CHAPTER VI

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6.00 **Summary**

6.10 **The problem:**

The social development emerges in the child through social interactions. The encounter with the peers demonstrates the acquisition of social skills that the child incorporates in different social settings. Our behaviour is said to be the consequence of both, the interaction and outcome of nature and nurture. However, social behaviour as such, is required, shaped and transformed more by environmental forces and factors. Social competence is also the outcome of behavioural interaction in different social settings. Gradually, the child develops a feeling of confidence for social interaction and encounter with social objects and persons in the environment. The specific skills and behaviour pattern which reflect the child's mastery of the environment are represented by social skills. Many aspects of social behaviour are also learned through the peer-interaction. During the pre-schools and subsequent years, children develop social skills out of cooperation, social skills, play, friendships and socially effective exchanged interactions with peers and adults. Schools facilitate the learning of social skills by providing children with controlled social environments which enable them the
social competence. Jones (1977) ventured to develop age appropriate measures of social competence as an adoptive behaviour. Golestein et al. (1968) and Jones (1973, 1974) have underlined the relative importance of the child's social functioning within the home as an index of social competence. Jones (1977) believes that social competence at various levels signifies the level of pathology in the individual. Some of the aspects of adoptive behaviour or social competence are economic, social and psycho-sexual. Also persons are contrasted in respect of their social competence along the dimensions of internalization vs externalization. Social learning of aggressive and aversive behaviour within the home or school or elsewhere also tells about the social competence of the persons. Baumrind (1969) has studied the development of social content in relation to parental behaviour. A host of such other factors may affect the development of social competence in children. But not much work seems to have been done on this issue.

In Indian context, employment of the mother is considered to change the whole family set up. And, the child seems to be affected most in this fast advancing world of today in which socio-technological world of the child would significantly affect his social learning experiences and interpersonal behavioural system. Social competence of the child, perhaps, is the key to unlock his numerous barriers and blocks. Achievement in various fields of
life of the child depends upon the extent to which he has acquired social competence and attained mastery over various social skills.

6.11 Review of relevant Literature:

Literature is available on the development of social competence, parental acceptability, parental authority and peer-interaction.

personality and mental ability of the children. Sex
difference in aggressive behaviour (Oetzel, 1966),
Kagan (1964), parental authority, Lippit & White (1958),
also shape and mould the behaviour of the children.

Even with and adequate affective base "independent
behaviour does not happen automatically". It requires
not only opportunities for independent behaviour but also
actual parental encouragement. The researches conducted
by Miller and Swanson (1958) on 'the changing American
parent', Becker et al (1959), on 'factors in parental
behaviour and personality', Radke (1946) on 'relation of
parental authority to children's behaviour and attitudes',
Bauonrinel and Black (1967), Baumriel (1971) indicate that
competence comes not from permissiveness but from guidance
and encouragement. The first steps a child takes are
exciting but also frightening, and cues from the mother
can greatly influence the subsequent behaviour. The
mother's delight is part of her independence training,
hers apprehension constitutes training independence.
Allen Bee (1974), Erikson (1959) remarks that "the child
thus enters into conflict with his mother, if it does not
involve his humiliation and defeat, the child will emerge
with "a lasting sense of autonomy and pride and as White
(1960) regard "a measure of confidence in his own strength".

A circumplex model of parental behaviours which
shows the relationship of various types of maternal
behaviour to love-hospitality and autonomy-control has been presented by -schaeffer (1959) and Becker et al (1959). Kohner's (1960) acceptance-rejection theory presents a new direction in the study of child development. His theory hardly fit into the dynamics of the child development in India. Whether social competence of the children is dependent on their parental behaviour and peer-interaction. Thus parental behaviour significantly affect the level of confidence of the child.

The researches conducted by Langlois, Gottfried and Seay (1973) that playing with a same-sex peer facilitates girls' social competence, Eckerman, Hatley & Kurtz (1975) direct interaction with mother peaked at 16-18 months, whereas interaction with the unfamiliar female adult rarely occurred, Green (1933) quarrels are more frequent among children who are friends than among casual acquaintances or strangers.

The findings based on available literature indicate that the development of social competence under conditions of parental acceptability, parental authority and peer-interaction. Further, it does not reveal that the amount of parental affiliation that might have borne out those behavioural results.

It is pertinent to point out that family interaction and socialization process in a non-materialistic developing Indian society are conceptually as well as
fundamentally different from those interacting in a
typical materialistic well developed American society.
But is it also depend socio-cultural philosophy, needs,
demands and goals of the society.

The present study, therefore, is an attempt to
bridge the gap in the existing literature on parental
acceptability, parental authority and peer-interaction
effects on the development of social competence.

6.12 Formulation of Hypotheses:

I. Interactional Hypothesis:

H_1: "Social competence of the children would be
most significantly affected by SES and least significantly
by peer-interaction whereas the other two independent
variables; namely, parental acceptability and parental
authority would also influence their social competence
significantly but they would fall in between these two
extremes in their sequential order".

