Chapter I

Introduction
CHAPTER – 1
INTRODUCTION

All human beings are social in this world. Success and satisfaction of one’s life depend upon one’s dealings with others. Hence school teachers and parents always have been concerned about children’s academic success and social adaptation both in and out of the classroom. But only recently, however, have researchers realized that a child’s emotional life has an impact on these important outcomes (Gardner, 1993). Students who enter the world of work early can succeed on the basis of their social competence. In India students opting for vocational stream of education rather than science, arts or commerce need more than academic inputs. A vocational stream students’ success in interpersonal relationships and occupational achievements depend heavily upon his skills in dealing with others in his field of work. Adolescents who enter vocational stream have to prepare for their vocation, embark upon and gamble on some amount of success depending on their enthusiasm and perseverance. As apart from academic stream students these students require more social adaptation and confidence to face the competitive world of work which they enter earlier than the academic stream students.

1.1 SOCIAL COMPETENCE

In the process of socialization, children have to accept many things he doesn’t like and to face a lot of new situations and incidents. Friends, peers and media have a great influence over the children. So, children must be provided with necessary space to deal with their peers and relatives to gain social competence. This must be provided with proper guidance. Social Competence is taking responsibility and showing respect, positive work habits, the ability to solve problems and adjust to routines, and the readiness to explore new things like books, toys and games. Children who never have a problem in getting along, working, or playing with other children are respectful to adults, self-confident, have no difficulty following class routines, and is capable of prosocial behavior. Social maturity is best evidenced in good peer relationships, the ability to form close friendship, and to interact meaningfully with adults.
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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 quite different intellectual abilities, so there are many different aspects to social competence.

Some psychologists view social competence as consequences or outcomes of a person’s interaction with other people. These consequences may be long or short term and may reflect the impact of social responding on other people or on the child him or herself. Short term aspects include how the other person is likely to behave, how the other person feels and how we feel, whenever we interact with someone. Long-term aspects include our popularity with others, the number of friends we have, how we feel about ourselves in generally, feeling of loneliness and unhappiness and the overall quality of our relationship with other people.

Some view social competence 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 behavior needed to succeed as a member of society. Despite this social competence is an elusive concept, because the skills and behavior required for healthy social development vary with the age of the child and with the demands of particular situations. A socially competent preschool child behaves differently from a socially competent adolescent; conversely, the same behaviors (e.g., aggression, shyness) have different implications for social adaptation depending upon the age of the child and the particulars of the social context. In broader term it is 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 behaviors 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 behavior is also a reflection of a child’s social skills. A Child’s view of herself/himself in relation to his/her family, peers and the wider world also affect his/her social competence.

A major determinant of social behavior and adjustment is the ‘way in which one reasons about other people and about social situations’ (Pelligrims, 1985). 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 behaviors’ (Guralnick & Grem, 1985). Insufficient social competences often result in children’s experiencing social difficulties, those children are labeled socially incompetent and their behavior is seen as maladjusted (Dodge et al. 1995).

According to Gresham (1986), social competence is an “Evaluative term based on judgments that a person has performed adequately”. While social skills are “Specific behaviors that an individual exhibits to perform competently on a task.” According to Greenspan (1981) social competence is “that portion of an individual’s perceived effectiveness in interpersonal situations and social roles which is attributable to qualities of temperament, character, and social awareness.”

1.2 EMOTIONAL MATURITY

Emotional maturity is reflected in emotional regulation and the ability to constrain excessive and distorted outbursts, as well as capability not to allow emotionality to overwhelm and inhibit effective cognitive functioning. (Schinder & Attili, 1989)

“Emotional maturity” is the combination of two words i.e. Emotion and Maturity. The word “Emotion” is derived fromLatin word “Emovere” which means ‘to stir up’ or ‘to excite’ so emotion is stirred up or disturbed state of mind. When our feelings become intense and excited they become emotions. It may impel us to say and do things, which we would not normally say and do when emotions are intense there are widespread changes which embrace every aspects of our body and its activity. Emotions are complete state of arousal associated with varying degrees of philological activation, a conscious awareness of feeling with specific cognitive level
and tendency to move the organism into action. If balanced development of emotions does not take place in child, his personality becomes deformed and suppressed. Emotions are the prime motive forces of thoughts conduct and their control is very important. It has been rightly said, “To keep one’s emotions under control and be able to conceal them is considered a mark of strong character.”

