Parental Expressed Emotions, Social-Emotional Competence and Vocational Identity in Adolescents

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ABSTRACT

This study aimed to assess the association between adolescents' professional identity, social-emotional competency, and parental expression of emotion. A total of 300 students (130 Male and 170 Female) from various private schools and colleges in Faisalabad participated in the research. Using a cross-sectional correlation research design. Psychological measures employed in the study included: (1) the Level of Expressed Emotion (LEE) (2) the Social-Emotional Competence Questionnaire (SECQ) and (3) the Vocational Identity Measure (VIM). Data were analyzed using the latest version of SPSS, employing both descriptive and inferential statistical methods. The findings revealed significant associations among all variables under investigation. Furthermore, linear regression analysis identified parental emotional expression and social-emotional competence as significant predictors of vocational identity. These results suggest that incorporating parental emotional expression and social-emotional competence support into educational programs may enhance students' mental health and overall well-being.

Keywords: adolescents, social-emotional skills, parental expression and vocational identity

INTRODUCTION

From childhood to maturity, adolescence is the time of physical, intellectual, emotional and social transformation (Beckwith et al., 2024). A person's adolescence is a crucial time in their growth since it is at this time that they start to explore who they are and grow more independent from their parents (Blakemore & Mills, 2014). Significant changes and discoveries occur during adolescence. It's a time to embrace oneself and build stronger bonds with others in the family, community and educational setting (Fragoso et al., 2019). Adolescence is a developmental stage. Physical, neurological, social, affective and scholastic changes take place during adolescence which is also seen as a time of great vulnerability (Diaz Falcon et al., 2018).

Adolescents develop their identities at this phase and are more likely to experience emotional and behavioral issues (Sanchez-Garcia et al., 2018) while encountering social stressors (Schoeps et al., 2020). The career identity is one of the most significant identities that begin to take shape during adolescence. Teenagers are increasingly engaged in job development by investigating profession-related possibilities and considering the career identities they will eventually commit to (Batool & Ghayas, 2020a). In a complicated and dynamic world in which careers are mainly dependent (Pryor, 2011).

Vocational identity, a fundamental component of employability, fosters a sense of competence for seeing and seizing career chance (Fugate et al., 2004). Furthermore, it has been demonstrated that the various aspects of psychological well-being predict professional identity

The teaching of national identity in Punjabi schools has been the subject of qualitative research in Pakistan in recent years (Muhammad, 2016), the role of religious identity in coal development (Makki et al., 2015), cultural identity in animation (Jamil, 2017), identity styles in relation to societal standards and the identities of writers in Pakistani theses (Hassan et al., 2019). It might be difficult for students to meet the demands of academic life and professional practice. Some academics define social emotional competency as the attitudes, knowledge and capacity of students to identify and manage their connections with others, themselves and the community in order to enhance classroom instruction.(Du & Qi, 2023).

Effective management of intrapersonal and interpersonal social and emotional experiences in ways that foster one's own and others' thriving is the definition of social and emotional competence (Collie, 2020). Numerous studies have demonstrated that kids who possess a high degree of emotional intelligence are more likely to grow up to have a positive outlook on education, adapt well to the school environment and achieve better academic results (Denham, 2006). Shields et al. (2001) found that young children's school adjustment was significantly predicted by their comprehension of emotions. The function of social competence in moderating the association between academic success and social understanding (Denham et al., 2012). The relationship between emotion knowledge and subsequent academic success is mediated by social-emotional behavior (Ziv, 2013).

Studies on social-emotional development have started to garner attention in

Asia, both in terms of the influence of cultural differences and the social-emotional development itself, as parents, educators, researchers and policymakers outside of Asia have come to recognize the importance of social-emotional development in children (Chung et al., 2020).

