CHAPTER – I

INTRODUCTION

1.1. INTRODUCTION

Education is an important aspect of life. It is the way in which life attempts to realize the noblest form of existence and a flourishing humanity. It is the process through which individuals, groups and nations endeavour to achieve their ideals and aspirations. Education is meant to bring up, or manifest the inherent potentials of the student, and is referred to any act or experience that has a formulated effect on the personality of an individual.

Social competence is an important ingredient of modern civilization and is the essential attribute of the members of a progressive onward moving society. The cultural polarity and societal diversity of India, provide enough opportunities to Indian children for the acquisition of high order social competence, through rich and varied interpersonal interactions.

1.2. SOCIAL COMPETENCE

According to Elizabeth Nixon (2001) Social competence is characterized by the potency dimension of social measurements. As one of the components of the social behaviour, it is acquired through social interaction, and cultural integration in different socio-cultural settings. The success of an individual in the society depends highly upon the extent to which he has acquired the richness, and potency of social competence, desirable for his self-actualization, growth and development. For a successful interpersonal interaction, a high order social competence is an essential disposition of an individual.
According to Amanda Crick (2002) Social competence is defined as effectiveness in social interaction. Effectiveness is broadly considered, and includes both self, and other perspectives. Social competence is viewed as an organizing construct, with transactional, context-dependent, and goal-specific characteristics. Four general approaches to the operational definition of social competence are identified as social skills, socio metric status, relationships, and functional outcomes.

Social competence is a complex, multidimensional concept consisting of social, emotional, cognitive, and behavioral skills, as well as, motivational and expectancy skills needed for successful social adaptation.

According to Eisler (1976) Social competence, has also been defined as “the social ability and interpersonal skills” of an individual in effectively meeting a person, situation, interaction, or successfully dealing with individual environmental factors.

1.3. APPROACHES TO SOCIAL COMPETENCE

The following are various approaches to social competence

1.3.1. Peer regard/status approach

These approaches define social competence based on how popular one is with his peers. The more well-liked one is, the more socially competent they are.

1.3.2. Social skill approach

These approaches use behaviors as a guideline. Behaviors that demonstrate social skills are compiled and are collectively identified as social competence.
1.3.3. Relationship approach

According to these approaches, social competence is assessed by the quality of one's relationships, and the ability to form relationships. Competence depends on the skills of both members of the relationship; a child may appear more socially competent if interacting with a socially skilled partner.

1.3.4. Functional approach

The functional approach is context-specific and concerned with the identification of social goals, and tasks. This approach also focuses on the outcomes of social behavior and the processes leading to those outcomes. Information-processing models of social skills are important here, based on the idea that social competence results from social-cognitive processes.

1.4. MODELS OF SOCIAL COMPETENCE

Early models of social competence stress the role of context and situation specificity in operationalizing the competence construct. These models also allow for the organization and integration of the various component skills, behaviors and cognitions associated with social competence. Whereas global definitions focus on the "ends" rather than the "means" by which such ends are achieved, a number of models directly attend to the theorized processes underlying competence. These process models are context specific and seek to identify critical social goals and tasks associated with social competence. Other models focus on the often overlooked distinction between social competence and the indices (i.e., skills and abilities) used to gauge it.
1.4.1. Behavioral–analytic model

According to Goldfried and D'Zurilla (1998) developed a five-step behavioral–analytic model outlining a definition of social competence.

The specific steps proposed in the model include: (1) situational analysis, (2) response enumeration, (3) response evaluation, (4) measure development, and (5) evaluation of the measure.

1. Situation analysis – a critical situation is defined on the basis of certain criteria, which include situation which
   - occurs with some frequency
   - presents a difficult response decision
   - results in a range of possible responses in a given population
   - situation identification and analysis is accomplished through a variety of methods, including direct observation by self or others, interviews, and surveys.

2. Response enumeration – sampling of possible responses to each situation is obtained. Procedures for generating response alternatives include direct observation, role plays, and simulations in video and/or written formats.

3. Response evaluation – the enumerated responses are judged for effectiveness by "significant others" in the environment. An important element is that a consensus must emerge or the particular item is removed from future consideration.