The word ‘Mature’ means ‘ripe’ or full development, the psychological meaning is more flexible. A child may be mature in the sense that he has reached the development which is typical for his age. But maturity is termed as to describe behavioral physical changes which occurs as a direct result of genetic action, but which emerge as the animal or human matures and grow older.

In psychological writing, the definition of maturity essentially involves emotional control that means emotionally mature person is able to keep lid on his feelings, so it is not merely restrictions and control but also the positive possibilities inherent in human nature. A person will be called emotionally mature if he is able to feel proper emotion in proper situation and express it in proper quality.

Emotional maturity is that characteristic of emotional behavior that is generally attained by an adult after the expiry of his adolescent period. After attaining emotional maturity, he is able to demonstrate a well-balanced emotional behavior in his day-to-day life. A person may be said to be emotionally matured if he has in his possession almost all type of emotions- positive or negative and is able to express them at the appropriate time in an appropriate degree.

From another point of view, emotional maturity is seen as acquisition of adaptive behavior that reduces minimizes escapes and avoids emotional disturbances. Emotional maturity is the growth of techniques for dealing with frustrations, threats and other causes of upsets.

One of the dimensions of personal experience is the emotional or affective dimension. Emotional process is not an isolated phenomenon but component of general experience, constantly influencing and influenced by other processes going on at the same time. Also emotion is a basic aspect of human functioning. Emotions are personal experiences that arise from a complex interplay among physiological, cognitive, and situational variables.
The concept 'mature' emotional behavior of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, which is able to break delay and to suffer without self-pity, might still be emotionally stunned and childish.

Emotional Maturity is always relative. A five year old child has emotional maturity if he is capable of the emotional behavior we judge fit for a five year old. Emotional Maturity however, develops throughout life. Emotional Maturity, then, is not a state in which all problems are solved but, instead, is a continual process of clarification and evaluation, an attempt to integrate feelings, thinking and behavior.

In the Present circumstances youth as well as children are facing difficulties in life. These difficulties are giving rise to many Psychosomatic problems such as an anxiety, tensions and frustrations and emotional upsets in a day to day life. So, the study of emotional maturity is now emerging as a descriptive science, comparable with anatomy. Jersild pointed out, emotions dominate our lives. They lend colors and variety to our lives which otherwise would be done.

They are the basic stuff out of which all motivation arises. Emotions not only impel us to action but often so as goal of action also; seeking pleasant ends and avoiding unpleasant ends seem to arise from emotions. It is said “man is a speck of reason floating on a sea of emotion”. Success in life’s endeavors does not depend on one’s intelligence alone. One’s emotional maturity also plays a significant part in determining whether one’s venturous are successful or not. This is true in all academic activities, as success in such activities involves a certain amount of emotional balance. Emotionally mature individuals generally evaluate, handle, control and use emotions quickly. This is done more or less automatically.

Those less mature often are inefficient, slow to analyze and often don’t use their emotions constructively. This results in depleted self motivation. Motivated achieving individuals have a close match between their intellectuals’ age and their emotional maturity. Unmotivated individuals have a lag in their emotional maturity. Emotional development has substantially lagged intellectual development and usually
is even behind chronological development. The resultant emotional immaturity contributes to underachievement.

Emotional Maturity is caring, empathy and the willingness to help others, as well as the absence of aggression, anxiety, fear, hyperactivity and inattention. A child who has almost never shown aggression, anxiety, or impulsive behavior, has good ability to concentrate, and is often helping towards other children. A child who is usually unable to show helping behavior towards other children, has some problems with managing aggressive behavior, is prone to disobedience, and/or is restless, easily distractible, inattentive, impulsive; may sometimes take things belonging to others; may be unhappy, fearful, or cry a lot; and is sometimes upset when left by the care-giver.

Emotional maturity is training of emotions that involve control and right direction of feelings, tempers and impulses. It means control over anger, jealousy, hatred, fear, grief, resentment, selfishness, pride- all of the emotions not just one. Emotional immaturity is letting human nature run its own way without any control from right thinking and reasoning mind. An emotionally immature person is usually moody, he is so emotionally wrapped up in his dilemma that he does not know his moral obligation in any situation.

