CHAPTER – VI
SUMMARY AND CONCLUSIONS

6.1 INTRODUCTION

Social competence is not a single attribute or ability which is present within individual children to varying degrees, rather it is a constellation of knowledge, understanding, skills and emotional responses, all of which interact differently according to the situation the child is in. As there are many different intellectual abilities, so there are many different aspects to social competence.

Educationists and psychologists are rapidly developing an increasingly clear understanding of the sorts of knowledge, understanding and skills which underlie social competence. These include, for example.

- The ability to understand another’s point of view when different from your own.
- Knowledge of how to interpret other people’s emotional states and behavior.
- Skill in suppressing immediate emotional responses in favor of more carefully-considered responses in social situations.
- The ability to adjust ones behaviour to make it acceptable or rewarding to others.

Social competence is popularly understood as a person’s ability to get along with other people. A child’s social competence is the condition of possessing the social, emotional and intellectual skills and behaviour needed to succeed as a member of society. Despite this social competence is an elusive concept, because the skills and behaviour required for healthy social development vary with the age of the child and with the demands of particular situations. A socially competent preschool child behave differently from a socially competent adolescent; conversely, the same behaviours (e.g., aggression, shyness) have different implications for social adaptation depending upon the age of the child and the particulars of the social context.
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Social competence is the broader term used to describe a child’s ability to establish and maintain high quality and mutually satisfying relationships and to avoid negative treatment or victimization from others. In addition to social skills and emotional intelligence factors such as the child’s self-confidence or social anxiety can affect his or her social competence. It can also be affected by the social context and the extent to which there is a good match between the child’s skills, interests and abilities and those of peers.

Social competence depends upon a number of factors including the child’s social skills, social awareness and self-confidence. The term social skills describes the child’s knowledge and ability to use a variety of social behaviours that are appropriate to a given interpersonal situation and that are pleasing to others in each situation. The capacity to inhibit egocentric, impulsive or negative social behaviour is also a reflection of a child’s social skills. A Child’s views of herself/himself in relation to her/his family, peers and the wider world also affect his/her social competence.

A major determinant of social behaviour and adjustment is the ‘way in which one reasons about other people and about social situations’ (Pelligrims, 1985,pqes). Inadequate social skills, such as defects in communication skills (Ladd, 1981), prevent the attainment of peer acceptance (Bierman & Furman, 1984): hence, peer-related social ‘incompetence’ is the result of defects in ‘peer related social interacting and the absence of specific individual social behaviours’ (Guralnick & Grem, 1985, p.140). Social competence defined by social effectiveness is again related to cognitive competencies such as problem solving and social cognitive competencies such as affection and cognitive role taking (Wright, 1980). Insufficient social competences, then will often result in children’s experiencing social difficulties, those children are labeled socially incompetent and their behavior are seen as maladjusted (Dodge, McClaskey & Feldman, 1995).

6.2 STATEMENT OF THE PROBLEM

SOCIAL COMPETENCE OF VOCATIONAL STREAM STUDENTS IN RELATION TO THEIR FAMILY RELATIONSHIP EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT
6.3 OBJECTIVES

1. To develop an assessment tool to measure social competence of plus two vocational stream students.
2. To study social competence among plus two vocational stream students.
3. To study the relationship of family relationship with social competence variables of vocational stream students.
4. To study the relationship of emotional maturity with social competence variables of vocational stream students.
5. To study the relationship of academic achievement with social competence variables of vocational stream students.
6. To compare the social competence of male and female vocational stream students.
7. To study the family relationships, emotional maturity and academic achievement as predictors of social competence variables.
8. To explore the moderating effect of academic achievement on relationship between predicted i.e social competence (total) and predictor variables i.e family relationship and emotional maturity.

Specifically, this objective is elaborated below:

8.1.a To explore the moderating effect of academic achievement on the relationship between social competence (total) and mother acceptance (a dimension of family relationship).

8.1.b To explore the moderating effect of academic achievement on the relationship between social competence (total) and father acceptance (a dimension of family relationship).

8.2.a To explore the moderating effect of academic achievement on the relationship between social competence (total) and mother concentration (a dimension of family relationship).
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8.2. b To explore the moderating effect of academic achievement on the relationship between social competence (total) and father concentration (a dimension of family relationship).

8.3. a To explore the moderating effect of academic achievement on the relationship between social competence (total) and mother avoidance.

8.3. b To explore the moderating effect of academic achievement on the relationship between social competence (total) and father avoidance.

