

Chapter – Five

Discussion and Conclusion

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The present thesis is based on study conducted on social competence of adolescents in the contemporary society under influence of family structure and family climate. Adolescence was operationalized as the age in complete years from 13 to 19. Among adolescents, various aspects of social competence which are Social Maturity, Social Participation, Social Skill, Social Sensitivity, Social Relations, Social Commitment, Social Appreciation Ability, Socio-Emotional Integrity, Social Involvement, Social Respectability, Social Leadership, Social Cooperation and Compliance, Social Acceptability, Social Tolerance, Social Competition, Social Authority, Adult Resource Exploitability and Pro-Social Attitude were considered for the study.

In the present study various aspects of family climate like freedom-restrictiveness, attention-negligence, dominance-submission, acceptance-rejection, trust-distrust, indulgence-avoidance, warmth-coldness, expectation-hopelessness, partiality-fairness and open communication-controlled communication were taken, as per the dimensions selected for Family Climate Scale used as research tool.

Variables of family structure selected in the present study included gender, family type (nuclear, joint) and socio-economic status (high, medium and low) of the family. On the basis of an in-depth and comprehensive literature review on social competence, family structure, family climate, socio-economic status and target study group adolescents, objectives and hypotheses were formulated and tested. Three standard scales viz. socio-economic status, social competence and Family Climate Scales were employed to generate primary data. Statistical software package SPSS-20 version was used for data analysis and interpretation. Mann Whitney U test, Levene's test for equality of variance and Spearman's coefficient of correlation tests were conducted to get the results.

Based on examination of the literature, it is evident that many factors are associated with the development of competence in adolescents. Extensive research has outlined the different outcomes as well as the different domains that are most influential in the development of social competence. There are also different set of questionnaires available for researcher and professionals to use to assess social competence in adolescents.

The literature review has given many avenues to identify the implications. First, it will serve as a useful resource for parents, teachers and community members to identify what factors contribute in development of social competence in adolescents. Second, understanding the factors that contribute to the development of adolescents with peers, family members and surrounding environment.

5.1 Data Domain

With reference to Objectives and defined Hypotheses, data was collected through survey for 600 (adolescent boys and girls) students from Mhow (MP) city studying in different categories of schools (Hindi and English medium) aged between 13 years to 19 years from class 10th to 12th standard coming from different families (joint or nuclear) of rural and urban areas and different socio-economic status.

The survey questionnaires used for this study were taken from National Psychological Corporation. The analysis was conducted with Likert Scales' non-parametric data for both important survey of Social competence scale and Family Climate Scale data.

All qualitative data was converted in to quantitative data using different codes decided. The frequencies, average, and % of data of those variables and other analysis conducted accordingly. The data was summarized in different tables.

The average age of all the 600 Respondents was 16.1 years which includes 51.3% respondents who were boys with average age 16.0 years and 48.7% of Respondents who were girls with average age 16.1 years.

Alongside the primary distribution of respondents according to Gender, Family Type and Socio-Economic Status, data was received on additional variables such as the Residence Area and Age. But these variables were not the primary basis on which the study has been done. They can be the basis for further study and research.

5.2 Analysis of data obtained for Social Competence Scale and Family Climate Scale

To test the hypothesis as described in H1 for data from Exhibit – II, various statistical tests were performed before to accept or reject the hypothesis as the case may be. The data obtained was in Likert scale and in ordinal form so non-parametric test such as Mann Whitney U test, Levene's Test were conducted.

5.2.1 Top-Box Scoring of Rating Scale Data

For Social Competence:

Every question which was ticked by students was tabulated and every frequency count is in the form of Likert scale items 1 and 2 ('Very Low' and 'Low') and 4 and 5 ('High' and 'Very High') and calculated for % analysis as %L, %A, and %H respectively.

Rating scales are used widely. In the absence of any benchmark or historical data top-box (TB) and top-two-box (TTB) scores are calculated. The idea behind this practice is that only those that are expressing a strong attitude with a statement are considered. The median value of response to every question is a measure of central tendency. The overall number of responses for every question is 'Average' i.e. nearly 31% Respondents on Likert Scale while 56% for 'High' and 12% for 'Low' responded respectively. Overall the Top Box (TB) analysis shows 28% responses to "Very High" and 4% responses to "Very Low" (LB) and the difference between these two shows Net Top Box (NTB) calculations to 24%. For other parameters like Gender (Boys or Girls), family type (Nuclear and Joint), similar analysis was done.

