<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>Introduction</td>
</tr>
<tr>
<td>2.10</td>
<td>Scope and significance of the present study</td>
</tr>
<tr>
<td>2.20</td>
<td>Objectives of the study</td>
</tr>
<tr>
<td>2.30</td>
<td>Statement of the problem</td>
</tr>
<tr>
<td>2.40</td>
<td>Formulation of Hypotheses</td>
</tr>
<tr>
<td>2.50</td>
<td>Delimitations of the study</td>
</tr>
<tr>
<td>2.60</td>
<td>Operational Definitions</td>
</tr>
</tbody>
</table>

CHAPTER II

PURPOSE OF THE STUDY
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2.00 INTRODUCTION:

India is one of the biggest democratic countries of the world; the success of which depends upon the way 'the hopes of tomorrow' are designed and developed for being 'Good Citizens' of the country. 'Good Citizenship' essentially requires the assimilation and incorporation, nurturing and development of social skills among the children who are said to be the richest resources of the country. 'Democracy is a way of life' for any democratic country like India; and the effectiveness of democratic philosophy in operation depends the extent to which social skills are nurtured and developed among the children either through socialization process at home, or through social learning experiences in schools or through social intervention programmes. Social competence, obviously, emerges as an essential social skill which provides motivational forces to the individuals for being and becoming a successful citizen of the country, strongly dipped into democratic practices in thought and action.
The development of social competence assumes intrinsic characteristics that determine a person's success or failure in social situations. Such social situations provide expanded capabilities and opportunities to the individuals which may bring a change in the socio-affective components and style of life as a consequence of socio-cultural interaction and socio-religious forces that mold and shape, create and cultivate values of life and traits of personality of individuals in the society. Impact of social organizations and socio-cultural institutions, in this regard, cannot be underestimated.

Parents constitute the key source for intrinsic motivation to the children in learning various social skills. Social competence is, thus, acquired by the children in different social settings through repeated social interactions and encounters. The success of any productive activity of children depends not only on different attitude methods of the parents but also upon those social situations that command and regulate the nature and strength of motivation, interest, learning abilities and such other human factors of the children. The driving force that emerges from parental resources plays vital role in the development and change of social behaviour and acquisition of social skills in general and social competence in particular of the children.
The conceptualization of social competence as a function of parental acceptability, parental authority and peer interaction highlights the significance of the child's social capabilities and potentialities for interpersonal interaction; and the success of the child in social interactions depends upon the social competence. As such, children are the richest human resources of the nation upon which depends its greatness and glory.

The present study, thus, has a great social significance in the nation building; and this national relevance further enhances its national significance. The child of today is considered 'the hope of tomorrow'; and the way the child is designed at home, in the schools and in the neighbourhood by his parents, teachers and socio-religious models, helps or hampers his development of social competence and personality acquired through socialization process or social learning experiences. The findings of the present study, thus, may be helpful not only to the parents, the teachers and to all those concerned with the healthy and harmonious growth and development of the child. Further, the results of this research may help and guide the planners, policy makers, programmers, and decision makers in the study of dynamics of family interactions, curriculum development and man power management and development. The findings on social competence as a function of parental acceptability,
Parental authority and peer interaction may also provide insights to researchers, guidance workers, school counsellors, teachers, social workers and educational administrators in designing suitable learning experiences and appropriate methods and techniques for effective teaching, training and socialization of children in the society. Success in life, to a large extent, depends upon the effective interpersonal interaction in which social competence of the individual plays vital roles. It is, thus, of paramount importance and great significance that the present study would open new vistas of child development in general, and development of social competence in particular. Perhaps, the findings arrived at may provide new ways of looking at the emerging socio-technological society of which the children are the potential organs of this developing Indian society and valuable human resources of this advancing country.

2.20 OBJECTIVES OF THE STUDY:

The present work aims at to study the following objectives:

1. To examine the development of social competence among the children of the different socio-economic groups.

2. To evaluate the effect of parental behaviour on the development of social competence.
3. To assess the effect of peer-interaction on the development of social competence of the children of the different socio-economic groups.

4. To study the effect of parental authority and parental deprivation on the development of social competence of the children of different socio-economic groups.

