Chapter II

Review of Related Studies
CHAPTER – II
REVIEW OF RELATED STUDIES

Review of related research provides evidence of adequate familiarity with the work done previously in the same area and what is still unknown and untested. The step helps the investigator to sharpen and define understanding of existing body of knowledge in the problem area. For the present study, review of related literature has been given as under:

2.1 Studies on Social Competence
2.2 Social Competence and Family Relationship
2.3 Social Competence and Emotional Maturity
2.4 Social Competence and Academic Achievement
2.5 Social Competence, Family Relationship and Academic Achievement
2.6 Social Competence, Emotional Maturity and Academic Achievement

2.1 STUDIES ON SOCIAL COMPETENCE

Peter S. Dobrowolski Social competency is determined by the degree to which individuals find acceptance from their peers during social interaction.

McFall (1982) argued that social skills are behaviors exhibited in specific situations that result in judgments of an individual's social competence. Spafford and Grosser observe that "the perception or misperception of events in our world is ‘our’ reality." They suggest that self-concept is also intimately linked to social competency. When self-esteem is low, the individual is less inclined to utilize problem solving strategies.

Berg (1986) outlines major premises of contextual perspectives to adult intellectual development and describes what theorists hypothesize to be changes in environmental demands that occur during adulthood and presents research suggesting that people's conceptions of intelligence at all points during development include social competence as a form of intellectual competence and also discusses educational implications of incorporating social skills into theories of adult intelligence.
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Researches have pointed out that social competence is in fact a more accurate indicator of achievement than measures of intelligence.

Dalley, Bolocofsky and Karlin (1993) investigated a comparison of teacher-ratings and self-ratings of adolescents’ social competency. One hundred five high school students completed the Reynolds Adolescent Depression Scale (RADS; Reynolds, 1987) and were divided according to their scores into three groups: the lowest quartile [low-depressive symptoms (LDS) group (n=27)], the highest quartile [high-depressive symptoms (HDS) group (n=28)], and the remainder. Students also rated themselves and were rated by their teachers on a social competency scale. A 2 (High- and Low-Depressive Groups) × 2 (Teacher-Ratings and Self-Ratings) ANOVA was conducted using social competency rating scores as the dependent variable. The two main effects were significant (p<.01). Adolescents with low-depressive symptoms rated themselves and were rated by their teachers as more socially competent than adolescents with high-depressive symptoms; additionally, self-ratings of social competency were higher than teacher-ratings.

Gresham (2000) investigated that social competence deficits are characteristic of students with emotional and behavioral disorders (EBD). These include the inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

Nichols, (2002) explores the application of Cavell's (1990) tri-component model of social competence to urban minority adolescents. Three hypotheses are tested: (a) skills will be associated with adjustment and performance but the relative importance will differ by outcome; (b) dominant response types used in social situations will differ by subgroups; (c) group differences by dominant response type will exist for performance and adjustment. The study uses a multi-method approach with 476 minority 6th graders attending public and parochial schools in New York City as part of a larger prevention trial. Adjustment is measured with pro-social outcomes (academic achievement and self-esteem) and engagement in problem behaviors (delinquency, aggression, fighting). Performance is measured with four peer situations: two role-play tasks (Social Confrontation and Peer Negotiation) and two hypothetical vignettes (Peer Rejection and Peer Insult). Social skills are assessed with both self-report and observational methods and include cognitive skills (decision-making and self-reinforcement), emotion regulation skills (anger...
management and self-regulation) and social interaction skills (assertiveness, passivity, and aggression). Results show competence among adolescents to vary by several factors including the component of competence measured, the context of the interaction and the methodology utilized. In addition, social skills were associated with both adjustment and performance, although most measures of performance were associated with interaction skills only. Differences did not exist in dominant response types by subgroups but partial support was found for the importance of dominant response type for both adjustment and performance. This study illustrates the importance of assessing multiple components of competence as well as using multiple methods of assessment. It also speaks to the need to distinguish between assertive, aggressive, and passive enactment responses in both assessment and treatment. Overall the study introduces several new measures of competence within context that may prove helpful to the field of adolescent development.