For Family Climate:

The questions (as variable Fs) which were ticked by students were tabulated and counted for every scale items 1 ('Always'), 2 ('Sometimes') and 3('Never') respectively. Overall the Top Box (TB) analysis shows 29% responses while 36% responses to Low Box (LB) and the difference was Net Top Box (NTB) calculation to -6%. It was observed that some of the variables had NTB negative in the row which may be possible indicate the variations in family climate to every participant.

5.2.2 Test for Data Reliability (Cronbach's alpha test)

The Cronbach's Alpha for data of Exhibit – II survey is 0.911 and Cronbach's Alpha based on standardized item is 0.913 which are excellent and most reliable to internal items consistency. This shows the data is standard and reliable from the Respondents.

The Cronbach's Alpha for data of Exhibit – III survey is 0.856 and Cronbach's Alpha based on standardized item is 0.850 which are excellent and most reliable to internal items consistency. This shows the data is standard and reliable from the Respondents.

5.2.3 Test for Normality

Data for both the exhibits are not normal and hence non-parametric tests have been used.

5.2.4 Hypothesis testing - Mann-Whitney U test (For Social Competence)

To test the formulated hypothesis possible multiple combinations with gender, family type and socio-economic status different tests were conducted. (H1, H1a, H1b, H1c)

H1 – There shall be no influence of family structure (gender, family type and socio-economic status) on social competence of adolescents.

H1a – There shall be no difference between gender (adolescent boys & girls) regarding social competence of adolescents.

H1b - There shall be no difference between family types (nuclear and joint) regarding social competence of adolescents.

H1c – there shall be no difference between socio-economic status (High, Middle & Low) regarding social competence of adolescents.

In the study, the Mann-Whitney U test for socio-economic status, family type and social competence showed partial rejection of hypothesis. At $p < .05$ in the Mann-Whitney U test showed statistically significant for the variables (as defined above in 4.6) S1(Social Sensitivity), S2(Social Leadership), S4(Social Maturity), S9(Social Tolerance), S14(Social Maturity), S15(Social Tolerance), S19(Socio-emotional Integrity), S26(Social Tolerance) and S45(Social Participation) respectively when gender being grouped, concludes **partial acceptance of null hypothesis**, that there was no difference between gender (adolescent boys and girls) regarding social competence of adolescents.

For the variables S10(Social Maturity), S11(Social Maturity), S12(Social Maturity), S16(Social Authority), S19(Socio-emotional Integrity) , S21(Social Leadership), S30(Social Maturity) and S36(Social Skills) respectively when family type being grouped, concludes **partial acceptance of null hypothesis**, there was no difference between family types (nuclear and joint) regarding social competence of adolescents.

For the variables S2 (Social Leadership), S42 (Social Involvement) and S50 (Social Tolerance) respectively when socio-economic status (high and medium) being grouped, concludes that there was **partial acceptance of null hypothesis** that there was no difference between high and middle socio-economic status regarding social competence of adolescents.

For the variables S5(Social Maturity), S6(Social Tolerance), S7(Social Competition), S11(Social Maturity), S21(Social Leadership), S24(Social Commitment), S28(Social Relations), S37(Social Maturity), S45(Social Participation) and S48(Social Skills) respectively when socio-economic status (high and low) being grouped, concludes that there was **partial acceptance of null hypothesis**, that there was no difference between high and low socio economic status regarding social competence of adolescents.

For the variables S4(Social Maturity) through S7(Social Competition), S10(Social Maturity), S13(Social Maturity), S17(Social Cooperation and Compliance), S19(Social Emotional Integrity), S23(Social Acceptability), S24(Social Commitment), S25(Social Competition), S28(Social Relations), S33(Social Maturity), S34(Social Competition), S37(Social Maturity) and S50(Social Skills) respectively when socio economic status (medium and low) concludes **partial acceptance of null hypothesis**, that there was no difference between middle and low socio economic status regarding social competence of adolescents.