Emotional maturity is development from the state of ‘self centeredness’ to the state of ‘outgoing concern for other’. Great tragedy of this society is that nearly all people mature physically but only half of them mature mentally but very few ever grow up emotionally. Today, we even wonder about knowing that emotional immaturity is the norm, rather than the exception.

Psychologists & social scientists speak of emotional maturity as ‘presence of emotional intelligence’. Goleman makes the case for emotional intelligence being the strongest indicator of human success as it helps to view situations objectively and effectively, apply the power of emotions appropriately, channeled as a source of energy creativity and influence. So it can also be called ‘heart intelligence’ as it balances and integrates the head and heart.
Neuroscientists gave new information that the brain has two key structures—limbic system, which is the emotional center of the brain and the neocortex, which is the thinking part. Limbic system assess information from the world outside and transmits to neocortex where we work out which is an appropriate response to that particular emotion. So emotional maturity needs the proper co-ordination of both these systems.

Adolescents show many transient reactions that reflect their emancipator strivings and the vacillations of their impulses and hence emotional immaturity. Emphasizing the value of emotional maturity for adolescents, Goleman has rightly remarked that “the skill of emotional maturity can be learned....... Adolescence is the crucial learning period, because that is when the skills of emotional literacy are being laid down....... and those having good emotional maturity can cope better with adversity”.

Evidences also suggest that adolescents having high self-esteem have superior social skills and interpersonal success, they claim to be more popular and socially intelligent in their peers.

1.3 ACADEMIC ACHIEVEMENT

Achievement is a status or level of person’s learning and his ability to apply what he has learnt. It is reflected in test scores, marks or grades attained in different examinations. This determines the status of pupils with respect to other pupil in the subject in which they have received instructions in the school. It also means the end gained or level of success attained by an individual or group on the completion of a task whether it be academic, manual, personal or social. Academic or scholastic achievement means the attained level at which the student is functioning in school task such as Hindi, Social Studies, and Science as measured by school marks or grades earned.

Academic achievement is, in general referred to as the degree or level of success or proficiency attained in some specific area, concerning scholastic or academic work. Academic or educational age, accomplishment quotient and
achievement quotient are the more commonly used means to interpret the level of academic achievement of pupils in general or in a specific given subject matter. It also refers to the knowledge attained and skills developed during their academic career in the subjects, which are assessed by the school authority with the help of achievement test, which may be either standardized or teacher made. Academic achievement means, the achievement of pupils in academic subject such as reading, writing, history etc.

The prediction of academic achievement has assumed enormous importance in its practical view. It forms the main basis of admission and promotion in a class. It is also important for attaining a degree and getting job. As a young person improves his achievement, he develops his powers and his confidence increases. The way pupil apply themselves is an important factor in scholastic achievement. Academic achievement is the competence, the students show in the school subjects in which they have received instructions.

1.4 FAMILY RELATIONSHIP

Family plays an important role in the educational and vocational progress of the children. Family is a basic, primary social group, composed of a man and a woman, their progeny, and possibly other members of the household; the structure varies from monogamy to various types of polygamy; the functional organization varies from patriarchy, through equalitarianism, to matriarchy; personal inclusion varies from immediate biological relatives to the clan. It is a group of related biological beings classified above a genus and below an order (biological). It is a group of two or more persons related by blood, marriage or adoption and residing together.

Parent-child relationship

Children from good atmosphere are of good behaviors and they can better handle any situation successfully. The atmosphere for a child involves the family, peer, teachers and school. Proper socialization is must for a child’s proper
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development. The primary socializing agents are the parents and teachers with whom the child’s character formation takes place. In the present scenario, the importance is given more on the academic achievement, ignoring the social and emotional development. Hence, the children become the ultimate victim of the misjudgment. To handle the children carefully and to nourish them in social and emotional competence, the Parent and Teachers Association has to be used as a common platform to nourish the children for a better citizen of tomorrow.

Family is the primary context for social development; there are a number of ways in which family interaction patterns may help or hinder the development of children’s social competence. Parents play an important role in determining cognitive, emotional, and social and personality development of individual in every field. Many cases of mal-adjustment in children as well as in adults can be traced to unfavorable early parent-child relationship. Children whose parents believe that they should sacrifice their personal interests for the welfare of their child produce a child centered environment in their home. By contrast, parents who believe that children should be seen but not heard produce an adult centered home, where the adults are the most important members and children are expected to play subservient roles. In adult-centered home the development of child gets hindered and many mal-adjustments occur.