Wentzel & Caldwell (2002) investigated two samples of sixth-grade students were followed over time to examine relations of number of reciprocated friendships, peer acceptance, and group membership to academic achievement. In both samples, group membership was the most consistent predictor of grades over time. In Study 2, prosocial behavior, antisocial behavior, and emotional distress were examined as processes that might explain these significant links between peer relationships and academic achievement. Results of longitudinal analyses support a conclusion that aspects of peer relationships are related to classroom achievement indirectly, by way of significant relations with prosocial behavior. Future research might benefit from more in-depth analyses of the functions of adolescent peer relationships and the processes by which they influence orientations toward social and academic competence at school.

Bierman and Furman (2002) examined the effects of social skills training and peer involvement on the peer acceptance of disliked preadolescents. 56 fifth- and sixth-grade children were identified as unaccepted by their peers and deficient in conversational skills. These children were then randomly assigned to 1 of 4 treatment conditions: (1) conversational skills training (individual coaching), (2) peer involvement under super ordinate goals (group experience), (3) conversational skills training combined with peer involvement (group experience with coaching), and (4) a no-treatment control. Differential treatment effects were observed at both a post
treatment and follow-up assessment. As predicted, conversational skills training promoted skill acquisition and increased skillful social interaction. Peer involvement increased peer acceptance and children’s self-perceptions of their social efficacy. The results were interpreted in terms of a developmentally based multidimensional model of social competence.

Carlo, et.al. examined the psychometric properties of a multidimensional measure of pro social behaviors to use with early adolescents and middle adolescents. One hundred thirty-eight students (X age = 15.8 years; 80 girls; 70% White, non-Hispanic) from a public middle school and high school completed measures of pro social moral reasoning, sympathy, perspective taking, aggression, ascription of responsibility, social desirability, verbal skills, and a revised pro social tendencies measure (PTM-R). The questionnaires were completed in two sessions each separated by a 2-week time span (to assess test-retest reliability of the PTM-R). Moreover, teacher ratings of adolescents’ generosity and helpfulness toward others were obtained. Analyses were conducted separately for early adolescents and middle adolescents and results showed adequate reliability and evidence of validity for PTM-R. Discussion focused on individual differences in pro social behaviors among early adolescents and middle adolescents and the need to differentiate among differing types of pro social behaviors.

Kennedy (2006) researched into resilience in children and identified three categories related to resilience factors – individual characteristics and healthy beliefs and attitudes. Resilience has been identified as an important social and emotional competence that can act to protect children from risks associated into challenges such as poverty and family background.

### 2.2 SOCIAL COMPETENCE AND FAMILY RELATIONSHIP

Polkki, et.al. (1997) analyzed the impact of education, occupation, unemployment and the financial problems of the parents on children’s social skill and psychosocial problems. The sample consisted of 492, 10-year old children living in the city of Kuopio. The results suggest that the gender of the child (girl), father’s higher education and being employed and child’s good relations with family members were influential factors in explaining the social skills of the children as estimated by their teachers. Poor social skills explained by gender (boys) fathers’ current
employment and the child negative relationships with family members. The financial problems were associated with girls’ psychosocial problems.

Masten, & Coatsworth,(1998) investigated the development of competence in favorable and unfavorable environment and found that the development of competence holds great interest for parents and society alike. They considered implications from research on competence and resilience in children and adolescents for policy and interventions designed to foster better outcomes among children at risk. Foundations of competence in early development are discussed, focusing on the role of attachment relationships and self-regulation. Results from studies of competence in the domains of peer relations, conduct, school, work, and activities are highlighted. Lessons are drawn from studies of naturally occurring resilience among children at risk because of disadvantage or trauma and also from efforts to deliberately alter the course of competence through early childhood education and preventive interventions. Converging evidence suggests that the same powerful adaptive systems protect development in both favorable and unfavorable environments.