II. Differential Hypotheses:

H_2.1 "Both sons and daughters of parents belonging
to upper SES groups would show relatively significantly
higher means than their corresponding counterparts in
lower SES".
H2.2: "The social competence of children belonging to privileged class, i.e., upper SES would be significantly higher than those of the lower SES as well as parentally deprived children whereas no significant difference would exist between the means of the latter two groups in their social competence".

H3.1: "The social competence of the children belonging to upper extreme strata of both upper and lower SES groups in regard to parental acceptability of both mother and father would be significantly higher than those who belong to lower extreme ones".

H3.2: "The social competence of the children belonging to upper and lower extreme groups of the upper SES stratum in regard to parental acceptability of both mother and father would be significantly higher than those who belong to lower SES stratum".

H4: "The social competence of children highly accepted by both mother and father would be significantly higher than those, who are either neglected by both of their parents or by those who are accepted by their mothers, and neglected by their fathers, or their fathers and accepted by their mothers".

H5.1: "The social competence of the children belonging to upper extreme group of both upper and lower SES strata in regard to parental authority of both mothers
and fathers would be significantly higher than those who belong to lower extreme groups.

H5: "The social competence of the children belonging to upper extreme group of the upper SES stratum in regard to parental authority of both mothers and fathers would be significantly higher than those who belong to lower SES stratum".

H6: "The social competence of children nurtured and brought up under authoritarian parental authority of mothers and fathers jointly would be significantly inferior to those brought up under democratic parental authority of both the parents whereas the social competence of children whose fathers are authoritarian but mothers democratic or whose fathers are democratic but mothers authoritarian would show social competence in between the two extreme groups".

H7: "The social competence of children with 'Most Liked' peer-interaction would show significantly higher means in all four categories of SES groups computed from the scores of sons and daughters belonging to the upper and lower SES groups than those with 'Least Liked' peer-interaction".
III. Developmental Hypotheses:

H$_8$: "The development of social competence among children would observe decalogue with respect to their sequential age".

H$_9$: "The developmental norms in social competence of children would observe the sequential advancement in their educational status".

6.13 Methodology:

Methodology includes the size of universe, the nature of sampling, the research design and the procedure of data collection.

In the present study, family as a unit consisting of both parents alive and one son and one daughter in the age range 10 to 15 years constituted the sample proper. Purposive sampling technique was employed for selecting the upper and lower SES groups. 150 families, each belonging to higher and lower SES identified on the strength of their occupational status, income level and material possession were selected for the study proper.

In addition to biographical data, parental acceptability, parental authority and peer-interaction operated as 'independent variables' whereas social competence alone was treated as dependent variable.
Indian adaptation in Hindi of PAN (Jaiprakash and Thorgaard, 1980) originally developed by Mahner, and Indian adaptation in Hindi of F-scale (Proula, 1980) originally developed by Adorno were used respectively for measuring parental acceptability and parental authority. For measuring peer-interaction and social competence, the investigator developed two scales; namely, Peer-interaction Scale and Social Competence Scale. These two scales ensured high order validity and reliability.

The study-proper was conducted on extreme group samples screened employing measures for the independent variables as screening instruments. Scores above $P_{70}$ and below $P_{30}$ were the criteria respectively for identification of upper and lower extreme groups. Thus, four groups were formed on each of the two independent variables, namely, on (1) Parental Acceptability: $F_{nM}$, $F_{nM}$, $F_{nM}$; (ii) Parental authority: $F_{nA}$, $F_{nA}$, $F_{nA}$, and $F_{nA}$. On Peer-interaction, the sample children were screened on the basis of 'Most Liked', and 'Least Liked' peer. Sex-wise screening of boys and girls again yielded four groups; two for each; namely, 'Most liked boys' and 'Least liked boys' by their boy-peers; and 'Most liked girls' and 'Least liked girls' by their girl peers.
The data were collected from parents as well as children available at homes with extreme upper and lower SES groups. Student samples and their peers were tapped in schools. Data on parentally deprived children were collected at local 'Bal Ashram', which is an institution for the orphanage.

6.20 Conclusions:

The findings of the present study have been presented as under by hypotheses:

1. Sex and SES did not show significant effects on the development of social competence. Few reversals have also been observed. However, the two main factors; namely, Parental Authority and Peer interaction have shown significant effects on the development of social competence.

Hypothesis $H_1$ has been partially retained.

2. Daughters of both SES groups, i.e., upper and lower SES have displayed significantly more social competence than their counterpart sons.

Hypothesis $H_{2.1}$ was rejected.

3. Children who have been deprived of their parents have been found significantly more social competence than the children of lower SES and privileged groups.

Hypothesis $H_{2.2}$ has been rejected.
4. Acceptance and neglect of sons and daughters did not play significant role in the development of social competence.

Hypothesis $H_3.1$ has been rejected.

5. Both, accepted as well as neglected sons and daughters of parents belonging to upper extreme SES stratum, computed on mother's as well as father's scores, have displayed significantly more social competence than their counterpart children in the lower extreme groups, irrespective of parental acceptance and neglect.

Hypothesis $H_{3.3}$ has been partially retained.

6. The level of parental acceptance and neglect did not have any bearing on the development of social competence of children whether accepted or neglected by both the parents, i.e., mother and father.