8.4 To explore the moderating effect of academic achievement on the relationship between social competence (total) and emotional maturity.

8.5. a To explore the moderating effect of academic achievement on the relationship between personal adequacy (a dimension of social competence) and mother acceptance.

8.5. b To explore the moderating effect of academic achievement on the relationship between personal adequacy (a dimension of social competence) and father acceptance.

8.6. a To explore the moderating effect of academic achievement on the relationship between personal adequacy (a dimension of social competence) and mother concentration.

8.6. b To explore the moderating effect of academic achievement on the relationship between personal adequacy (a dimension of social competence) and father concentration.

8.7. a To explore the moderating effect of academic achievement on the relationship between personal adequacy (a dimension of social competence) and mother avoidance.

8.7. b To explore the moderating effect of academic achievement on the relationship between personal adequacy (a dimension of social competence) and father avoidance.

8.8 To explore the moderating effect of academic achievement on the relationship between personal adequacy (a dimension of social competence) and emotional maturity.
8.9. a To explore the moderating effect of academic achievement on the relationship between interpersonal adequacy and mother acceptance.

8.9. b To explore the moderating effect of academic achievement on the relationship between interpersonal adequacy and father acceptance.

8.10. a To explore the moderating effect of academic achievement on the relationship between interpersonal adequacy and mother concentration.

8.10. b To explore the moderating effect of academic achievement on the relationship between interpersonal adequacy and father concentration.

8.11. a To explore the moderating effect of academic achievement on the relationship between interpersonal adequacy and mother avoidance.

8.11. b To explore the moderating effect of academic achievement on the relationship between interpersonal adequacy and father avoidance.

8.12 To explore the moderating effect of academic achievement on the relationship between interpersonal adequacy and emotional maturity.

8.13. a To explore the moderating effect of academic achievement on the relationship between communication skills and mother acceptance.

8.13. b To explore the moderating effect of academic achievement on the relationship between communication skills and father acceptance.

8.14. a To explore the moderating effect of academic achievement on the relationship between communication skills and mother concentration.

8.14. b To explore the moderating effect of academic achievement on the relationship between communication skills and father concentration.

8.15. a To explore the moderating effect of academic achievement on the relationship between communication skills and mother avoidance.

8.15. b To explore the moderating effect of academic achievement on the relationship between communication skills and father avoidance.

8.16 To explore the moderating effect of academic achievement on the relationship between communication skills and emotional maturity.
6.4 HYPOTHESES

1. There will be a significant relationship between family relationship and social competence of vocational stream students. This will be tested through following hypotheses that have been framed on the basis of review of previous researches.

1.1 There will be a positive relationship between parental acceptance and social competence among vocational stream students.

1.2 There will be a positive relationship between parental concentration and social competence among vocational stream students.

1.3 There will be a negative relationship between parental avoidance and social competence among vocational stream students.

2. To further test whether dimensions of social competence are significantly related to dimensions of family relationship the following hypotheses were proposed.

2.1 There will be a positive relationship between parental acceptance and personal adequacy among vocational stream students.

2.2 There will be a positive relationship between parental concentration and personal adequacy among vocational stream students.

2.3 There will be a negative relationship between parental avoidance and personal adequacy among vocational stream students.

2.4 There will be a positive relationship between parental acceptance and interpersonal adequacy among vocational stream students.

2.5 There will be a positive relationship between parental concentration and interpersonal adequacy among vocational stream students.

2.6 There will be a negative relationship between parental avoidance and interpersonal adequacy among vocational stream students.
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2.7 There will be a positive relationship between parental acceptance and communication skills among vocational stream students.

2.8 There will be a positive relationship between parental concentration and communication skills among vocational stream students.

2.9 There will be a negative relationship between parental avoidance and communication skills among vocational stream students.

3. There will be a positive relationship between emotional maturity and social competence (total) and its dimensions among vocational stream students. This will be tested through the following hypotheses

3.1 There will be a positive relationship between emotional maturity and social competence (total) among vocational stream students.

3.2 There will be a positive relationship between emotional maturity and personal adequacy among vocational stream students.

3.3 There will be a positive relationship between emotional maturity and interpersonal adequacy among vocational stream students.

3.4 There will be a positive relationship between emotional maturity and communication skills among vocational stream students.

4. There will be a positive relationship between academic achievement and social competence (total) and its dimensions among vocational stream students. This will be tested through the following hypotheses

4.1 There will be a positive relationship between academic achievement and social competence (total) among vocational stream students.