1.4.2. Social information-processing model

A social information-processing model is a widely used means for understanding social competence. The social information-processing model focuses more directly on the cognitive processes underlying response selection,
enactment, and evaluation. Using a computer metaphor, the reformulated social information-processing model, outlines, a six-step nonlinear process, with various feedback loops linking children's social cognition and behavior. Difficulties that arise at any of the steps generally translates into social competence deficits. The six steps are:

1. Observation and encoding of relevant stimuli – attending to and encoding non-verbal and verbal social cues, both external and internal.
2. Interpretation and mental representation of cues – understanding what has happened during the social encounter, as well as the cause and intent underlying the interaction.
3. Clarification of goals – determining what one's objective is for the interaction and how to put forth an understanding of those goals.
4. Representation of situation is developed by accessing long-term memory or construction – the interaction is compared to previous situations stored in long-term memory and the previous outcomes of those interactions.
5. Response decision/selection
6. Behavioral enactment and evaluation

1.5. FACTORS CONTRIBUTING TO SOCIAL COMPETENCE

The following factors contribute to social competence of an individual.

1.5.1. Temperament

Temperament is a construct that describes a person's biological response to the environment. Issues such as suitability, rhythmicity, sociability, and arousal make up this construct. Most often sociability contributes to the development of social competence.
1.5.2. Attachment

Social experiences rest on the foundation of parent–child relationships, and are important in the later development of social skills and behaviors. Attachment of an infant to a care-giver is important for the development of later social skills and behaviors that develop social competence. Attachment helps the infant learn that the world is predictable and trustworthy or in other instances capricious and cruel. describes four types of attachment styles in infancy, including “secure, anxious–avoidant, anxious–resistant and disorganized/disoriented” The foundation of the attachment bond allows the child to venture out from his/her mother to try new experiences and new interactions. Children with secure attachment styles tend to show higher levels of social competence relative to children with unsecure attachment, including anxious-avoidant, anxious-resistant, and disorganized/disoriented.

1.5.3. Parenting style

Parents are the primary source of social and emotional development in infancy, early, and middle/late childhood. The socialization practices of parents influence whether their child will develop social competence. Parenting style captures two important elements of parenting: parental warmth/responsiveness and parental control/demandingness. Parental responsiveness (warmth or supportiveness) refers to "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands." Parental demandingness (behavioral control) refers to "the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision,
disciplinary efforts and willingness to confront the child who disobeys.” Categorizing parents according to whether they are high or low on parental demandingness and responsiveness creates a typology of four parenting styles: indulgent/permissive, authoritarian, authoritative, and indifferent/uninvolved. Each of these parenting styles reflects patterns of parental values, practices, and behaviors and a distinct balance of responsiveness and demandingness.

Parenting style contributes to child well-being in the domains of social competence, academic performance, psycho-social development, and problem behavior. Research based on parent interviews, child reports, and parent observations consistently found that:

- Children and adolescents whose parents are authoritative rate themselves and are rated by objective measures as more socially, and instrumentally competent, than those whose parents are non-authoritative.
- Children and adolescents whose parents are uninvolved, perform most poorly in all domains.

Other factors that contribute to social competence include teacher relationships, peer groups, neighborhood, and community.

1.6. PROBLEM BEHAVIORS RELATED TO SOCIAL COMPETENCE

An important researcher in the study of social competence, states that there are three clusters of problem behaviors that lead to the impairment of social competence. Voeller clusters include: (1) an aggressive and hostile group, (2) a perceptual deficits subgroup, and (3) a group with difficulties in self-regulation.
i. Children with aggressive and hostile behaviors are those whose acting out behaviors negatively influence their ability to form relationships, and sustain interpersonal interactions. Aggressive and hostile children tend to have deficiencies in social information-processing, and employ inappropriate social problem solving strategies to social situations. They also tend to search for fewer facts in a social situation and pay more attention to the aggressive social interactions presented in an interaction.

ii. Children with perceptual deficits do not perceive the environment appropriately and interpret interpersonal interactions inaccurately. They also have difficulty in reading social cues, facial expressions and body gestures.

iii. Children with self-regulation deficits tend to have the classic difficulties in executive functions.

1.7. ASSESSMENT OF SOCIAL COMPETENCE

While understanding the components of social competence continue to be empirically validated, the assessment of social competence is not well-studied and continues to develop in procedures. There are a variety of methods for the assessment of social competence and often include one (or more) of the following:

- Child–adolescent interview
- Observations
- Parent report measures
- Self-report measures
- Sociometric measures (i.e., peer nominations)
- Teachers report measures
1.8. SOCIAL INTELLIGENCE

According to Erwin, P, Lacan Lale (2004) The term intelligence refers to the popular understanding, “mental abilities, enabling one to think rationally, learn readily, act purposefully and deal effectively with one’s environment” and it is the capacity to understand the world, think rationally and use resources effectively when faced with challenges.