A person's attitude toward another person can be measured by their expressed emotion, which includes friendliness, criticism and excessive emotional involvement (Vostanis & Nicholls, 1992). A collection of attitudes, feelings and behaviors that family members display for a family member is known as expressed emotion. It is known that families with higher EE levels are more likely to be hostile, critical and emotionally over-involved (EOI). According to studies, families that are too concerned, judgmental and antagonistic increase the likelihood of a mental disease relapsing (Vaughn & Leff, 1976). As stated by van Furth et al. (1996), EE can be thought of as "the blood pressure of family life" or the "emotional temperature of the household." Expressions of emotion from parents include interactions and reactions, as well as unfavorable attitudes that may have an impact on their kids (Kuipers, 1987). Research on expressed emotion has been done to determine whether it can foretell the onset of clinical symptoms including anxiety, depression, or self-harm (Wedig & Nock, 2007). Compared to many other cultures, Pakistani relatives displayed higher levels of EOI and antagonism (Ikram et al., 2011).

There are two categories for the degree of parental emotion exhibited: low expressed emotion and strong expressed emotion (Nurany et al., 2022). Lefley (1992) explains that low emotional expression is a condition where parents respect and value their children's independence and autonomy, rather than criticizing them excessively or becoming overly involved. This fosters better relationships between teenagers and their parents.

Parenting has seen significant shift in recent years (Faircloth, 2023). These days, parents are more concerned with raising their children well and have greater and higher standards for both their parenting style and kid development (Lan, 2018).

Parental expectations as well as other personal and environmental influences can have a significant impact on adolescents who must make decisions about their future academic or professional paths (Fantinelli et al., 2023). It is often acknowledged that parental guidance is essential to sons and daughters' professional growth (Whiston & Keller, 2004), and especially the assistance that moms give (Colarossi & Eccles, 2003).

Research indicates that teenagers academic performance, career decision self-efficacy, job exploration and career adaptability are all positively correlated with social-emotional abilities (OECD, 2021). There is currently a dearth of research integrating social-emotional, career and academic factors and applying the career construction paradigm to school transitions (Howard & Ferrari, 2022).

Significance of Study

By analyzing social-emotional competence as a mediator, this study has the potential to provide light on the complex links between parental expressed emotion, social-emotional competence, and professional identity during adolescence. The

purpose of this study is to clarify the ways in which family dynamics influence career development during this critical developmental stage by examining the effects of parental emotional support or criticism on adolescents' social-emotional skills and, in turn, their vocational identity formation.

Gaining insight into how parental emotion, whether good or negative, influences teenagers' emotional resilience and professional decision-making can be achieved by considering social-emotional competence as a mediating component. The results should guide focused interventions for parents, teachers and mental health specialists, highlighting the value of developing adolescents' social-emotional skills to support the formation of their occupational identities.

Research Objectives

- To investigate the relationship among parental expressed emotions, social-emotional competence and vocational identity.
- To forecast how parental expressed emotions and social-emotional competence may affect vocational identity.

Research Hypotheses

- There is a significant correlation between parental expressed emotions, Social-emotional competence and vocational identity.
- Parental expressed emotions and social-emotional competence significantly predict Vocational identity.

LITERATURE REVIEW

The extensive and diverse body of research on parentally expressed emotions, social emotional competence and occupational identity reflects the increased interest in figuring out what influences adolescents' academic performance and general well-being. Research has identified the elements that affect students' psychological health (Layupan & Guhao, 2024). In the investigation of Gupta and Mehtani (2015). Fredrickson (2013a) highlights the numerous benefits of good emotions, including increased productivity, meticulous problem solving and cognitive abilities. The relationship between well-being and school involvement may be significantly influenced by hope and social skills. Social competence, optimism, connectivity, happiness and school involvement were all positively correlated (Allen et al., 2018). The relationship between school engagement and well-being may be mediated by hope and social skills, according to earlier research. To put it another way, a rise in school involvement may boost social skills and hope, which can both improve wellbeing (Demirci, 2020).

The study found that parental participation declined with age and that a lower chance of parental involvement was substantially correlated with poor mental health (low levels of anxiety, loneliness, and depression) (Layupan & Guhao, 2024).