Hypothesis $H_4$ has been rejected.

7. The children brought up under authoritarian parents belonging to either of the SES strata acquired significantly more social competence than their counterparts with democratic parents. However, the effect of either father or mother being authoritarian, did not show significant development of social competence. Thus, it is not the parents whether mother or father having
from either of the social groups; privileged or deprived; but it is the nature and kind of parental authority i.e., the authoritarian parents and the authoritarian authority that affects significantly the development of social competence.

Hypothesis $H_{5.1}$ has been partially retained; and that too to the extent of authoritarian parental authority.

8. The children of authoritarian parents belonging to upper extreme strata of the socio-economic climate and conditions have displayed significantly greater social competence than those brought up either by democratic parents or in lower SES.

Hypothesis $H_{5.2}$ has been retained.

9. The social competence of the children brought up under authoritarian parental authority of fathers and mothers jointly ($F_A - M_A$) has been found significantly higher than the other three groups; namely, ($F_A - M_D$), ($F_D - M_A$) and ($F_D - M_A$). However, the children belonging to ($F_A - M_D$) have been found to have scored consistently the lowest means.

Hypothesis $H_6$ has been completely rejected.
10. Social competence of daughters regardless of their being 'most liked' or 'least liked' by their peers has been found significantly higher than their counterpart sons in the respective SES groups.

Hypothesis $H_7$ is retained.

11. The development of social competence during puberty; namely, between age 10 to 15, did not show decalogue and a consistent increase in social competence has not been found.

Hypothesis $H_8$ has been completely rejected.

12. Educational qualification did not have a consistent effect on the development of social competence. The hypothesis of decalogue in the development of social competence due to educational maturity has been, thus, disturbed.

Hypothesis $H_9$ has been completely rejected.

6.30 Follow-up studies:

Children are said to be the richest resources of the nation. Child development, thus, emerges as the most potential area of researches that have the high order social relevance and national significance. Effective man power planning, management and development ensuring the quality of human resources in the country. From this points of view, some of the research problems, around social skills in general and social competence in particular that have national significance are:
1. A comparative study of social competence of the working and non-working parents in different fields of life.

2. Correlates of social competence.

3. Deprivation and social competence.

4. Social competence as a function of personality variables.

5. Cognition, creativity and social competence.

6. Developmental studies on social competence.

7. Social competence as a function of certain psychological variables.

8. A cross-cultural study of development of social competence in India.


10. Social competence as a function of family dynamics and social interaction.

11. Social competence as a function of Need Motivations and Attribution.

12. Professionalization and social competence.

6.40. Implications and Limitations of the Present Study:

The great social relevance and national significance of social competence of the children in the planning, management and development of human resources of the
country as presented under the caption 'Scope and Significance of the Present Study' in Chapter I singularly reveals its unique implication in the national system of education in general and child development in particular.

Social competence as a component of social skills largely determines the success of the child in various fields of interpersonal interactions and social encounter. Social competence is the acquired potentiality in different settings and situations of the child that gets expression in various social interactions and deliberations customs and practices through social performances. Those social learning experiences get refined through schooling. Education, thus, makes provision for better social learning processes. The present study, therefore, contributes significantly the nature and kind of independent variables which may accelerate the development of social competence. The role of parental acceptability, parental authority and peer interaction as presented in terms of findings of the present study highlights the nature and kind of social contents as learning experiences that should be incorporated in the curricula and textbooks of educational institutions. Inclusion of both types of factors, the facilitative as well as the inhibitory ones, would provide necessary guides not only to the learners, but to all others who are in some way or other concerned with the development of social competence in the child.
Another significant point worth recording is the predominance of verbal factor in social competence. As such, life's success, by and large, is determined by verbal excellence and communicability of the individual. Greater social competence ensures better possibility of success in various social fields of life. The acquired nature of social competence suggests that effective teaching and training of social competence in educational institutions and in various social settings would improve the degree of social competence of the children.

The present work has, undoubtedly provided new insight for the study of social competence; however, there might have remained some limitations which invite attention on the investigator. One of the important limitations is that the two social groups, namely, the extreme upper and lower SES, need to be identified and families be screened and selected on the strength of some scores on some objective measure of SES. Further, the extreme groups be really extreme in the ladder of the psychological construct; namely, parental behaviour and parental authority which requires identification of extreme SES or other groups beyond $P_{75}$ instead of $P_{70}$ and below $P_{25}$ instead of $P_{30}$ as criteria of selection of extreme groups; and application of these criteria in the screening and selection process needs larger sample of families consisting of more parents and more children. Still another limitation of the present study is the
application of ANOVA. Rather treating the data on three independent ANOVA, it is more sound to have treated the data in a single ANOVA including therein all the sources of variances which might have provided a better insight for the relative main as well as interactional effects on social competence of all the variables included in the present study. Despite the fact that significance of such a single ANOVA was known to the investigator, the complexity in statistical operation manually done, obstructed the application of the suggested treatment procedure.

Besides these and some other minor lapses that might have occurred unconsciously, the present work ensures confidence and credibility of the data and the findings arrived at from this study.