Gutermuth et.al(2005) studied the relationship between parenting stress, parenting behaviour and preschoolers’ social competence and behavior problems in the classroom and found that young children develop social and emotional competence through interactions with others in the two major contexts in which they spend time: home and preschool. This study examined whether parenting stress in the home context is related to the children's behaviour while in preschool. This study examined the direct relationship between parenting stress and children's behaviour in two types of preschool programmes: private day care centers and Head Start. Parenting stress was significantly related to teacher ratings of social competence, internalizing behaviours, and externalizing behaviours, and the effects of parenting behaviour do not appear to mediate this relationship. Parenting stress was most strongly related to children's social competence. Parents’ reports of expectations for their child’s behaviour appear to weakly moderate the relationship between
externalizing behaviour and parenting stress. This study suggests that examination of a parent's level of stress, in addition to parenting practices, may be important in research and interventions with preschool children's behaviour and social competence.

Kirova (2005) investigated that among the main socialization factors in the primary school age are parents and peers. Finding the healthy balance between the interactions with them is a criterion for happy life of the child and for success of the running process of socialization. The aim of their study was to search for opportunities for promoting social competence of parents and pupils. The following conclusion were drawn: when children and parents learn together social skills, this increases the quality of their understanding, respect each other and communication. This provides child’s popularity in the group of peers, its successful interaction and opportunity to form his identity adequately to the world of now-a-days.

Drózdz, Pokorski (2007) evaluated the relationships among perceived parental attitudes and domains of social competence in late adolescents. Forty boys and 40 girls, all aged 18, representing a population sample of high school second graders were examined. Self-report data were collected using questionnaires of parent-child relations and of social competence. Analyses detected a significant association between the maternal loving or protective attitude and competence in interpersonal relations in the combined sample of adolescents. However, gender was a moderator of this general relationship. Maternal control fostered their sons' interpersonal relations, and no such relationship was observed toward daughters. Adolescents' behavior was somehow less influenced by fatherly control. The findings are in line with the concept of familism as a dominant form of family organization, but implicate constraints in parental sentiments whose overly expression may backfire and do more harm than good in other domains of social competence of adolescents, such as assertiveness and performance during social exposure.

### 2.3 SOCIAL COMPETENCE AND EMOTIONAL MATURITY

Hubbard and Coie (1984) explored the role of emotional functioning in the social competence of children with a particular focus on children’s peer-relations. They found that although there are reasonable evidences that accuracy in reading the emotions of others is related to children’s social stability there is no research on the
relationship between social competence and the ability to monitor one’s own emotions.

Hartup and Meece (1998) and Kinsey (2000) suggest that children’s long-term social and emotional adaptation, academic and cognitive development, and citizenship are enhanced by frequent opportunities to strengthen social competence during childhood. Ford et al. (1989) studied processes associated with integrative social competence. A total of 218 high school students were asked to report their predicted behavioral choices and anticipated emotional responses to nine situations involving a conflict between a socially responsible and a socially irresponsible course of action. Results showed that the males in the sample made fewer responsible choices than did the female participants, although the mean number of situations in which such choices was made dropped markedly for both sexes when the respondents were assured that nothing bad would happen if they behaved irresponsibly. As hypothesized, socially responsible choices were closely associated with the anticipated emotions of guilt, pride, empathy, and fear, and not with anticipating strong self-interest emotions or worry about peer approval. These results suggest that integrative social competence, as exemplified by the culturally valued outcome of social responsibility, may be largely a function of motivational and contextual processes that are rather far removed from the literature’s traditional emphasis on social understanding and social inferencing capabilities.