Gottfredson's thesis states that the creation of a career identity becomes secure during the adolescent years (Gottfredson, 2002). Patton and Porfeli studied how teenagers create their job identities. They described in detail how teenagers go through the process of exploring their career identities. Parents and the media both

have a big influence on our teenagers' decision to pursue any vocation they want. They go on to say that adolescents make judgments based on their suitability and compatibility with the particular career after learning about several career options (Patton & Porfeli, 2007).

Attachment theory and social learning theory are two conceptual theories that fall under the larger framework of developmental psychopathology and assist explain how family-level processes influence children's social-emotional competence (Bender et al., 2022). The theory of attachment (Ainsworth, 1989), he directs studies on the social-emotional skills of children exposed to intimate partner violence, emphasizing the importance of early attachment bonds (Fogarty et al., 2019). Knowing that they will always be comforted and protected in times of hardship gives children who have a safe, stable attachment bond with a caregiver the confidence to explore and complete significant developmental tasks (Bowlby, 1969).

According to the social learning hypothesis, people's actions are influenced by seeing how powerful people behave and engage with others. Children gradually incorporate those actions into their own modeling, practice and adoption (Bandura, 1977).

Zhang (2011) discovered that the relationship between parent and kid was totally mediated by preschoolers' social competency. However, it's uncertain if SEC has the same effect on teenagers (Yang et al., 2024). Existing research indicates that children may acquire the ability to resolve conflicts when their parents engage with them in a warm and encouraging way; conversely, children may pick up negative interaction patterns and form tense relationships with others when their parents act hostile and aggressive (Myers & Pianta, 2008). According to the broaden-and-build idea, a person's repertoire of fleeting thoughts and actions is expanded by good emotions. This idea explains the impact of increasing a person's social, intellectual and physical resources (Fredrickson, 2013b). This study examined how people's experiences with pleasant emotions enhance their capacity for thought and behavior. They could have more resources including improved relationships and more hope. Additionally, it stated that higher results in a variety of professions will eventually result from having more personal resources (Schutte, 2014).

METHODOLOGY
Research Design

A cross-sectional correlation research design was used. Correlation research design is a type of scientific inquiry that examines a link between two or more variables without altering them.

Participants

The convenience sampling method was used to select the participants for this investigation. 300 understudies from Faisalabad's schools and colleges who were in their ninth or second year were chosen. Additionally, the study's results were divided into two groups (males and females). The participants are between the ages of 13 and 19. According to empirical data, a sizable fraction of the students in this study are connected to either the urban or rural populations of Faisalabad.

Sample size

G-power, a statistical method for figuring out the necessary sample size was used to determine the sample size. Three hundred teenagers in all were selected from various Faisalabad schools and colleges.

Sampling Technique

The sample technique employed in this investigation was convenience sampling. The non-probability sampling technique is called convenience sampling.

Inclusion/Exclusion Criteria

Inclusion Criteria

Adolescents aged 13 to 19 years, reflecting the phase of late adolescence, which is a critical period for identity exploration, particularly vocational identity.

1. Adolescents and their parents were required to have sufficient fluency in the language used for the surveys (e.g., English) to ensure understanding of the content.
2. The study exclusively focused on students residing in Pakistan; therefore, international students were not included.

Exclusion criteria

1. Adolescents diagnosed with severe mental illnesses (e.g., schizophrenia or severe bipolar disorder) or developmental disorders (e.g., autism spectrum disorder) that significantly impact emotional and vocational functioning.
2. Adolescents whose parents or legal guardians were unavailable or unwilling to participate.
3. Adolescents whose parents were separated or divorced.
4. Adolescents not currently enrolled in formal education, as vocational identity is strongly associated with educational engagement.
5. Adolescents who had participated in similar psychological or occupational studies within the past 12 months, to avoid potential bias or priming effects.

Ethical Consideration

Following approval by the research board of the psychology faculty, researcher was authorized to begin working on the issue by the Board of Study (BOS) and the Board of Advance Study and Research (BASR). Preserving the informant's worth and dignity was the aim of this investigation. The researcher ensured the research participants were healthy and that their human rights were upheld. The participants were informed of the study's goals and privacy policies. Prior to data collection, respondents' informed consent was also acquired to ensure the study's purpose and data confidentiality.