4.2 There will be a positive relationship between academic achievement and personal adequacy among vocational stream students.

4.3 There will be a positive relationship between academic achievement and interpersonal adequacy among vocational stream students.

4.4 There will be a positive relationship between academic achievement and Communication Skills among vocational stream students.
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5. There will be no significant difference between the social competence of male and female vocational stream students.

There are no specific trends in studies on relationship between dimensions of predicted variable (social competence) and the predictor variables (family relationship i.e. mother acceptance, father acceptance, mother concentration, father concentration, mother avoidance, father avoidance, emotional maturity). Hence no hypotheses are proposed for the objective nos. 7 and 8.

6.5 METHOD OF THE STUDY

The descriptive survey method of research was employed to investigate social competence of vocational stream students in relation to their emotional maturity, academic achievement and their relationship with parents as perceived by them. Emotional maturity, academic achievement and perceived relationship with parents were independent variables whereas social competence was treated as dependant variable for the present study. Further social competence of vocational stream students was compared on the variable of gender.

6.6 DESIGN OF THE STUDY

A research method describes the plan to be adopted in solving the research problem. To carry out the present study, the descriptive survey method was employed. A descriptive is one who describes records, analyses and interprets the condition that exist (A.K. Singh, 2004). According to Best and Kahn(1998) descriptive research deals with the relationships between the variables, testing of hypothesis, and the development of generalizations, principles, or theories that have universal validity.

The survey research, on the other hand according to A.K. Singh (2004) may be defined, “as a technique whereby the researcher studies the whole population with respect to certain sociological and psychological variables.

Therefore, descriptive survey method helps to explain the phenomenon in terms of relationships that exist, opinions that are held by the respondents, effects that are evident or trends that are developing. Objective information could be gathered (in terms of individual attitude and opinion) with the help of attitude scale. Since this
study deals with the relationship between variables in a natural setting, it can be classified as a non-experimental study.

The present study was completed in two phases. In first phase construction and standardization of the social competence scale was accomplished. The self constructed scale of social competence and standardized scales of emotional maturity and family relationship were used for data collection. For academic achievement students aggregate marks of plus one class were taken into consideration.

6.7 SAMPLE

For the present investigation two samples were drawn for the two stages of the study viz, construction of the scale of social competence and collection of the data for study. The sample of vocational stream +2 students was selected for both stages by cluster random sampling technique from the government schools of Chandigarh. The cluster random sampling technique is a variation of simple random sampling. It entails the division of elements of a population into groups, so that the units sampled contain more than one individual of the populations. To select the intact group as a whole is known as a cluster sampling. In cluster sampling the sample units contain groups of elements (clusters) instead of individual members or items in the population.

For stage one, a randomly selected sample of vocational stream students were used for following stages of construction and standardization of social competence scale.

(a) Preliminary try out of social competence scale.
(b) Final try out of social competence scale.
(c) Establishing reliability and validity of the scale.

For stage two a sample was drawn by cluster random sampling technique from the universe of vocational stream students of union territory, Chandigarh. Since it as not possible to cover the entire population, a list of government senior secondary schools of Chandigarh was prepared from the combined prospectus for vocational
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stream students. These were recorded on identical slips to select the schools by lottery method. A total sample of 500 vocational stream students was selected.

6.8 TOOLS

1. Social Competence Scale (SCS) was developed by investigator.
2. Emotional Maturity Scale by Singh and Bhargava (1985)
3. Family Relationship Inventory by Sherry and Sinha (1977)
4. Academic Achievement was assessed from the percentage of the aggregate scores of plus one class.

6.9 DELIMITATIONS OF THE STUDY

The present study was delimited to:

- Only Govt. Senior Secondary Schools of Chandigarh.
- Sample of 500 Vocational Stream Students of plus two class.
- Only three variable i.e. emotional maturity, academic achievement and family relationship were taken.
- Family relationship is delimited to perceived relation of parents with adolescents.

6.10 STATISTICAL TECHNIQUES

1) Product moment coefficient of correlation was worked out to study the interrelationship of different variables.
2) Step-up regression-analysis was employed to study the predictors of social competence. Moderated multiple regression analysis was employed to study the moderating effect of Academic Achievement on the regression of Social Competence variables on the family relationship variables and emotional maturity.
3) Mean, SD and t-ratios, skewness and kurtosis were obtained to study social competence in general and to find out the significance of
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difference between mean scores on social competence of the male and female vocational stream students.