5.2.5 Levene's test for equality of variances (Social Competence)

Levene's Test for equality of variance at $p < .05$ for the variables S1(Social Sensitivity), S2(Social Leadership), S9(Social Tolerance), S14(Social Maturity), S19(Socio-emotional Integrity), S26(Social Tolerance), S29(Pro-Social Attitude), S37(Social Maturity), S38(Adult Resource Exploitability) and S41(Social Respectability) respectively concludes that there was **partial acceptance of null hypothesis**, that there was no difference between gender (boys and girls) regarding social competence of adolescents.

For the variables S4(Social Maturity), S16(Social Authority), S18(Social Leadership), S21(Social Leadership), S24(Social Commitment), S41(Social Respectability) and S50(Social Skills) respectively when family type being grouped concludes that there was **partial acceptance of null hypothesis**, that there was no difference between family types (nuclear and joint) regarding social competence of adolescents.

Levene's Test for equality of variance at $p < .05$ for the variables S2(Social Leadership), S5(Social Maturity), S9(Social Tolerance), S14(Social Maturity), S16(Social Authority), S21(Social Leadership), S25(Social Competition), S35(Social Competition), S40(Social Relations), S42(Social Involvement) through S45(Social Participation) and S50(Social Maturity) respectively when socio-economic status (high and medium) being grouped concludes that there was **partial acceptance of null hypothesis**, that there was no difference between High and Medium socio-economic status regarding social competence of adolescents.

For the variables S2(Social Leadership), S4(Social Maturity), S7(Social Competition), S9(Social Tolerance), S13(Social Maturity), S19(Socio-emotional Integrity) through S21(Social Leadership), S24(Social Commitment), S26(Social Tolerance), S34(Social Competition) through S37(Social Maturity), and S42(Social Involvement) through S46(Social Competition) respectively when socio-economic status (high and low) being grouped concludes that there was **partial acceptance of null hypothesis**, that there was no difference between High and Low socio-economic status regarding social competence of adolescents.

For the variables S3(Social Maturity) through S5(Social Maturity), S7(Social Competition), S8(Social Tolerance), S12(Social Maturity) through S14(Social Maturity), S16(Social Authority), S17(Social Cooperation and compliance), S19(Socio-emotional Integrity), S21(Social Leadership), S25(Social Competition), S26(Social Tolerance), S32(Social Respectability), and S37(Social Maturity) through S48(Social Skills) respectively when socio-economic status (medium and low) being grouped concludes that there was **partial acceptance of null hypothesis**, that there was no difference between Medium and Low socio-economic status regarding social competence of adolescents.

5.2.6 Hypothesis testing - Mann-Whitney U test (For Family Climate)

To test the hypotheses for the relationship between Social Competence Scale and Family Climate Scale, it is essential to test the variability, reliability and normality of the data received from the survey for Family Climate Scale. Top Box Analysis suggested median value is 2 (i.e. "Sometimes") from the survey of all questions by

participants. The macro analysis find out which variables are affecting most and having some different trend, from Mann Whitney U Test for different grouping such as gender, family type and socio economic status suggests some of the variables are responsible for different decisions such there are some common components similar to Social Competence.

5.2.7 Levene's Test (Family Climate)

The test after confirming normality test, the Levene's Test shows that variables of Family Climate having between and within variability for similar grouping gender, family type and socio economic status.

5.3 Factor Analysis (Social Competence)

After observing these results it was felt that there are certain numbers of variables having common phenomenon (called factor) and hence some more new objectives were added to analyse data through principal component analysis. The factor analysis revealed that out of different factors from Social Competence Scale, 7 components namely Social Tolerance, Social Competition, Social Maturity, Pro-Social attitude, Social Sensitivity, Social Leadership, and Social Relations were found. Seven factors describe these data perfectly. The first two factors together represent 29% of the variability while all seven factors explain 63% of the variability.

5.4 Factor Analysis (Family Climate)

This analysis conducted to find out most common variables which are contributing the variability and affecting the overall decisions. The variables obtained from this analysis are being used for Relation Analysis with variables obtained by factor analysis of Social Competence. 17 components describe these data variables perfectly and first two factors together represent 22% of the variability while all seven factors explain 61% of the variability.

5.5 Correlations between variables of Social Competence and Family Climate (positive dimensions)

The relations were described with combinations of gender (adolescent boys and girls), family type (joint, nuclear) and socio-economic status (high, medium and low) respectively. There were 24 combination results to test the hypothesis **H2 (There shall be no correlation between family climate and social competence of adolescents)** using Spearman Correlation Coefficient (two tailed at .01 and .05 level).