Measures

Demographic Form

Age, gender, education, family structure, parents' education, parents' occupation, religion and residential area were all included in the appendix of this approach's demographic data.

Level of Expressed Emotions (LEE)

Using self-report responses to questions which were first created by Cole and Kazarian (1988), Perception of expressed emotions is known as Level of Expressed

Emotions (LEE). Each of the 38 items on the scale is given a score based on a three-point rating system, where 1 denotes untrue, 2 somewhat untrue, 3 somewhat true, and 4 true. Four criteria make up the LEE which was used in this study: perceived lack of emotional support (pLES: 1-19 items), perceived intrusiveness (pIN: 20-26 items), perceived irritation (pIR: 27-33 items) and perceived criticism (pC: 34-38 items). Perceived expressed emotion (pEE) is the overall score of the 38 items. The following items were reverse coded: 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 16, 17, 24, 33, 36, and 38. The range of scores is 0.471 to 1.243. Cole and Kazarian (1988) was discovered that the LEE scales' internal consistency ranged from good to satisfactory. The total score, or pEE, has a Cronbach's alpha of 0.93. All of the scales' inter-correlations were substantial, and the scales internal consistency was good.

The Social Emotional Competence Questionnaire (SECQ)

Zhou and Ee (2012) created the Social Emotional Competence Questionnaire (SECQ), which assesses children's and adolescents' social-emotional growth and offers suitable developmental interventions. Each of the 25 items on the scale is given a score based on a six-point grading system, where 1 showing not at all true of me and 6 showing very true of me. As stated by Zhou and Ee (2012), Self-awareness, social awareness, self-management, relationship management and responsible decision-making are the five components that make up the SECQ. Cronbach's alphas for self-awareness, social awareness, relationship management, self-management and responsible decision-making were found to be.72,.77, 73,.71, and.76, respectively, based on internal consistency. For scale development, Cronbach's alpha estimates should be at least.70.

Vocational Identity Measure (VIM)

Gupta et al. (2015) created the Vocational Identity (VI) to gauge people's awareness of their consistent professional objectives, passions and skills. Each of the 20 items on the scale for the response alternatives is given a score using a 5-point Likert (strongly disagree; strongly agree) grading system. The VIM's 20 items produced a dependability of.96, indicating that the scale's internal consistency was excellent. The codes for items 12 and 17 were reversed. Higher scores suggested a strong occupational identity. The composite VIM score was calculated by adding the ratings on the 20 questions. This scale had a Cronbach's alpha of .96. Additionally, our reliability assessment showed that the scale's internal consistency was good.

Research Setting

Every private educational institution in the Faisalabad area was initially examined in order to collect data for the study.

Research Site

The current poll was conducted by school and college students who lived in the Faisalabad region. The majority of the data included in the study came from the private sector. To begin collecting information for this study, the researcher went to private colleges and schools.

Research Procedure

The Board of Advanced Study and Research (BASR) gave the researcher permission to start the work after Board of Study (BOS) gave its approval for the topic.

Participants were selected using the previously described sample technique once the required informed consent was obtained and a rapport-building relationship was built with them.

To guarantee uniformity in administration, the measures were given in accordance with the author's suggested standard operating procedures. Following a brief explanation of the study's objectives, the participants provided written consent. Furthermore, the study was conducted with strict adherence to ethical guidelines, guaranteeing that the rights and welfare of the participants were given top priority. Following data collection, correlation, regression and the T-test were used to assess the findings. This method improved the validity of the results by offering a strong statistical framework for investigating the connections between variables.

Trust and Rapport with Participants

Prior to beginning data collecting, it was also determined that it was essential to establish contact and gain the trust of those impacted. The analyst got to know the participants in the evaluation settings, interpreting the factors and exploring the reasons behind current study. The analyst also promised the examiners that the mental evaluations would remain confidential.