6.11 RESULTS AND CONCLUSIONS

1. Social Competence (total) was found to be significantly positively correlated with Parental Acceptance scores. Therefore hypothesis number 1.1, “There will be a positive relationship between parental acceptance and social competence of vocational stream students”, is accepted.

2. Social competence (total) was not significantly correlated with any of the Parental Concentration scores. Therefore hypothesis number 1.2, “There will be a positive relationship between parental concentration and social competence of vocational stream students”, is not accepted.

3. Social competence (total) was found to be significantly negatively correlated with: Parental Avoidance Scores. Therefore hypothesis number 1.3, “There will be a negative relationship between parental avoidance and social competence of vocational stream students”, is accepted.

4. Personal Adequacy was found to be significantly positively correlated with Parental Acceptance (Total, Mother, and Father). Therefore hypothesis number 2.1, “There will be a positive relationship between parental acceptance and personal adequacy of vocational stream students”, is accepted.

5. Personal adequacy was not significantly correlated with any of the scores of Parental Concentration. Therefore hypothesis number 2.2, “There will be a positive relationship between parental concentration and personal Adequacy of vocational stream students”, is not accepted.

6. Personal Adequacy was found to be significantly negatively correlated with Parental Avoidance (Total, Mother, and Father). Therefore hypothesis number 2.3, “There will be a negative relationship between parental avoidance and personal adequacy of vocational stream students”, is accepted.
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7. Interpersonal Adequacy was found to be significantly positively correlated with Parental Acceptance (Total, Mother, and Father). Therefore hypothesis number 2.4, “There will be a positive relationship between parental acceptance and interpersonal adequacy of vocational stream students” is accepted.

8. Interpersonal adequacy was not significantly correlated with any scores of Parental Concentration. Therefore hypothesis number 2.5, “There will be a positive relationship between parental concentration and interpersonal adequacy of vocational stream students”, is not accepted.

9. Interpersonal Adequacy was found to be significantly negatively correlated with Parental Avoidance (Total, Mother, and Father). Therefore hypothesis number 2.6, “There will be a negative relationship between parental avoidance and interpersonal adequacy of vocational stream students” is accepted.

10. Communication Skills was found to be significantly positively correlated with Parental Acceptance (Total, Mother, and Father). Therefore hypothesis number 2.7, “There will be a positive relationship between parental acceptance and communication skills of vocational stream students” is accepted.

11. Communication Skills was not significantly correlated with any scores of Parental Concentration. Therefore hypothesis number 2.8, “There will be a positive relationship between parental concentration and communication skills of vocational stream students”, is not accepted.

12. Communication Skills was found to be significantly negatively correlated with Parental Avoidance (Total, Mother, and Father). Therefore hypothesis number 2.9, “There will be a negative relationship between parental avoidance and communication skills of vocational stream students” is accepted.

13. Emotional Maturity was found to be significantly positively correlated with Social Competence (total). Therefore hypothesis number 3.1, “There will be a positive relationship between emotional maturity and social competence of vocational stream students” is accepted.
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14. Emotional Maturity was found to be significantly positively correlated with Personal Adequacy (Total, Mother, and Father). Therefore hypothesis number 3.2, “There will be a positive relationship between emotional maturity and personal adequacy of vocational stream students” is accepted.

15. Emotional Maturity was found to be significantly positively correlated with Interpersonal adequacy. Therefore hypothesis number 3.3, “There will be a positive relationship between emotional maturity and interpersonal adequacy of vocational stream students” is accepted.

16. Emotional Maturity was found to be significantly positively correlated with Communication Skills. Therefore hypothesis number 3.4, “There will be a positive relationship between emotional maturity and communication skills of vocational stream students” is accepted.

17. Academic Achievement was found to be significantly positively correlated with Social Competence (total). Therefore hypothesis number 4.1, “There will be a positive relationship between academic achievement and social competence of vocational stream students” is accepted.

18. Academic Achievement was found to be significantly positively correlated with Personal Adequacy. Therefore hypothesis number 4.2, “There will be a positive relationship between academic achievement and personal adequacy of vocational stream students” is accepted.

19. Academic Achievement was found to be significantly positively correlated with Interpersonal Adequacy. Therefore hypothesis number 4.3, “There will be a positive relationship between academic achievement and Interpersonal adequacy of vocational stream students” is accepted.

20. Academic Achievement was found to be significantly positively correlated with Communication skills. Therefore hypothesis number 4.4, “There will be a positive relationship between academic achievement and Communication Skills of vocational stream students” is accepted.
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21. There was no significant difference between the Social Competence of male and female vocational stream students. Therefore, hypothesis number 5 stating “There will be no significant difference between the social competence of male and female vocational stream students” is accepted.