Social Intelligence (SI) is the ability to get along well with others, and to get their cooperation too. Sometimes referred as "people skills," social intelligence includes, an awareness of situations, and the social dynamics that govern them, and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight, and a consciousness of one's own perceptions and reaction patterns.

Many psychologists and educators have given elaborate designation of human intelligence while having social intelligence as a basic tool. Social intelligence means, the ability of an individual to understand others, and to react in such a way that is desired and should not include the feelings and emotions that are aroused by the others. Appreciable adjustment with the society is the index of social intelligence.

By social intelligence, it means the qualities of seeing through the current social myths, and understanding the necessity of lifelong self education, recognizing the necessity of social action, including discerning of, what the social...
situation requires, and creating a program to realize social reform, and developing genuine feelings of compassion, and regard for one’s fellow human beings.

Mere financial or academic, or interpersonal success, will never make a man successful. A man who is expert in studies and school activities may be called as academically bright, but not in social intelligence, because there may be lack of social intelligence in him. So, one must learn the art of understanding the society.

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1.9. SOCIAL ADJUSTMENT

Social adjustment refers to the ‘change in habitual conduct or behaviour which an individual must make in order to fit into the community in which he lives’ (Warren, 1934).
Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. In the technical language of psychology according to Myloyd (2003) "getting along with the members of society as best one can" is called adjustment.

Social beings living in a society, form opinions about each other. Every body wants acceptance and recognition from and within society, and try to behave according to the norms of the society and adjust with other. But it is not a easy task as the personality of each individual is a unique organization. This organization has to make special efforts to adjust with others unique organizations, which one calls as society. For example, if an individual is well – adjusted in family environment, his family adjustment will be good. In other words one can say that, social adjustment is the direction that the teacher, try to instill adjustment in the students. The teachers should emphasize on the adjustment of the student in the school. It is the responsibility of teacher to help the students cope up with the existing situations of the school.

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1.10. SOCIAL SKILLS

A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy or both. In other words the abilities that one possesses. Skills can often be divided into “domain–general” and “domain-specific” skills. Skill usually requires certain environmental stimuli and, situations, to assess the level of skill being shown and used.

According to Bandura, (1971) Psychologists and researchers place assertiveness under the umbrella of social skill training. Social skill is typically used in training of social interactive skills, to children and adolescents. The theoretical framing in the United States borrowed heavily from social learning theory, whereas in England the theoretical formulations were drawn from information-processing models, social and organizational psychology.

According to Argyle, (1969), coined the term “social skill”, though Thorndike in 1920, undertaking on the construct of social intelligence, also reported on social skills and other constructs, reflecting social effectiveness. Argyle (1969), noted that social skills results in the effectual application of persuasion and other influence mechanisms that control others.
Social skill is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning such skills is called socialization.

1.11. NEED AND IMPORTANCE OF THE STUDY

Hence, the investigator attempted to study the social competence of higher secondary school students.

Social intelligence is the capacity to effectively negotiate complex social relationships and environments. Social intelligence is the mental ability to understand the motives, emotions, intentions and actions of other people and to motivate and influence the behavior of (groups of) people. Persons with high social intelligence are usually good in recognizing subtle facial, verbal and behavioral clues in other people that can indicate their emotions and intentions.

It is on this note that, curative, and preventive measures will be taken, in order to deter, further fall in standard of education, which immensely centers on social adjustment problems of students in recent times. Therefore, it is very much needed to study the social adjustment.

Social skill and the ability to assert are essential for children and adolescents. They are confronted daily with situations that call for social interaction. When children do not function competently in interactive situations, they are noticed, singled out, or suffer social ostracism and humiliation. Many children withdraw in interactive situations, act immaturely, inappropriately, or aggressively and then, they face consequences of social disapproval, punishment
and low self esteem. Social competence, social skill, and assertiveness have been used interchangeably by behavioural psychologists.

In the present investigation, an attempt has been made to study on social competence of higher secondary school students of Villupuram district in relation to social intelligence, social adjustment and social skills.

1.12 THEORETICAL FRAME WORK

Social competence is an important ingredient of modern civilization and us essential education. Favorable social competence is very important because unless a favorable social competence prevails among the Learner’s they may not be interested in learning. Hence, for the present study attitudes has been selected as an important variables.

Social intelligence is ability to understand the feelings, thoughts and behaviours of person in social interpersonal situations and to act appropriately based on that understanding. Hence, this study has been, undertaken to examine higher secondary school student’s social intelligence learning in relation to certain selected variables.