Statistical Analysis

After the measurement interpretation, the data was examined using the Statistical Package for Social Sciences (SPSS 21). For entire sample, descriptive and inferential statistics have been established. Among the descriptive statistics used were the mean, standard deviation, skewness and kurtosis. Inferential statistics like regression analysis, one-way Anova and Pearson correlation were employed to assess the hypothesis. Pearson correlation analysis was used to assess the relationship between the variables. Regression analysis was used to determine the independent components' predictive influence on the result variable. Cronbach's Alpha was computed to assess the measures' dependability. In order to compute the frequency, percentage and cumulative frequency using SPSS, the demographics were also categorized.

RESULTS

This chapter presents the current research findings. To conduct the analysis and understand the relationship between the variables, three hundred participants were chosen. Using various measures, information on parental expressed emotions, social-emotional competence and occupational identity was collected from teenagers in the Faisalabad area.

Table 1

Demographic data of the participants (N=300)

Characteristics	Frequency	%	Cumulative %
Gender			
Male	130	43.3	100.0
Female	170	56.7	56.7
Age			
13-15	58	19.3	19.3
16-19	242	80.7	100.0
Education			
Metric	118	39.3	39.3
Intermediate	182	60.7	100.0
Family System			
Joint	100	33.3	33.3
Nuclear	200	66.7	100.0
Parent Education			
Educated	253	84.3	84.3
Uneducated	46	15.3	99.7
Parent Occupation			
Job-ins	120	40.0	40.0
Business	107	35.7	75.7
Jobless	5	1.7	77.3
Other	68	22.7	100.0
Religion			
Muslim	293	97.7	97.7
Non-Muslim	7	2.3	100.0
Resident			
Urban	272	90.7	90.7
Rural	28	9.3	100.0

Table 1 provides a comprehensive overview of the demographics of the research participants, including crucial information such as gender, age, education, family structure, parents' education, occupation, religion and home location.

Table 2

Descriptive Statistics of the Study Variables (N=300)

Variables	Mean	S. D	Skewness	Kurtosis
Level of expressed emotion	84.90	13.47	.31	.03
Social-emotional competence questionnaire	109.11	15.88	-.14	.84
Vocational identity measure	74.16	11.71	.11	1.33

Note. M=Mean and SD=Standard Deviation

Table 2 displays the descriptive statistics for the study variables which include parental expressed emotional, social-emotional competence and vocational identity. The following are the three variables' descriptive statistics: The average score on the Level of Expressed Emotion scale is 84.90, with a standard deviation of 13.47. The mean score on the Social-Emotional Competence test is 109.11 with a standard deviation of 15.88. The mean score for the Vocational Identity Measure is 74.16, with a standard deviation of 11.71. In conclusion, distributions with very minor skewness and kurtosis fluctuations are displayed by the LEE, SEC and VIM scores.

Table 3

Reliability Coefficient for the Research Measures (N=300)

Research Measure	N	Cronbach's Alpha Coefficient
Level of Expressed emotion Scale	38	.66
Social-Emotional competence Scale	25	.79
Vocational identity measure scale	20	.74

Note. N= Number of scales items

The reliability of the Level of Expressed Emotion, Social-Emotional Competence Questionnaire and Vocational Identity Measure is shown in Table 3. The Level of Expressed Emotion Scale has a reliability coefficient of .66, falling into the moderate reliability range. The Social-Emotional Competence Questionnaire Scale has a reliability rating of .79, falling into the high reliability category. The Vocational Identity Measure Scale has a high reliability coefficient of .74.