Kevin (2002) investigated whether a particular work-based learning component of community service learning, when compared to paid work experience, was significantly different across group and time in relation to the overall work performance, social competence, and academic achievement, as well as the various subscales of each dependent variable, for high school students with emotional disturbance (N = 57). Primary results found a significant interaction effect for group and time, favoring community service learning, on several dimensions of work performance and social competence. Adolescents with emotional disturbance (ED) have difficulties in school related to inappropriate behaviors and poor interpersonal relationships. Adolescents with ED also have considerable difficulties maintaining effective interpersonal relationships after their high school years, especially in the workplace.
Wagner & Cameto (2004) investigated that adolescents with ED have the most difficulty obtaining and maintaining post-secondary employment when compared to other disability groups. Many ED adolescents lack actual job experience while in high school and as a result experience high rates of unemployment or low-paying and unsatisfying jobs. Research has shown that these adolescents’ interpersonal skills are poor, anti-social, and problematic on the job (Jolivette, Stichter, Nelson, Scott, & Liaupsin, 2000); and that many are terminated from employment because of their poor job-related social skills (Bullis & Cheney, 1999).

2.4 SOCIAL COMPETENCE AND ACADEMIC ACHIEVEMENT

Greenspan et. al. (1980) examined the relationship among 4 measures of school-aged children's social competence (behavioral, sociometric, teacher completed, and child self-report) and their relationship to an academic measure. 116 third-grade children served as subjects. A correlational matrix and a factor analysis were performed on the data. The results indicated that children with high academic achievement scores were liked by and interacted positively with peers. Negative peer interaction was not related to popularity, while positive peer interaction was negatively correlated with peer dislike. Teacher ratings suggested that teachers can identify children who are liked and disliked by their peers. The child self-report measure produced few correlations with other measures. The factor analysis resulted in the identification of 5 factors: social status, teacher-perceived deviance, sociability, academic, and peer aggressive. Implications of the findings are discussed.

Wenzl (1991) studied relationship between academic performance and 3 aspects of social competence-socially responsible behavior, sociometric status, and self-regulatory processes (goal setting, interpersonal trust, and problem-solving styles). The study was based on a sample of 423 12- and 13-year-old students, correlational findings indicate that each aspect of social competence is related significantly to students’ grades.

Gresham (1995) found some children lack necessary skills to build, maintain or terminate interpersonal relationships. Deficiencies in social skill have been related to poor academic performance, social maladjustment, peer rejection and psychopathology. The literature suggests children with the behavioral and learning disabilities experience substantial difficulties in social competence.
Chen, et al. (1997) suggested that academic success and social competence are interdependent; therefore academic achievement may be facilitated by social development and vice-versa.

Gresham (1998) studied that socially appropriate behavior in the classroom are likely to decrease the amount of time spent on disciplinary actions and increases students access to academic content. Situation specific instruction should incorporate a model or description of the appropriate skill provide students the opportunity to observe and practice the skill, assess the student’s ability to perform the skill, provide reinforcement contingent on performing the tots skill, and avoid reinforcing inappropriate behavior.

Diehl, et al. (1998) found that in 7-8 years old, school performance was positively correlated with peer acceptance and whether or not they had friends.

Caprara, et al. (2000) studied pro social foundations of children’s academic achievement. The present longitudinal research demonstrates robust contributions of early prosocial behavior to children's developmental trajectories in academic and social domains. Both prosocial and aggressive behaviors in early childhood were tested as predictors of academic achievement and peer relations in adolescence 5 years later. Prosocialness included cooperating, helping, sharing, and consoling, and the measure of antisocial aspects included proneness to verbal and physical aggression. Prosocialness had a strong positive impact on later academic achievement and social preferences, but early aggression had no significant effect on either outcome. The conceptual model accounted for 35% of variance in later academic achievement, and 37% of variance in social preferences. Additional analysis revealed that early academic achievement did not contribute to later academic achievement after controlling for effects of early prosocialness. Possible mediating processes by which prosocialness may affect academic achievement and other socially desirable developmental outcomes are proposed.

Bloom et al. explored the differences in the rated social skills of elementary aged students at risk for emotional/behavioural disorders (E/BD) based on severity of academic difficulties. Teachers nominated students at risk for E/BD who were classified into four groups of academic difficulty based on the Wide Range Achievement Test 3. Students, parents, and teachers completed the Social Skills
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Rating System. Teachers’ ratings indicated that academic strengths did not significantly affect perceptions of students’ social competence; all children were rated with notable social skills deficits. Consistent with previous positive research, self ratings were uniformly positive across groups. Parents’ ratings indicated highest social competence for children with most severe academic deficits.