Social adjustment is developed in the extent to which an individual achieves society’s developmentally appropriate goals. Social adjustment which helps the learner to know about the subject he wants to learn, with the help of latest trends in society.
Social skills is specific abilities allowing for the competent performance within social tasks. Hence, for the present study social skills has been selected as in important variables. The study under taken by the investigator is entitled as “A study on social competence of higher secondary school students of villupuram district in relation to social intelligence, social adjustment and social skills.” The selected variables are social competence, social intelligence, social adjustment and social skills.

This study has been conducted with randomly selected 1000 higher secondary school students the Arts and Science students in Villupuram district of Tamilnadu state. The demographic variables selected for this study were sex, school locality, birth order, management type, family type, medium, group and parental education. On the basis of this selected variables objectives have been fixed with suitable null hypotheses for the guidance to achieve the objectives.

The present investigation was undertaken by using Normative Survey Method with the tools.


The statistical techniques used for this study were Descriptive Analysis, Differential Analysis and correlation Analysis.
1.13. STATEMENT OF THE PROBLEM

Social competence is an important ingredient of modern civilization and is the essential attribute of the members of a progressive onward moving society. The cultural purity and societal diversity of India provide enough opportunities to Indian children, for the acquisition of high order social competence, through rich and varied interpersonal interactions. As one of the components of the social behaviour, it is acquired through social interaction and cultural integration, in different socio cultural settings. The success of an individual in the society depends upon the extent to which he has acquired the richness, and potency of social competence, desirable for his self actualization, growth and development. For a successful interpersonal interaction, a high order social competence, is an essential disposition of an individual. Social intelligence mean ability to judge, comprehend and reason well, together with good sense, the faculty to adapt and use imitative the suggestion here is that intelligence comprises several components and that there are several fundamental abilities internet in it. Social adjustment problems have been associated with academic performance of secondary school students. Students in our secondary schools exhibit various social adjustment problems, and these in effect, affect their academic performance. It is generally believed that the adolescence period offers a unique opportunity to the learners, to realize many intrinsic values, associated with their adjustment problems. As social skills are concerned with making and maintaining social relationships, child has a social skills problem when his/her dealings with other people are full of conflict and devoid of satisfaction for others. This statement emphasizes the need of social skills for students in general. By considering these relationships and importance of
these concepts with regard to school students, the investigator decided to take up to
his study entitled “A study on Social Competence of Higher Secondary School
Students of Villupuram District in Relation to Social Intelligence, Social
Adjustment and Social Skills”.

1.14. OPERATIONAL DEFINITIONS

The following are the operational definitions of key terms used in the study.

(a) **Higher Secondary School Students** – The students studying in higher
secondary schools situated in Villupuram district of Tamilnadu, India.

(b) **Social Competence**– The effectiveness of adequacy with which an
individual is capable of responding to various problematic situations which
confront him.

(c) **Social Intelligence**– Social Intelligence is defined as the ability to
understand the feelings, thoughts and behaviours of person in social or
interpersonal situations and to act appropriately based on that understanding.

(d) **Social adjustment**– Social adjustment is defined as the extent to which an
individual achieves society’s developmentally appropriate goals.

(e) **Social Skills**– Social skills is defined as specific abilities (ie, overt
behaviour, social cognitive skills, and emotional regulation) allowing for
the competent performance within social tasks.

In addition, the exogenous variable of the selected sample of higher
secondary school students studying in higher secondary schools are (i) Sex
(ii) Locality of the schools (iii) Birth Order (iv) School management type
(v) Family type (vi) Medium (vii) Group and (viii) Parental’ educational status
(f) **Urban schools** - higher secondary school located in areas controlled by not less than a municipality.

(g) **Rural schools** - higher secondary school located in areas controlled by a panchayat union.

(h) **Government schools** - higher secondary school run by the Government of Tamilnadu.

(i) **Private schools** - higher secondary school run by the private managements

(j) **Aided schools** - higher secondary school run by the private managements which receives grant-in-aid from the Government of Tamilnadu.

(k) **Tamil Medium**: The schools where the medium of instruction is Tamil.

(l) **English medium**: The schools where the medium of instruction is English.

1.15. VARIABLES OF THE STUDY

The following variables have been used in the present study.

I  **Dependent variables**
- Social competence

II  **Independent variables**
- Social intelligence
- Social adjustment
- Social skills

III  **Demographic variables**
- Sex: Male / Female
- School Locality: Urban/Rural
- Birth order: I/II/III/above III
- Management Type: Govt./Private/Aided
- Family Type: Joint/Nuclear
- Medium: English/Tamil
- Group: Arts/Science
- Parental education: Illiterate/School Education/College Education
1.16. OBJECTIVES OF THE STUDY

The following objectives have been formulated in the present study.