The analyses of data w.r.t. objective no.7 which was exploratory in nature yielded finding nos. 22, 23 and 24.

22. Three variables were found to be significant predictors of Personal Adequacy. Emotional Maturity and Academic Achievement were the positive predictor and Mother Avoidance, a negative predictor of the personal adequacy.

23. Four variables were found to be significant predictors of Interpersonal Adequacy. Emotional maturity and Academic Achievement and Mother Concentration were positive predictors and Mother Avoidance, a negative predictor of the Interpersonal Adequacy.

24. Four variables were found to be significant predictors of Communication Skills. Emotional Maturity, Mother Acceptance and academic achievement were positive predictors and Mother Avoidance is a negative predictor of the Communication Skills.

The analyses of data w.r.t. objective no.8 and its sub objectives(8.1- 8.6) by using multiple moderated regression analysis resulted in the findings listed from nos. 25 to 29.

25. The significant regression coefficient of MA x AA confirms the moderating effect of Academic Achievement on the relationship between Mother Acceptance and Social Competence(total).

26. While predicting Social Competence(total), the regression coefficient of Mother Acceptance was found to be significant in the low and high Academic Achievement groups.

27. The interactive effect of Academic Achievement and Father Acceptance was found to be not significant in the prediction of Social Competence(total).
28. The interactive effect of Academic Achievement and Mother Concentration was found to be not significant in the prediction of Social Competence (total).

29. The interactive effect of Academic Achievement and Father Concentration was found to be not significant in the prediction of Social Competence (total).

30. The significant regression coefficient of MV x AA confirms the moderating effect of Academic Achievement on the relationship between Mother Avoidance and Social Competence (total).

31. While predicting Social Competence (total), the regression coefficient of Mother Avoidance was found to be significant in all the low, average and high Academic Achievement groups.

32. The interactive effect of Academic Achievement and Father Avoidance was found to be not significant in the prediction of Social Competence (total).

33. The interactive effect of Academic Achievement and Emotional Maturity was found to be not significant in the prediction of Social Competence (total).

34. The significant regression coefficient of MA x AA confirms the moderating effect of Academic Achievement on the relationship between Mother Acceptance and Personal Adequacy.

35. While predicting Personal Adequacy, the regression coefficient of Mother Acceptance was found to be significant only in the low Academic Achievement group.

36. The interactive effect of Academic Achievement and Father Acceptance was found to be not significant in the prediction of Personal Adequacy.

37. The interactive effect of Academic Achievement and Mother Concentration was found to be not significant in the prediction of Personal Adequacy.

38. The interactive effect of Academic Achievement and Father Concentration was found to be not significant in the prediction of Personal Adequacy.
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39. The interactive effect of Academic Achievement and Mother Avoidance was found to be not significant in the prediction of Personal Adequacy.

40. The interactive effect of Academic Achievement and Father Avoidance was found to be not significant in the prediction of Personal Adequacy.

41. The interactive effect of Academic Achievement and Emotional Maturity was found to be not significant in the prediction of Personal Adequacy.

42. The significant regression coefficient of MA x AA confirms the moderating effect of Academic Achievement on the relationship between Mother Acceptance and Interpersonal Adequacy.

43. While predicting Interpersonal Adequacy, the regression coefficient of Mother Acceptance was found to be significant only in the low and high Academic Achievement group and not on the average achievement group.

44. The interactive effect of Academic Achievement and Father Acceptance was found to be not significant in the prediction of Interpersonal Adequacy.

45. The interactive effect of Academic Achievement and Mother Concentration was found to be not significant in the prediction of Interpersonal Adequacy.

46. The interactive effect of Academic Achievement and Father Concentration was found to be not significant in the prediction of Interpersonal Adequacy.

47. The significant regression coefficient of MV*AA confirms the moderating effect of Academic Achievement on the relationship between Mother Avoidance and Interpersonal Adequacy.

48. While predicting Interpersonal adequacy, the regression coefficient of Mother Avoidance was found to be significant in all the low, average and high Academic Achievement groups.

49. The interactive effect of Academic Achievement and Father Avoidance was found to be not significant in the prediction of Interpersonal Adequacy.
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50. The interactive effect of Academic Achievement and Emotional Maturity was found to be not significant in the prediction of Interpersonal Adequacy.