Welsh, et al. (2001) documented and hypothesized as to why social competence and academic achievement are co-related. The hypothesized that a bi-directional relationship between social competence and academic achievement would be found of a group of school age children. Social acceptance, pro-social and aggressive behavior was assessed by teachers and peers, along with measures of academic achievement. Academic achievement was found to have significant influence over social competence.

Sugai and et.al. (2001) found, once students acquire the skills necessary for successful classroom interaction, they will be more likely to generalize their acquired skills to other setting and contribute to the school wide culture of social competence.

Becker and Luther (2002) described how the link between academic performance and social functioning relates to disadvantaged students. They acknowledge there is significant achievement gap between these students and others. They concluded that academic and school attachment, teacher support, peer values and mental health were critical to academic performance.

Malecki and Elliod (2002) found strong support for a predictive relationship between social skills and academic achievement. They acknowledged the fact that educators and parents are concerned with the social functions of students, but are still hesitant to take time out of the school day to teach social behavior.

Wentzel (2002) investigated the influences of the social environment and affective factors on academic achievement were identified as early as the 1970s. This line of research continued in the following decades, but the relationship between social competence and academic achievement remained a neglected issue. The aim of the empirical research presented in this paper was to define those components of social competence that influence learning motivation and academic achievement. The following components of social competence were selected for analysis: dynamism, dominance, cooperativeness, politeness, scrupulousness, perseverance, emotional
control, impulse control, openness, external-internal control attitude and attachments. Four questionnaires were administered to a sample of 6th and 10th grade students (altogether 438 subjects). The results show that the assessed social factors are not affected considerably by age. The correlation analyses reveal the importance of intrinsic motivation within learning motivation, manifested in its strong relationship to the variables representing the social factors of personality except for emotional stability. The results of the regression analysis indicate that friendliness and openness have the largest impact on each other among social factors extroversion. The results show that conscientiousness, openness and academic self-concept explains most of the variance in intrinsic motivation. Intrinsic motivation seems to exert considerable effect on these three variables.

Brigman et.al.(2007) evaluated the impact of the school counselor-led Student Success Skills program on the academic and social competence of students. A randomized comparison group design was used to measure treatment outcomes for students in grades 5, 6, 8, and 9 from six schools using state-mandated achievement tests in math and reading and a measure of social competence. Achievement outcomes were measured for comparison group students in schools matched for key demographics. An analysis of covariance was used for the analysis. Students who received the intervention scored significantly higher in math achievement and showed substantial improvement in behavior.

Hirisavae,et.al examined perceived peer relations and social competence in children with specific developmental disorders of scholastic skills. A sample of twenty children with disorders of scholastic skills aged, seven to twelve years and twenty controls matched on age, class and IQ were taken. The two groups were assessed on (i) A semi-structured interview schedule (ii) Malin's Intelligence Scale for Indian Children (MISIC) (iii) NIMHANS Index for specific learning disabilities (iv) Perceived peer relations questionnaire (v) Interpersonal competence scale -Teacher version. Results revealed that children with scholastic skill disorder perceived their relationship with peers as cordial. However teachers found these children as poorer in social competence and in dimensions of academics, popularity, affiliation and sportsmanship qualities.
2.5 SOCIAL COMPETENCE, FAMILY RELATIONSHIP AND ACADEMIC ACHIEVEMENT

Tedesco & Bradley, (1980-09) explored the influence of the home environment on children psychological functioning in school and on their academic achievement. Data were obtained on home experience, classroom social competence and academic achievement for 96 elementary school children in grades one through six measures of achievement were obtained from the standardized Science Research Associates test series for reading, language and mathematics. The 23 item Classroom Competence Scale, for this study to assess the children's classroom social competence, along the behavioral dimensions of withdrawal (non-participation and aggression), disruption, and task orientation. The Home Observation for Measurement of the Environment (HOME), designed by Caldwell and Bradley (in press), was used to measure the quality of stimulation, and the social, emotional and cognitive support available for the child's development. Multivariate multiple procedures were used to test the existence of associations between the three variables. Results revealed significant relationships across the three sets of variables. Patterns of these relationships suggest that early experience prepares the child to meet not only intellectual performance requirements but also social performance requirements.