(i) To find out the higher secondary school students level of social competence
(ii) To find out the higher secondary school students level of social intelligence
(iii) To find out the higher secondary school students level of social adjustment
(iv) To find out the higher secondary school students level of social skills,
(v) To find out whether there is any significance difference in social competence of higher secondary school students based on
   (a) Sex
   (b) School locality
   (c) Birth order
   (d) Management type
   (e) Family type
   (f) Medium
   (g) Group and
   (h) Parental education
(vi) To find out whether there is any significance difference in social intelligence of higher secondary school students based on
   (a) Sex
   (b) School locality
   (c) Birth order
   (d) Management type
   (e) Family type
   (f) Medium
   (g) Group and
   (h) Parental education
(vii) To find out whether there is any significance difference in social adjustment of higher secondary school students based on
   (a) Sex
   (b) School locality
   (c) Birth order
   (d) Management type
   (e) Family type
   (f) Medium
   (g) Group and
(h) Parental education

(viii) To find out whether there is any significance difference in social skills of higher secondary school students based on
(a) Sex
(b) School locality
(c) Birth order
(d) Management type
(e) Family type
(f) Medium
(g) Group and
(h) Parental education

(ix) To find out whether there is any significant relationship between social competence and social intelligence,

(x) To find out whether there is any significant relationship between social competence and social adjustment,

(xi) To find out whether there is any significant relationship between social competence and social skills.

1.17. HYPOTHESES OF THE STUDY

The following hypotheses have been framed in the present study

(i) The higher secondary school students are having high level of social competence,

(ii) The higher secondary school students are having high level of social intelligence,

(iii) The higher secondary school students are having high level of social adjustment,

(iv) The higher secondary school students are having high level of social skills,

(v) There is no significance difference in the social competence of higher secondary school students based on
(a) Sex
(b) School locality
(c) Birth order
(d) Management type
(e) Family type
(f) Medium
(g) Group and
(h) Parental education

(vi) There is no significance difference in the social intelligence of higher secondary school students based on
   (a) Sex
   (b) School locality
   (c) Birth order
   (d) Management type
   (e) Family type
   (f) Medium
   (g) Group and
   (h) Parental education

(vii) There is no significance difference in the social adjustment of higher secondary school students based on
   (a) Sex
   (b) School locality
   (c) Birth order
   (d) Management type
   (e) Family type
   (f) Medium
   (g) Group and
   (h) Parental education

(viii) There is no significance difference in the social skills of higher secondary school students based on
   (a) Sex
   (b) School locality
   (c) Birth order
   (d) Management type
   (e) Family type
   (f) Medium
   (g) Group and
   (h) Parental education

(ix) There is no significance relationship between the social competence and social intelligence,

(x) There is no significance relationship between the social competence and social adjustment,

(xi) There is no significance relationship between the social competence and social skills.
1.18. METHOD OF STUDY

Normative Survey method has been used in the present study. The detailed description of the method has been given in the Chapter–III of this dissertation.

1.19. TOOLS USED IN THE PRESENT STUDY

As many as four tools have been used in the present investigation. They are:


Copies of these four tools have been administered to the sample of 1000 students studying in higher secondary schools chosen for the study. The detailed descriptions of these four tools are given in chapter – III of this dissertation.

1.20. STATISTICAL TECHNIQUES USED

The following statistical techniques have been used in the study

1. Descriptive analysis (Mean and SD)
2. Differential analysis (‘t’ test and ‘F’ test )
3. Correlation analysis (‘r’ value).

1.21. SAMPLING OF THE STUDY

The random sampling technique has been used for the selection of the sample of 1000 students studying in higher secondary schools situated in
Villupuram District of Tamilnadu, India. The details of the sample are given in chapter – III of this dissertation.

1.22. DELIMITATIONS OF THE STUDY

1. The study is confined to higher secondary school students of Villupuram District only.
2. The study is confined to 1000 higher secondary school students studying in Villupuram District only.
3. The study is confined to selected demographic variables only.

1.23. BRIEF RESUME OF SUCCEEDING CHAPTERS

A review of related studies has been presented in chapter-II.

Chapter –III contains the description of the tools used, the sample selected and the statistical techniques employed in this study.

The analysis and interpretation of the data with relevant discussion there in are given in the chapter-IV.

Chapter-V contains the summary of the important findings, suggestions for further research and conclusions.