Variables selected from Joint Family, High Socioeconomic status (Table: 66)

Boys

In this calculation correlation between Social Competence and Family Climate variables exist moderately positive, except some variables of Family Climate such as Freedom and Indulgence are correlated moderately negative. Thus the null hypothesis is rejected.

Girls

In this calculation correlation between Social Competence and Family Climate variables exist moderately negative, except some variables of Family Climate such as Expectations and Attention are correlated moderately positive. Thus the null hypothesis is rejected.

Variables selected from Joint Family, Middle Socioeconomic status (Table: 70)

Boys

In this calculation correlation between Social Competence and Family Climate variables exist moderately negative, thus the null hypothesis is rejected.

Girls

In this calculation correlation between Social Competence and Family Climate variables exist moderately negative for some variables and moderately negative for rest of variables, thus the null hypothesis is rejected.

Variables selected from Joint Family, Low Socioeconomic status (Table: 74)

Boys

In this calculation correlation between Social Competence and Family Climate variables exist negative, thus the null hypothesis is rejected.

Girls

In this calculation correlation between Social Competence and Family Climate variables exist negative, thus the null hypothesis is rejected.

Variables selected from Nuclear Family, High Socioeconomic status (Table: 68)

Boys

In this calculation correlation between Social Competence and Family Climate variables exist moderately negative, thus the null hypothesis is rejected.

Girls

In this calculation correlation between Social Competence and Family Climate variables exist moderately positive, except some variables of Family Climate such as Acceptance and Trust are correlated moderately negative. Thus the null hypothesis is rejected.

Variables selected from Nuclear Family, Middle Socioeconomic status (Table: 72)

Boys

In this calculation correlation between Social Competence and Family Climate variables exist moderately negative, thus the null hypothesis is rejected.

Girls

In this calculation correlation between Social Competence and Family Climate variables exist less moderately negative for some variables and less moderately positive for rest of variables, thus the null hypothesis is rejected.

Variables selected from Nuclear Family, Low Socioeconomic status (Table: 76)

Boys

In this calculation correlation between Social Competence and Family Climate variables exist less moderately negative, thus the null hypothesis is rejected.

Girls

In this calculation correlation between Social Competence and Family Climate variables exist negligible positive, thus the null hypothesis is rejected.

5.6 Correlation between variables of Social Competence and Family Climate (negative dimensions)

Variables selected from Joint Family, High Socioeconomic status (Table: 67)

Boys

In this calculation correlation between Social Competence and Family Climate variables exist less moderately positive, except some variables of Family Climate correlated less moderately negative. Thus the null hypothesis is rejected.

Girls

In this calculation correlation between Social Competence and Family Climate variables exist moderately negative, except some variables of Family Climate such as Controlled Communication and Restrictiveness are correlated moderately positive. Thus the null hypothesis is rejected.

Variables selected from Joint Family, Middle Socioeconomic status (Table: 71)

Boys

In this calculation correlation between Social Competence and Family Climate variables exist moderately positive, thus the null hypothesis is rejected.

Girls

In this calculation correlation between Social Competence and Family Climate variables exist moderately positive for some variables, thus the null hypothesis is rejected.

Variables selected from Joint Family, Low Socioeconomic status (Table: 75)

Boys

In this calculation correlation between Social Competence and Family Climate variables exist negative, thus the null hypothesis is rejected.

Girls

In this calculation correlation between Social Competence and Family Climate variables exist negative, thus the null hypothesis is rejected.

Variables selected from Nuclear Family, High Socioeconomic status (Table: 69)

Boys

In this calculation correlation between Social Competence and Family Climate variables exist moderately negative, thus the null hypothesis is rejected.

Girls

In this calculation correlation between Social Competence and Family Climate variables exist moderately negative, except some variables of Family Climate such as Hopelessness correlated moderately positive. Thus the null hypothesis is rejected.

Variables selected from Nuclear Family, Middle Socioeconomic status (Table: 73)

Boys

In this calculation correlation between Social Competence and Family Climate variables exist moderately negative, thus the null hypothesis is rejected.

Girls

In this calculation correlation between Social Competence and Family Climate variables exist less moderately negative for some variables and less moderately positive for rest of variables, thus the null hypothesis is rejected.