Table 4

Pearson Correlation between Study Variables (N=300)

	PLES	PIR	PIN	PC	Self-A	Social-A	Self-M	RM	RDM	VIM
PLES	---									
PIR	.140*	---								
PIN	.090	.368**	---							

PC	.327**	.163**	.189**	---					
Self_A	-.243**	.109	.010	-.153**	---				
Social_A	.039	.075	.121*	.131*	.165*	---			
Self_M	-.131*	.199**	-.007	.051	.207**	.178**	----		
RM	-.165**	.043	-.061	-.195**	.219**	.121*	.258**	----	
RDM	-.233**	.059	.028	-.039	.468**	.383**	.367**	.389**	----
VIM	-.154**	-.038	-.064	-.046	.285**	.231**	.075	.201**	.368**	----

Note. PLES=Perceived lack of emotional support; PIN= Perceived intrusiveness; PIR= Perceived irritation; PC= Perceived criticism; self-A= self-awareness; Social-A= social awareness; self-M= self-management; RM= relationship management; RDM= responsible decision-making; VIM= vocational identity measure
*Correlation is significant at the 0.05 level (2-tailed),
**Correlation is significant at the 0.01 level (2-tailed)

Table 4 presents a correlation matrix with the Pearson correlation coefficients between Parental Expressed Emotional, Social-Emotional Competence and Vocational Identity. Perceived Irritation (PIR) (r =.140, p <.05) and Perceived Criticism (PC) (r =.327, p <.01) have a positive correlation with Perceived Lack of Emotional Support (PLES). PIR and Perceived Intrusiveness (PIN) are strongly positively correlated (r =.368, p <.01), suggesting that adolescents who are annoyed by their parents are more likely to think of them as invasive. Self-Awareness (Self-A) had a negative connection with both PC (r = -.153, p <.01) and PLES (r = -.243, p <.01), indicating that adolescents' self-awareness may be limited by perceived parental criticism and a lack of emotional support. Self-Awareness (r =.285, p <.01), Social Awareness (r =.231, p <.01), and Responsible Decision-Making (r =.368, p <.01) all have positive correlations with the Vocational Identity Measure.

Table 5

Parental expressed emotions and social-emotional competence as predictor of vocational identity (N=300)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	95%Cl
	B	Std. Error	Beta (β)			
(Constant)	55.32	6.22		8.88	.00	(43.06,67.58)
LEE	-.09	.04	.11	-2.09	.03	(-.19,-.00)
SEC	.24	.04	.33	6.23	.00	(.17,.32)
F	23.06					

R²	.13				
Δ R²	.12				

Note. **p<.01; Unstandardized coefficient=B, Standardized Coefficient= Beta; p=Level of significant; Cl=Confidence Interval

The table 5 presents the results of a multiple linear regression analysis. The regression analysis examined the role of parental expressed emotions and social-emotional competence as predictors of vocational identity in adolescents (N=300). The results revealed significant findings for both predictors. The unstandardized coefficient for Level of Expressed Emotions was -.09, with a standardized coefficient (β) of .11, t = -2.09, and p = .03. This indicates that parental expressed emotions negatively influence vocational identity. Specifically, for each unit increase in the level of expressed emotions, vocational identity decreases by .09 units. The 95% confidence interval for this coefficient ranges from -.19 to -.00, suggesting a statistically significant negative effect. The unstandardized coefficient for Social-Emotional Competence was .24 with a standardized coefficient (β) of .33, t = 6.23, and p < .01. This indicates that social-emotional competence is a strong positive predictor of vocational identity. For each unit increase in social-emotional competence, vocational identity increases by .24 units. The 95% confidence interval for this coefficient ranges from .17 to 0.32, confirming the significance of this positive relationship. The regression model explains 13% of the variance in vocational identity ($R^2 = 0.13$, Δ R^2 =.12), with an overall model significance (F = 23.06, p < .01).