51. The significant regression coefficient of MA x AA confirms the moderating effect of Academic Achievement on the relationship between Mother Acceptance and Communication Skills.

52. While predicting Communication Skills, the regression coefficient of Mother Acceptance was found to be significant in the low and high Academic Achievement groups.

53. Interactive effect of Academic Achievement and Father Acceptance was found to be not significant in the prediction of Communication Skills.

54. The interactive effect of Academic Achievement and Mother Concentration was found to be not significant in the prediction of Communication Skills.

55. The interactive effect of Academic Achievement and Father Concentration was found to be not significant in the prediction of Communication Skills.

56. The significant regression coefficient of MV x AA confirms the moderating effect of Academic Achievement on the relationship between Mother Avoidance and Communication Skills.

57. While predicting Communication Skills, the regression coefficient of Mother Avoidance was found to be significant in all the low and high Academic Achievement groups.

58. The interactive effect of Academic Achievement and Father Avoidance was found to be not significant in the prediction of Communication Skills.

59. The interactive effect of Academic Achievement and Emotional Maturity was found to be not significant in the prediction of Communication Skills.

1 A high score on the Emotional Maturity measure indicates lower emotional maturity.
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6.12 MAJOR CONCLUSIONS

Relationship between Social Competence and Family Relationship

Social Competence and Family Relationship are significantly correlated as Social Competence was found to be positively correlated to Parental Acceptance(total,mother,father), negatively correlated to Parental Avoidance(total,mother,father) though no significant relationship was found with Parental Concentration(total,mother,father). Mother Avoidance was found to be a negative predictor of Personal Adequacy, Interpersonal Adequacy and Communication Skills. Mother Concentration was found to be a positive predictor of Interpersonal Adequacy.

Relationship between Social Competence and Emotional Maturity

Social Competence and Emotional Maturity were found to have positive and significant relationship. The same kind of relationship was found with all dimensions of Social Competence also. It was also found to be a positive predictor of Personal Adequacy, Interpersonal Adequacy and Communication Skills.

Relationship between Social Competence and Academic Achievement

Social Competence and Academic Achievement were found to be positively correlated. Academic Achievement was found to be positive predictor of Personal Adequacy, Interpersonal Adequacy and Communication Skills. The relationship between Mother Acceptance and Social Competence(total), Personal Adequacy, Interpersonal Adequacy and Communication Skills is different at different levels of Academic Achievement. Further it was also found that Mother Acceptance enhances Personal Adequacy of only low achievers but Interpersonal Adequacy, Communication Skills and Social Competence(total) of both the high and low achievers. Mother Avoidance reduces both Interpersonal Adequacy and Social Competence(total) of all the low, average and high achievers but Communication Skills of only low and high achievers. Least effect were revealed on the Social Competence of average achievers and it needs to be further researched.
6.12 EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

1. This study has highlighted the absence of any social competence training component and the glaring need for it in the curriculum of vocational stream students. Social skills and communication skills training programmes should be included in the course.

2. Mother’s role is found more crucial in determining the social competence of children as compared to father’s role. Better educational opportunities for women will definitely make them better mothers. There can be more interactive programmes for parents and teachers where teachers can guide the parents especially mothers about personality development, communication skills etc. so that the students get good support in development of social competence both at school and at home.

3. Emotional maturity is found to be directly in relation to social competence. Both teachers as well as parents can help students to train their emotions. Much research has taken place in the field of enhancing emotional intelligence. Such intervention programme if introduced in a directed way for identified group of students would help them to become emotionally mature.

4. Parental concentration was found to be not significant for Social Competence so more studies can be conducted to come at any conclusion.

5. There are a number of changes taking place in Teacher Education. At present there is no teacher training programme for vocational stream students. If a dedicated group of policy framers for teacher education are in the process of developing course structure and curriculum for vocational stream teachers, then teacher training in social competence and teaching of social competence must find a place in the same—it is recommended.

6.13 SUGGESTIONS FOR FURTHER STUDY

1. Results indication about negative relationship between parental avoidance and social competence and its dimensions enhances the scope of an experimental study on less socially competent individuals by supplementing acceptance
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from significant people in their lives e.g. teachers, peers, neighbours, friends etc..

2. Effectiveness of social skills and communication skills training with respect to academic achievement and social competence.

3. Descriptive studies can be conducted on social competence in relation to various types of intelligence, personality characteristics, school environment and several other variables by undertaking a variety of samples.

4. Social Competence tool can be developed and standardized for different types of samples as this is domain and context specific variable.