Variables selected from Nuclear Family, Low Socioeconomic status (Table: 77)

Boys

In this calculation correlation between Social Competence and Family Climate variables exist less moderately negative, thus the null hypothesis is rejected.

Girls

In this calculation correlation between Social Competence and Family Climate variables exist negligible positive, thus the null hypothesis is rejected.

In summary, the correlation analysis showed that there was correlation between variables of Social Competence with positive and negative dimensions variables of Family Climate and hence the null hypothesis which was framed that “there is no correlation between family climate and social competence of adolescents” with respect to family structure was rejected.

5.7 Conclusion

The present thesis is based on study conducted on social competence of adolescents (13 to 19 years) in the contemporary society under influence of family structure and family climate. Different variable for social competence like Social Maturity, Social Tolerance and others, and family climate like Trust, Distrust and others, were taken under study.

Variables of family structure selected in the present study included gender, family type (nuclear, joint) and socio-economic status (high, medium and low) of the family.

Objectives related to the influence of family structure and family climate on social competence were framed and null hypothesis regarding these objectives that there shall be no influence of family structure and there shall be no relation between family climate and social competence were formulated and tested.

Three standard scales *viz.* socio-economic status, social competence and Family Climate Scales were employed to generate primary data. Statistical software package SPSS-20 version was used for data analysis and interpretation.

Mann-Whitney U Test (equivalent to t test) and Levene's Test (equivalent to ANOVA) were conducted because data was in Likert scale and ordinal form. Results were obtained for Mann Whitney U test and Levene's Test for variables of Social Competence Scale data with different combinations of gender, family type and socio-economic status using SPSS-20 software and it was observed that the null hypotheses are partly accepted and partly rejected because for some variables or aspects of social competence, influence of gender, family type, and socio-economic status was statistically significant and for other variables, the difference was not significant.

There were 24 combination results to test the hypothesis using Spearman Correlation Coefficient (two tailed at .01 and .05 level). The relations were described with combinations of gender (boys, girls), family type (joint, nuclear) and socio-economic status (high, medium and low) respectively.

After observing these results it was felt that there are certain numbers of variables having common phenomenon (called factor) and hence we added some more new objectives to analyse data through principal component analysis. The factor analysis revealed that out of different factors from Social Competence Scale (Social Competence Scale) 7 components namely Social Tolerance, Social Competition, Social Maturity, Pro-Social attitude, Social Sensitivity, Social Leadership, Social Relations and from Family Climate Scale (Family Climate Scale) 17 components showed that there was correlation between variables and hence the null hypothesis framed that there is no correlation between family climate and social competence of adolescents was rejected.

In the present study, based on scientific methodological framework, well formulated null hypotheses and statistically analysed correlation among variables of social competence, family climate and family structure, the thesis placed is that there is a correlation between family climate and social competence of adolescents, however, these correlations are according to family structure for different social competence elements. Specifically, Social Maturity with positive dimensions of family climate such as Attention, Acceptance, Trust, Open Communication, Expectations is positive for High socio-economic status respectively while having negative correlation for Medium and Low socio-economic status respectively.

Similarly there is a positive correlation between elements of social competence scale such as Social Sensitivity, Social Tolerance and Social Competition with negative dimensions of family climate such as Distrust, Controlled Communications, Rejection and Restrictiveness for High socio-economic status respectively while having negative correlation between elements of socio competence scale such as Social maturity, Social competition with elements of family climate such as Rejection, Controlled communication, Avoidance respectively.

Thus, according to the results of testing of hypotheses as mentioned above and statistical analysis substantiated for objectives of the present research study it can be placed that there is a correlation between family climate and social competence of adolescents however these correlations are according to family structure in particular correlated with gender, family type and socio-economic

status and there are varying differences with regard to gender category of boys or girls and family type, nuclear or joint on social competence but there is a distinctive influence of family structure in terms of high socio-economic status as compared to middle and low socio-economic status towards greater social competence among adolescents.

5.8 Suggestions for further researches

A study can be designed:

- To study the relation between Social Competence and Academic achievement.
- To study the relation between social competence and Intelligence Quotient.
- To study the influence of Birth order on Social competence.
- To study the difference between early adolescence and late adolescence regarding social competence.
- To study the difference between residence area (rural or urban) regarding social competence.
- To study the difference between family background (army or civil) regarding social competence.
- To study the influence of caste on social competence.
- To study the influence of social media on social competence