Table 6

Sub-scale of parental expressed emotions as predictor of vocational identity (N=300)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	95%Cl
	B	Std. Error	Beta (β)			
(Constant)	83.34	4.48		18.58	.00	(74.52,92.17)
PLES	-.20	.07	-.15	-2.51	.01	(-.35,-.04)
PIR	.00	.18	.00	.00	.99	(-.36,.36)
PIN	-.14	.16	-.05	-.84	.39	(-.46,.18)
PC	.05	.24	.01	.22	.82	(-.42,.53)
F	1.99					

R²	.02	
Δ R²	.13	

Note. **p<.01; Unstandardized coefficient=B, Standardized Coefficient= Beta, P=Level of significant, Cl=Confidence Interval, PLES= perceived lack of emotional support, PIR= perceived irritation, PIN= perceived intrusiveness, PC= perceived criticism

The analysis examined the sub-scales of parental expressed emotions as predictors of vocational identity among a sample of 300 participants. The model's constant was statistically significant, with an unstandardized coefficient of 83.34, $t=18.58$, $p<.001$, and a 95% confidence interval ranging from 74.52 to 92.17. Among the sub-scales, perceived lack of emotional support (PLES) emerged as a significant negative predictor (B=-0.20, $\beta = -0.15$, t = -2.51, p=.01, 95% CI = -0.35 to -0.04). This suggests that higher levels of perceived lack of emotional support are associated with lower vocational identity. Other sub-scales, including perceived irritation (PIR; B=0.00, $\beta = 0.00$, t=0.00, p=.99), perceived intrusiveness (PIN; B = -0.14, β= -0.05, t=−0.84, p=.39), and perceived criticism (PC; B=0.05, β= 0.01, t=0.22, p=.82), were not statistically significant predictors of vocational identity. The overall model explained a small portion of the variance (R^2=0.02), with an observed F value of 1.99, indicating limited predictive utility.

Table 7

Sub-scale of social-emotional competence as predictor of vocational identity (N=300)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	95%Cl
	B	Std. Error	Beta (β)			
(Constant)	42.38	4.54		9.32	.00	(33.44,51.33)
Self-A	.49	.20	.14	2.45	.01	(.09,.89)
Social-A	.25	.12	.11	1.98	.04	(.00,.50)
Self-M	-.18	.11	-.09	-1.57	.11	(-.42,.04)
RM	.22	.16	.07	1.33	.18	(-.10,.55)
RDM	.53	.14	.25	3.71	.00	(.24,.81)
F	12.23					

R²	.17
Δ R²	.15

Note. **p<.01; Unstandardized coefficient=B, Standardized Coefficient= Beta, P=Level of significant, Cl=Confidence Interval, Self-A= self-Awareness, Social-A=Social-Awareness, Self-M=self-Management, RM=Relationship Management, RDM= Responsible Decision Making

The analysis explored the sub-scales of social-emotional competence as predictors of vocational identity among 300 participants. The model's constant was statistically significant, with an unstandardized coefficient of 42.38 (t=9.32, p<.001, 95% CI = 33.44 to 51.33). Among the sub-scales, self-awareness (B=0.49, β= 0.14, t=2.45, p=.01, 95% CI = 0.09 to 0.89) and social-awareness (B=0.25, β=0.11, t=1.98, p=.04, 95% CI = 0.00 to 0.50) emerged as significant positive predictors, suggesting that higher levels of self- and social-awareness are associated with stronger vocational identity. Responsible decision-making (B=0.53, β=0.25, t=3.71, p<.001, 95% CI = 0.24 to 0.81) was the strongest predictor, highlighting its critical role in shaping vocational identity.

In contrast, self-management (B=–0.18, β = -0.09, t=-1.57, p=.11) and relationship management (B=0.22, β=0.07, t=1.33, p=.18) were not significant predictors. The model explained 17% of the variance (R²=0.17), with an observed F value of 12.23, indicating a moderately strong predictive capacity.

DISCUSSION

Finding the relationships between teenage parental expressed emotion, social-emotional competence and vocational identity is the goal of the current study. The first hypothesis in this study proposed that there is a significant correlation between parental expressed emotions, social-emotional competence (SEC), and vocational identity (VIM) in adolescents. According to the analysis, parental expressed emotions, particularly negative emotions such as criticism and irritation, have a significant direct negative relationship with vocational identity (p=0.01, B = -0.12), suggesting that adolescents experiencing high levels of negative emotional expressions from parents may struggle to form a strong vocational identity. The finding aligns with previous research suggesting that adolescents in emotionally unsupportive environments, especially those characterized by parental criticism and emotional unavailability, are less likely to explore their vocational identities and aspirations effectively (Gillath et al., 2009).