2.30 **STATEMENT OF THE PROBLEM:**

Direct observation of differential behaviour of the children as well as the review of relevant literature have posed certain problems to the investigator. Among the numerous problems that emerge from the development of social competence and the factors which contribute it vitally, constitute one of the significant problems on child development. The present problem can be conceptualized in this framework and can be stated pinpointedly as under:

"A Study of Development of Social Competence, as a function of Parental Behaviour, Parental Authority and Peer-Interaction".

Some of the problems that have been posed in the present study, are:

1. What are those psychological factors that contribute significantly in the development of social competence?
2. What are the relative main effects of these psychological factors on social competence? Do they all contribute alike or differently; and if so, to what extent?

3. Does the social competence among children develop alike in all social groups or differently; and if so, to what extent and in what way?

4. What is the nature and kind of social competence that develop in privileged and deprived social groups? In which aspect, the former group develops better social competence than the latter?

5. What are the relative main effects of Parental Behaviour, Parental Authority and Peer Interaction on the development of social competence in privileged and deprived social groups. Some of the more vital issues are:

   (a) Whether parental acceptance contribute more significantly than parental rejection or negligence in the development of social competence of children brought up in privileged and deprived socio-economic or parental deprivation condition?

   (b) Whether social competence is developed better under the conditions of parental authority or democratic parental climate?

   (c) Whether social competence is better acquired under conditions of 'most liked' peer interaction or 'most disliked one'?
The present study has been conceptualized and centred around these problems. Testable hypotheses pertaining to these problems have been formulated as under:

2.40 FORMULATION OF HYPOTHESES:

Keeping in view the statistical treatment of the data, the investigator categorized the hypotheses under the following heads: (a) Interactional Hypotheses, (b) Differential Hypotheses, and (c) Developmental Hypotheses. They have been sequentially presented as under:

1: Interactional Hypotheses on (2 x 2 x 2) factorial design:

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 their effect would fall in between these two extremes in their sequential order".

H$_2$: Differential Hypotheses:

H$_2$: "Both sons and daughters of parents belonging to upper SES group would show relatively significantly higher means on the social competence scale than their corresponding counter-parts in lower SES groups".
"The social competence of children belonging to privileged (upper SES) group would be significantly higher than those of the lower SES as well as parentally deprived children whereas there exists no significant difference between the means of the latter two groups in their social competence".

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

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

"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 those who are accepted by their fathers and neglected by their mothers or neglected by fathers and accepted by their mothers".
H₅.1 "The social competence of the children belonging to upper extreme groups of both upper and lower SES strata in regard to parental acceptability of both mothers and fathers would be significantly higher than those who belong to lower extreme groups".

H₅.2 "The social competence of the children belonging to upper extreme group of the upper extreme 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 by 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:

$H_0$. "The development of social competence among children would observe decalogue with respect to their sequential age".

$H_0$. "The developmental norms in social competence of children would observe the sequential advancement in their status with respect to their ordinal position".

2.50 LIMITATIONS OF THE STUDY:

In the present study, an attempt has been made to study the effect of parental acceptability, parental authority and peer-interaction on the development of children belonging to upper extreme and lower extreme social groups. Thus, parental acceptability, parental authority and peer-interaction in addition to various background, data function as 'Independent variables' whereas 'Social competence' alone has been taken up as "Dependent variable". Keeping in view their differential effects, the present problem has been delimited by the following considerations:

1. The study aims at to record the perceived acceptance of both; the mother and father, to their children as well as the perceived feeling of acceptance or neglect or rejection of the children by their mothers and fathers. As such, rejection of the child in Indian society hardly occurs; and
hence, 'neglect' has been included in the present study.

2. The present investigation aims at to study the perceived parental authority of both; the fathers and mothers to their children.

3. In the present study, certain traits of social competence as perceived by four groups of children have been studied. These four groups of children are formed out of the bipolar interpersonal interaction by (Parents x Children). The parental behaviour i.e., mothers' and fathers', of acceptance or neglect of the child has been jointly evaluated. Child's feeling of acceptance or neglect of the mother and/or father has also been recorded.

