescents' social-emotional competence: The moderating role of positive youth development. *Journal of Youth and Adolescence*.