Some researchers have speculated that the origins of social competence can be found in infancy, in the quality of the parent-child attachment relationship. Studies have shown that babies whose parents are consistent and sensitive in their responses to distress are less irritable, less anxious, and better emotionally regulated. By contrast, parents who are inconsistent and insensitive to their infants' signals are more likely to have anxious, irritable babies who are difficult to soothe. These children may learn both to model their parents’ insensitivity and to rely on intrusive, demanding behavior of their own in order to get attention.

As children get older, family interaction styles and the ways in which parents discipline may play a primary role in the development of noncompliant or aggressive behaviors in children. In families where parents are extremely demanding and use
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inconsistent, harsh, and punitive discipline strategies, family interaction patterns are frequently characterized by escalation and conflict, and children often exhibit behavior problems. When children generalize the aggressive and oppositional behavior that they have learned at home to their interactions with peers, other children often reject them. Indeed, research has revealed that aggressive behavior is the common link between harsh, inconsistent discipline and rejection by peers.

By contrast, parents of popular children are typically more positive and less demanding with their children than parents of unpopular children. In addition, parents of popular children "set a good example" by modeling appropriate social interactions, and assist their children by arranging opportunities for peer interaction, carefully supervising these experiences, and providing helpful feedback about conflict resolution and making friends. (Janet. A Welsh)

Family Structured variables as influences

These incorporate socioeconomic status, marital status, family size, birth order, parental characteristics, parental styles, parental behavior and dimensions of parental behavior. A long tradition of research indicates that parents with distinctive socioeconomic statuses (SES) often experience different conditions of life, develop disparate conceptions of social reality, and vary in the value systems they transmit to children (Gecas, 1979; Kohn, 1977; Peterson & Rollins, 1987). Parents who occupy white-collar positions, for example, learn the importance of working effectively with others and the need to exercise initiative and self-direction to meet the job expectations they face on a daily basis (Kohn, 1977; Kohn & Schooler, 1983). Many parents with prestigious employment and higher educational attainment use child-rearing approaches that emphasize self-direction (i.e., autonomy) and interpersonal skills as being components of social competence. Parents from such background often use reasoning and negotiations to encourage such qualities (Gecas, 1979; Kohn, 1983; Peterson & Rollins, 1987). In contrast, parents who occupy blue-collar occupations often conduct their activities under conditions of close supervision and demands for conformity. One consequence of such experiences is the tendency for these parents to demonstrate greater responsiveness to authority and to use child-rearing practices that encourage such dimensions of social competence as obedience and conformity.
Consequently the parenting repertoires of blue-collar adults tend to be more coercive, punitive and authoritarian than those of the blue-collar counterparts (Peterson & Rollins, 1987).

Another aspect of family structured variables is the marital status of parents and its impact on parent-child relationships and various dimensions of youthful social competencies. Adolescents from single-parent families are more likely to develop psychological and interpersonal problems (Blechman et al., 1982). Studies have tended to indicate that divorce trauma may contribute to coercive cycles within the parent-youth relationship and that parents use increased punitive ness, greater inconsistency, decreased support, and less reasoning with the young. Consequently researchers have linked these declines in the quality of parenting to such aspects of adolescents’ social competence as problems with interpersonal associations, heterosexual relationships, the independence process, self esteem, and achievement as well as greater noncompliance and increases in aggressiveness, emotional turmoil, anxiety, and psychopathology (Hetherington et al., 1972). In contrast, others have reported that support systems exist outside the family (e.g., peers and adults other than parents) that make adolescents more capable than younger children of coping with parental divorce and may even predispose them to make gains in maturity (Brooks et al., 1984).

