Abstract

Adolescence has been referred to as a turbulent transition both for the young and their caregivers throughout generations and across the world. Adolescents differ from adults in the way they behave, solve problems, and make decisions. The objective of the present study is to determine the predictors of Social Competence which are Social Problem-Solving Skills, Conflict Resolution, Self-Efficacy and Self-Control in learning Disabled and Non Learning Disabled Adolescents. Descriptive Survey method of research has been employed. The sample consisted of 200 Learning disabled and Non Learning disabled adolescents (100 in each group). The data about these independent and dependent variables were collected by administering the selected test (General Self-Efficacy Scale) and self-constructed Learning Disability Identification Scale, Social Competence Scale, Social Problem-Solving Skills Questionnaire, Conflict Resolution Questionnaire and Self-Control Scale. The data were analyzed with the help of statistical techniques i.e. Descriptive, ANOVA and Multiple regression.

The findings of the present study reveal that (i) the scores of all independent variables under study are normally distributed in the universe with slight skewness and kurtosis. The predictor variables which are significantly determining the social competence are social problem-solving skills, self-efficacy, self-control and conflict resolution; (ii) The overall model explains about 50-59 per cent variance by four predictive variables in determining the social competence significantly. Self-efficacy and Self-control explain maximum variation, being the first and second predictors of social competence of learning disabled and non learning disabled adolescents. The results of this study indicate that psychosocial qualities and social skills are equally important for being socially competent. Either they are learning disabled adolescents or non learning disabled adolescents.