Parental expressed emotions were also found not to significantly predict social-emotional competence (p=0.10, B = -0.11,). This result suggests that while parental emotional expressions have a clear influence on vocational identity, they do not directly impact the adolescents' ability to develop social-emotional competencies such as emotional regulation, empathy, and self-awareness. This is somewhat surprising given that parental interactions are often foundational in shaping emotional development (Denham et al., 2012).

The significant positive relationship between social-emotional competence and vocational identity (B= 0.24, p < 0.01) indicates that adolescents who possess stronger social-emotional skills tend to develop a clearer and more defined vocational identity. Social-emotional competence, which encompasses self-awareness, self-regulation, and relationship management, is critical in navigating career decisions and responding to challenges in vocational development (Daus & Ashkanasy, 2003). This finding is consistent with research suggesting that emotional intelligence helps adolescents adapt to the demands of career exploration, thereby facilitating the formation of a positive vocational identity (gillath et al., 2009). Adolescents with strong social-emotional skills are better equipped to manage stress, make informed decisions, and form meaningful relationships, all of which contribute to the development of a stable vocational identity.

The second hypothesis examined whether parental expressed emotions and social-emotional competence significantly predict vocational identity. The regression analysis demonstrated that both parental expressed emotions and social-emotional competence were significant predictors of vocational identity. Specifically, parental expressed emotions showed a significant negative relationship with vocational identity (p=0.01, B = -0.12), confirming that adolescents who are exposed to more negative emotional expressions from their parents tend to have weaker vocational identities. This finding is consistent with existing literature that points to the detrimental impact of a lack of emotional support and negative emotional expressions on adolescents' career development (gillath et al., 2009). Adolescents from emotionally unsupportive homes may experience difficulties in exploring and committing to future career goals due to feelings of insecurity or low self-worth.

Social-emotional competence was found to significantly predict vocational identity (B=0.24, p<0.01), which highlights the role of emotional skills in shaping vocational identity development. This is in line with the research of (Bhati & Sethy, 2022), who argued that emotional intelligence is crucial for career exploration and decision-making. Adolescents with high social-emotional competence are better able to understand their strengths, manage their emotions, and engage in productive social interactions skills that are essential for vocational identity formation. Moreover, these adolescents are more likely to make proactive decisions regarding their future careers, thus contributing to a stronger and more coherent vocational identity.

CONCLUSION

In conclusion, the study highlights the significant role that parental expressed emotions and social-emotional competence play in shaping adolescents' vocational identity. The negative relationship observed between parental expressed emotions and vocational identity suggests that adolescents who experience negative emotional expressions from their parents, such as criticism or irritation, are less likely to develop a strong sense of vocational identity. Despite this, social-emotional competence emerged as a positive predictor of vocational identity, indicating that adolescents with higher emotional intelligence, including self-awareness and emotional regulation, are better equipped to explore and commit to their career aspirations. While social-

emotional competence did not mediate the relationship between parental expressed emotions and vocational identity, it remains a crucial factor in fostering a positive vocational identity.

LIMITATIONS
- Self-reported data from parents or teenagers is frequently used in this field of study, which may introduce bias or mistakes.
- Findings may not generalize well across different cultural backgrounds since parental techniques and adolescents' opinions toward profession choices are influenced by cultural norms.
- It is challenging to pinpoint the precise influence of parentally expressed emotions on social-emotional competency and professional identity because of these other factors.

RECOMMENDATIONS
- Future research should think about expanding the sample size and making sure that teenage participants represent a variety of demographics in order to enhance generalizability.
- Researchers should use techniques including guaranteeing anonymity, giving precise and objective instructions, and using a variety of data collection techniques to lessen self-report bias.
- Future studies should take into consideration contextual elements including cultural expectations, family structure, and socioeconomic status that may have an impact on parental expressed emotions, social-emotional competence and professional identity.

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