Kessenich, (2006) had three objectives: 1) to understand how parenting behaviors toward children in kindergarten influence their academic achievement in third grade, 2) to understand how curriculum in kindergarten influences academic achievement in third grade, and 3) to ascertain whether social competence mediates the relationship between parenting factors in kindergarten and academic achievement in third grade and curriculum factors in kindergarten and academic achievement in the third grade. Data are drawn for the period 1998-2003 from an existing data set, the Early Childhood Longitudinal Study - Kindergarten Cohort (ECLS-K) and analyzed using multiple regression analyses.

2.6 SOCIAL COMPETENCE, EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT

Fantuzzo, et.al. (2005) investigated preschool classroom behavioral adjustment problems and social–emotional school readiness competencies. The study examined the unique relationship between multiple dimensions of classroom
behavioral adjustment problems and salient social–emotional competencies for urban Head Start children. These relationships were investigated using a hierarchical model that controlled for the variance in social–emotional outcomes attributed to age, gender, and verbal ability. Classroom behavioral adjustment problems were assessed early in the year by the Adjustment Scales for Preschool Intervention (ASPI) across multiple, routine preschool classroom situations. Outcomes assessed at the end of the year included emotion regulation, peer play in the home and neighborhood context, and approaches to learning. Socially negative behavior in the classroom predicted emotional ability, maladaptive learning behaviors, and disruptive social play in the home at the end of the year. Withdrawn behavior uniquely predicted lower affective engagement in the classroom and disconnection from peers in the home context.

Paloma, et al. (2006) investigated the discriminant, criterion and incremental validity of an ability measure of Emotional Intelligence (EI). High school students (N=77) took the Mayer-Salovey-Caruso Emotional Intelligence Test - Spanish Version (MSCEIT V. 2.0, 2002), a measure of Big Five personality traits (BFQ; Caprara, Barbanelli, & Borgogni, 1993), an General Intelligence test (IGF-r 5; Yuste, 2002), and a social competence inventory (AECS; Moraleda, González, & García-Gallo, 1998). Students’ academic grades also were obtained from official school records at the end of the school year. As predicted, the MSCEIT was discriminable from well-established measures of personality and intelligence. The test was also moderately related to social competence and predicted students’ final grades. Most of the findings remained significant after personality and academic intelligence were statistically controlled. The potential utility of EI in the context of academic institutions is discussed.

Aviles, et al. (2006) studied child and adolescent social-emotional development within the context of school. Children and adolescents exposed to violence may develop mental health problems, impacting their ability to develop appropriate social-emotional skills. Limited development of emotional skills has been associated with poor performance in school. A review of the literature was conducted to better understand social-emotional development in children and its role in a child's ability to function in the school setting. The developmental psychopathology framework was used to illuminate the dynamic relationship between
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children and their contexts. Specifically, the context of school was explored to identify its role in providing services that addressed the needs of children and adolescents with social-emotional limitations.

Benard,(2006) discussed the non-academic, social-emotional factors that contribute to student’s academic achievement, including the cognitive-behavioral characteristics of underachieving students and those with learning disabilities; the "You Can Do It! Education" (YCDI) theory of achievement; derivative research on social emotional capabilities, called the Five Foundations (Academic Confidence, Work Persistence, Work Organization, Getting Along, Emotional Resilience) that, when delayed, produce Achievement problems; and recommendations for developing students' social-emotional competence. The research demonstrated that the Five Foundations and associated Habits of the Mind can be taught to young people, producing increased effort with schoolwork and better achievement.

These studies have validated the researchers’s anxiety to conduct an indepth study of social competence in relation to components of family relationship that is parental acceptance, parental concentration and parental avoidance; emotional maturity and academic achievement. There is no fix trend reveled by the studies available to indicate the directions of interdependence of variables.