CHAPTER SIX

SUMMARY AND CONCLUSION
6.1 Summary:

Attempt has been made in the present study to probe in the nature of relationships between Scholastic Capability and Social Competence of High School students, boys and girls, of Calcutta City, in order to retain or reject a traditional notion that the psychological constructs (i) Scholastic Capability and (ii) Social Competence are not interrelated.

To achieve the aim and objectives of the study altogether six research hypotheses were developed with reference to research needs pointed out by several researchers, in India and abroad, as identified during literature survey by the present investigator. The said hypotheses were verified in the light of responses of well-matched 200 boys and 200 girls, selected scientifically from ten schools of Calcutta; which were collected by administering three standard instruments.

Findings, on the basis of statistical treatment of data, have revealed briefly the following facts:

1. Total percentage of marks obtained by High School students in different examination subjects (in the Annual Examinations of Classes VII, VIII, and IX) are generally found insignificantly correlated with their Social Competence scores. So, Scholastic Capability of a student generally fails to predict his/her Social Competence and vice versa.

2. Both Scholastic Capability of Secondary School students and their Social Competence, at the adolescent stage, are found here premised on a common psychological construct — the general mental ability (measured here by Raven's Progressive Matrices Test).

3. Parents' income level and educational level are found here devoid of any special role or influence in promoting either Scholastic Capability or Social Competence level of Secondary School students. Students reared up by parents with moderate monthly income and graduate level education are found here doing well in Annual Examinations and co- and extra-curricular events (in quite a good few cases).
Particularly some of those events are well-accepted contributor of their Social maturity/competence. These parent groups are recognised by their respective children as mentor and source of social support to children.

Findings have helped the researcher to identify certain characteristic personality disposition in the parents concerned, irrespective of their income and education levels, who are liked by their children as mentor and source of providing supports (helpful to gain Social Competence). Parents with above personality profile (ascertained by Cattell’s 16 PF Test) are recognised here as the promoters of both Scholastic Capability and Social Competence in their respective wards, in spite of 'no affluence' and 'no higher education'.

6.2 Concluding Comments:

The notion that Scholastic Capability of a High School student and his/her Social Competence are not related is not true. There is a common intervening variable which relates both these constructs, i.e., the general mental ability of the students. The said relationship becomes visible or measurable in those cases where the student gets parents with a typical personality disposition appropriate to be perceived as mentor and source of positive social supports to acquire social maturity or competence. The said role of parents, irrespective of their income and education levels, had been admitted in Indian culture and tradition—though not admitted explicitly and strongly in the current National Education Policy. Parents are expected to reflect in their personality and social behaviour their respective worths to get perceived as role-model of their growing children. Personality characteristics (Cattell's Behaviour Traits) of parents of local students with high Scholastic Capability and high Social Competence, irrespective of parents education level and monthly income level, have unequivocally revealed the important typical influence of G, N, and O₁ Factors. Irrespective of their level of education and monthly income, these parents could be described as "Conscientious (high super ego strength)"; "Sophisticated (polished, experienced, worldly and shrewd)"; and "Experimenting (tends to be interested in intellectual matters and fundamental issues)". These parents are expected to be more inclined to experiment in life generally and more tolerant of inconveniences. The above type of role-models seems highly acceptable to Indian social and cultural set-up also. Of course, the
inferences drawn here by the present researcher remains open for further intensive study with regional sample having wider stratification to cover the diversity factor of Indian population.

Findings of the present study has created a scope to undertake further study with larger sample size to verify the said role of parents in the current decade. It seems that the proportion of students having parents as role-model in local school population is not at all high and as a result the psychosocial distance between the parents and children concerned has become so wide as to draw attention of everybody interested in the wholesome development of school students. The more wide the psychosocial distance between parent and children will be the more the quality of their interpersonal relationship would lower down and an obvious consequence of that "lowering down" would be reflected in a study growth of deviant behaviour of children, and which deserves immediate attention of all concerned.