Other family structural variables such as family size, birth order, and spacing of siblings also have consequences for various dimensions of adolescent social competence, including self-esteem, achievement, autonomy, and conformity to parents. For example, as family size increases through the addition of children and adolescents, parents often face more diverse demands from the increasing complexity of family relationships. Specifically, parents of large families become less capable of attending to individual needs, develop more direct means of control, and experience higher levels of frustration than those of smaller families. Consequently parents who have several offspring are reported to use more authoritarian techniques as efficient means to deal with these pressures, encourage conformity, and diminish autonomy in the young. Researches on birth order often stems from the belief that youth in different ordinal positions in families may experience distinctive interactions with parents and individuality by developing roles, personalities, and behaviors that stand in contrast to parents and other siblings within families. Several birth order studies...
comparing first- and last-borns have found that firstborns receive more parental attention, intrusive involvement, affectionate behavior, achievement pressure, and strict training. Last-borns, on the other hand, are exposed to more relaxed forms of discipline, less achievement pressures, and fewer maturity demands than those in other ordinal positions within families.

The review of researches and studies related to the above variables has been presented in Chapter-II and the conceptual framework of the social competence has been presented in Chapter-III.

1.5 DEFINITIONS

Social Competence

Greenspan (1981) defines social competence as “that portion of an individual’s perceived effectiveness in interpersonal situations and social roles which is attributable to qualities of temperament, character and social awareness”.

Gresham (1986) defines social competence as an “evaluated term based on judgments that a person has performed adequately.”

Knight and Hughes (1995) define social competence as “the ability to initiate and maintain satisfying relationships especially with peers.”

Sonntag & Schaper (1992) define social competence as acting communicatively and co-operatively in a self organized manner... towards successfully realizing or developing objectives and plans in structure of social interaction.

Benard (1995) defines that social competence consists of relationship skills. It involves responsiveness, especially the ability to elicit positive responses from others; flexibility, including the ability to move back and forth between primary culture and dominant culture (cross-cultural competence); and empathy, caring, communication skills, and a sense of humor.”

Drielsma (2000) defines social competence as “the personal capacity for trust, tolerance, value of life and pro-activity.”
Ford & Waters (2003) refer social competence as the “attainment of relevant social goals in specified social contexts, using appropriate means and resulting in positive developmental outcome.

These definitions indicate that social competence involves one’s quality of temperament, character, social awareness, interpersonal relationship, and communication skills, cross cultural competence, social interactions and attainment of relevant social goals in social contexts for positive developmental outcome.

Emotional Maturity

Hollingworth (1928) said that emotionally mature person is capable of gradation or degrees of emotional responsive. He does not respond in all-or-no fashion. If his hat blows up he does not blow up with it. He is capable of delaying his response to exciting situations, to which he is exposed.

Smitson (1974) defines emotional maturity as a process in which personality is continuously striving for greater for greater sense of emotional health, both intra-physically and intra-personally.

Dictionary of Psychology defines emotional maturity as a state or condition of having reached to an adult level of emotional development and therefore no longer displaying emotional patterns are appropriate to children.

Penguin Dictionary of Psychology defines emotional maturity as the state in which one’s emotional reactivity is considered appropriate and normal for an adult in a given society. The clear connotation is most cultural is one of elf control and the ability to suppress extreme emotional reactions.

Encyclopedia of education (1992) defines emotional maturity as an adult level of emotional control and expression or opposed to children emotional behavior.

Landia (1998) defines emotional maturity as a balance between the brain and the emotions, between the inner word and outer world of the individual.

Mukherjee (2000) defines emotional maturity as related to mental health, high standards of achievements and adjustment in the field of education.

Mangal (2002) defines that the healthy emotional development culminates into emotional maturity. It is inborn characteristics but develop slowly with experience. A person is said to b emotionally mature if he has in his possession almost
all type of emotions positive or negative and able to express them at the appropriate
time to an appropriate degree.

Tanish (2003) is of view that the emotional maturity constitutes evaluating
emotions of oneself and others, identify and express feelings, balancing state of heart
and mind, adaptability and flexibility, appreciating others point of view, developing
others delaying gratification of immediate psychological satisfaction.

Marshall (2004) defines that emotional maturity brings with it a capacity for
interdependence, the willingness to take action as free agent, along with the capacity
to affiliate, to freely initial and sustain loving relationship.

Bussel (2004) defines that emotional maturity refers to those behavioral
problems that make for a good adjustment for life.

Kumar (2006) defines that emotional maturity indicates one’s ability and
capacity to effectively evaluate emotions of oneself and others, balancing state of
heart and balancing mind, adaptability and flexibility etc.

Arthur (2007) defines that mature emotional behavior at any level of growth
is that which most fully reflects the fruit of healthy development growing person’s
make-up.