4. The present work includes four types of bipolar parental authority; i.e. (a) perceived democratic or authoritarian behaviour towards the child either by father or by mother or by both. The four groups so formed are as under:

(i) Father - Democratic: Mother Authoritarian
\[ (F_D - M_A) \]

(ii) Father - Authoritarian: Mother Democratic
\[ (F_A - M_D) \]

(iii) Father - Democratic: Mother Democratic
\[ (F_D - M_D) \]
(iv) Father - Authoritarian; Mother - Authoritarian \((F_A - M_A)\)

Thus, the four groups are (i) \(F_D - M_A\); (ii) \(F_A - M_D\); (iii) \(F_L - M_L\); and (iv) \(F_A - M_A\).

5. Social competence has been considered as one of the components of 'social skills' in the present study. The traits of the social competence included in this study are:

A. Social sensitivity - awareness and consciousness, group activity.

B. Social maturity - social expertisement, critical thinking ability on complex social problems and decision making ability.

C. Social communicability or expression ability.

D. Social adjustment and social manipulability.

E. Inter-personal relation

F. Social commitment

G. Social associability

H. Social appreciation - Socio-emotional interaction.

I. Social involvement

J. Social integration

K. Social respectability
L. Social leadership and initiation
N. Social cooperation and compliance
O. Social acceptability.
P. Social tolerance - conflict resolving ability
Q. Social competition
R. Social authority
S. Adult resource exploitability
T. Social participation
U. Pro-social attitudes.

6. The socio-economic status (SES) of parents has been evaluated on the criteria of:

(a) Occupation of the parents
(b) Income of the parents
(c) Material possession at home of parents.

The privileged and deprived social groups have been identified on these criteria.

7. Ordinal position of the child has been ranked only in extended or joint families.

8. For this study, employing purposive sampling technique the two types of families, i.e., nuclear or extended, living in Raipur city from the privileged and deprived social groups, were selected; in which both mothers and fathers as well as daughters and sons between the age group of 10 to 15 years were selected for the study.
9. 'Family as a unit' consisting of both mother and father as well as son and daughter (all alive) constituted the sample proper for the study; and have been accordingly selected from each family residing in the urban geographical setting of Raipur. Rural families were excluded.

2.60 **OPERATIONAL DEFINITION:**

In the present study, social competence has been treated as a dependent variable, whereas parental acceptability, parental authority, peer-interaction and other background variables have been used as 'Independent Variables'. The operational definitions have been given as under:

1. **Social competence:**

In the present study, social competence has been treated as one of the component of social skills which by and large, are constituents of social behaviour. Social competence has been operationally defined in terms of scores obtained by the sample—children on the social competence scale developed by the investigator. The higher the scores on the S—C scale; the higher the social competence that the child possesses.

2. **Parental acceptability:**

Indian adaptation in Hindi of the Hohner's model of 'Parental Acceptance—Rejection' of the child has been
employed in the present study. As the concept of parental rejection of the child in Indian society hardly exists, the investigator has substituted in the model 'Parental Neglect of the Child'. This 'Parental Acceptance-Neglect' of the child has been operationally defined in terms of scores obtained by the parents on the Hindi version of Indian adaptation of PARQ (Jeiprakash and Bhargawa, 1980). Scores beyond $P_{70}$ were treated as 'Parental Acceptability' scores below $P_{30}$ were considered as 'Parental Neglect'. Mother and father as parents were scored independently.

Parental acceptability has been, therefore, operationally defined in terms of scores obtained independently both by mother and father beyond $P_{70}$ whereas parental neglect has been defined in terms of scores below $P_{30}$ on PARQ consistently both by mother and father.

3. Parental authority:

Parental authority has been operationally defined in terms of scores obtained by parents—mothers and fathers, independently on the Indian adaptation in Hindi of $r$ scale (Promila, 1980) originally developed by Adorno. Scores obtained consistently by mother or father separately beyond $P_{70}$ were treated as 'Authoritarian Parents' whereas those who scores consistently below $P_{30}$ were considered as 'Democratic Parents'.
4. **Peer Interaction**

Peer interaction has been operationally defined as the scores obtained by peers of the children under study on Peer Interaction Scale developed by the investigator. Scores obtained beyond $P_{70}$ by peers were said to be 'Most Liked', whereas those scored below $P_{30}$ were considered as 'Least Liked' peers.

The next Chapter deals with 'Review of Relevant Literature'.