We can comprehensively define emotional maturity as given by human
resource and social development

Human Resource and Social Development (2009) “Emotional maturity is
the ability to recognize and express both positive and negative emotions that are
healthy, respectful and appropriate to the situation. It is also empathy and the
willingness to help and comfort others.”

Academic Achievement

Trow (1956) defined academic achievement as “the attained ability or degree
of competence in school tasks, usually measured by standardized test and expressed in
grades are units based on norms derived from a wide sampling of pupil’s
performance.”

Good (1959) defined to academic achievement as the knowledge attained of
skill developed in the school subjects usually designated by test scores or marks
assigned by the teachers.
Oxford advanced learner’s Dictionary (2000) defines that achievement is a thing that somebody has done successfully; especially using his/her own effort and skill.

Megargee (2002) defines that achievement tests how well students have mastered the subject matter in course of instructions.

We can comprehensively define academic achievement as given by

Encyclopedia Dictionary of Education (1997) Achievement is successful accomplishment or performance in a particular subject’s area or course, usually by reasons of skills, hard work and interest, typically summarized in various types of grades, marks, scores or descriptive commentary.

Operational Definitions

Social competence: Social Competence implies social cognitive competencies that encompass personal adequacy, interpersonal adequacy and communication skills.

Emotional Maturity: Emotional maturity is training of emotions that involve control and right direction of feelings, tempers and impulses. It means control over anger, jealousy, hatred, fear, grief, resentment, and selfishness, pride- the entire emotions not just one.

Academic Achievement: Academic achievement of pupils in academic subjects. The aggregate score of +1 exams, in case of this study.

Family Relationship: In this study family relationship implies relationship of parents with their children as perceived by the subjects under study.

1.6 RATIONALE OF THE STUDY

Over the last two decades, school populations have become increasingly diverse. Children sharing the same classroom come from a broad range of cultures, languages, and socio-economic backgrounds. Schools face the challenge of creating environments that are sensitive to a myriad of individual backgrounds and support all students’ social and academic success. These can no longer afford to focus exclusively on delivering academic curricular; they are also responsible for establishing and maintaining socio-culture microcosms that teach children to negotiate the diverse values and social norms of a pluralistic society.
Social competence develops within the context of a transactional process between the developing person and the surrounding social context (Lerner, 1987). Competent adolescents, therefore, are neither passive recipients nor passive reactors to stimuli but are both active and reactive agents to their developmental and environmental circumstances.

Social skills are crucial for mutually productive interactions and durable interpersonal relationships. Children benefit not only socially, but also academically, when appropriate behaviors increase their access to instructional time. The importance of teaching individual social skill within the context of establishing a school-wide culture of social competence cannot be underestimated, especially for vocational stream students who have to enter the world of work at the earliest.

In the present era, the focus of students to get education is ‘to get employed’. Vocational stream students are the earliest ones to enter in the world of work. Besides good educational qualification, they need social competence to enter and progress there.

According to Anderungen der Inhalte (2006) “Success is not possible without social competence, social competence is not possible without a realistic self-assessment and a healthy portion of self-confidence”.

From perusal of previous researches, the investigator could not trace any attempt to unravel relationship of social competence of vocational stream students of Indian schools with emotional maturity, relationship with parents and academic achievement. To the best of the researchers knowledge no such study has been undertaken in north Indian students. Thus, the investigator felt motivated to study social competence of vocational stream students in relation to emotional maturity, academic achievement, family relationship and gender by taking a sample from plus two vocational stream students of government schools.

1.7 STATEMENT OF THE PROBLEM

SOCIAL COMPETENCE OF VOCATIONAL STREAM STUDENTS IN RELATION TO THEIR FAMILY RELATIONSHIP EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT
1.8 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).
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.
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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.
1.9 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.

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.

4.1 There will be a positive relationship between academic achievement and social competence 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 Social Competence among vocational stream students.

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
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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.

1.10 DELIMITATIONS OF THE STUDY

The present study will be delimited to:

- Only Govt. Senior Secondary Schools of Chandigarh offering vocational stream of education
- Sample of 500 Vocational Stream Students of plus two class.
- Social Competence will be studied in relation to only three variable i.e. emotional maturity, academic achievement and relationship of students with their parents.
- Assessment of Family relationship is delimited to students’ perceived relation of parents with them.