CHAPTER - II

REVIEW OF RELATED STUDIES

2.1. INTRODUCTION

The importance of reviewing studies already made in one’s field of investigation has beautifully been stated by Best (1977) in the following words: “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start new a with each generation, man builds upon the accumulated and related knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour. A familiarity with literature in any problem area helps the student to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problem remain to be solved”.

Thus, for any investigator, the study of literature related to his/her field of current investigation is essential. Such a review serves the following purposes.

i. To show whether the evidence already available solves the problem adequately without further investigation, and thus, avoid the risk of duplication.

ii. To provide ideas, theories, explanations of hypotheses, valuable in formulating the problem.

iii. To suggest methods of research appropriate the problem.

iv. To locate comparative data useful in the interpretation of results and

v. To contribute to the general scholarship of the investigator.

The survey of related studies imply locating, studying, and evaluating reports of relevant researches, study of published articles, going through related portions of encyclopaedias, and research abstracts. For any worth while study, in any field of knowledge, the research worker needs, familiarity with the work which has already been done in the area of his choice. He needs to acquire up to date information about what has been through, and done in the particular area. He has to
build upon the accumulated and recorded knowledge of the part. He draws maximum benefit from the previous investigations.

According to Best (1977), “the research for related literature is one of the first steps in the research process. It is a valuable guide in defining, the problem, recognizing its significance, suggesting promising data gathering devices and sources of data”.

Review of related literature pertaining to a problem, makes the researcher familiar with the summary of recognized experts on what is already known, and what is still unknown, and untested, and thus, provides a background for the development of the study undertaken. This brings the investigator to the proximity of the solution.

Therefore, the investigator went through the surveys of educational research, and educational journals, available to him and prepared an abstract of his review that is being presented in the succeeding paragraphs.

2.2. STUDIES RELATED TO SOCIAL COMPETENCE

i) Social Competence Studies from Abroad

Elizabeth Nixon (2001) conducted a study on social competence of children with attention deficit hyperactivity disorder in Ireland. A substantial body of research suggests that children with ADHD experience significant interpersonal difficulties. The results showed that there is a significance of these difficulties for later life outcomes, and emphasising the importance of uncovering the mechanisms by which these difficulties arise.

Amanda Crick (2002) conducted a study on emotional intelligence, social competence, and success in high school students. This study sample consisted of 31 males and 89 females ages fourteen to seventeen years (grades 9
through 11) from three counties in south-central Kentucky. The findings of the study show that the teacher ratings of social competence were significantly higher for leaders than for Joiners and Non-Joiners of groups.

Maria Victoria Trianes Torres et al. (2003) conducted a study on social background, gender, and self-reported social competence in 11 and 12 year old Andalusian children in Spain. The study was carried out using a sample of 96 eleven and twelve year old students from suburban, inner city or middle income of backgrounds in Malaga in Spain. The results showed statistical significance [F (2, 89) =6.13; MSE=154.24; P<.01], indicating that boys have higher scores than girls in the inner city group. The analysis revealed a significant contribution from this variable.

Kathleen Lynne Lane et al. (2004) a study of secondary teachers’ views on social competence: skills essential for success. This study was to examine secondary teachers’ expectations of student behavior, to identify differences and similarities between middle and high school teachers, as well as between general and special education teachers. Participants were 240 secondary school teachers from four schools (two middle schools and two high schools) located In Southern California. Results indicated that, while middle and high school teachers are relatively similar in their expectations, regarding cooperation, and self-control skills, they have different opinions about the importance of assertion skills.

Deborah M. Ware (2005) conducted a study on social competence of students enrolled in online high school physical education courses. A random sample of 200 students was selected from the population. The subjects for this study included sixty students taking one of two Physical Education courses at the Florida Virtual School. The results indicated that there was no significant mean difference found between the students enrolled in online Physical Education courses and the mean of students established by the TISS.
Paloma Gil-Olarte Marquez et al., (2006) conducted a study on relating emotional intelligence to social competence and academic achievement in high school students. Analyses are based on Spanish participants ($N=77$; 38 females, 39 males) who were students of 4 E.S.O. (last year of the Obligatory secondary education) in a semi-private high school in Cadiz, Spain. The students were between 14 and 17 years old ($M=15.03$, $SD=.70$) and most came from middle class families. The test was also moderately related to social competence and predicted students’ final grades. The findings remained significant after personality and academic intelligence were statistically controlled.

Allison Joan Nebbergall (2007) conducted a study on assessment of social competence and problem behavior: the psychometric properties of a social competency rating form. The participation was sought from all 1st, 2nd, 4th, and 5th grade students from 12 suburban, and rural, Maryland, public elementary schools. Higher social competency ratings are associated with fewer problem behaviours, in school, and higher achievement. The results indicated that, there is no significant relationship between social competency ratings and student attendance.

Andrea Tirabassi et al., (2008) studied the relationship between social competence and student dropout. The participants in our study were 149 students, grades 7 through 12. The students were from a small, rural Midwestern school district. A hierarchical linear regression was conducted to investigate how well the 5 areas of social competence predicted student engagement when controlling for grade point average. This study revealed the results that, the relationship between social competence and student engagement, above and beyond academics, and students who display strengths in social competence, increase their resiliency against dropout, specifically in the area of cooperation.

Barbara D. Hillaker (2008) made a study on the contributions of parenting to social competencies and positive values in middle school youth: positive family
communication, maintaining standards, and supportive family relationships and, maintenance of standards in the family were examined as predictors of positive values and social competencies in sixth (n = 1,453), seventh- (n = 3,732), and eighth- (n = 4,474) grade youth. The results indicated that parenting processes were significant indicators of youth outcomes, both independently and in interaction with each other. Parental contributions to basic youth competencies continue to be an important contribution to positive youth development work throughout early adolescence.

Joyce V. Petro et al., (2010) studied perceived personal, and social competence: development of valid and reliable measures. A sample of convenience of undergraduate students enrolled in an introductory personal health course at a large, Midwestern university (n=499) completed one of four surveys. Matrix sampling was used so that approximately one fourth of the student samples completed each survey: interpersonal skills (n =123), interpersonal skills (n = 130), coping skills (n =129), and judgment skills (n = 117). Internal consistency reliability as calculated for intrapersonal skills (α =0.96), interpersonal skills (α=0.91), coping skills (α=0.89), and judgment skills (α =0.91). Program planners and evaluators could use one or all four scales (i.e., Intrapersonal, interpersonal, coping, judgment skills) to assess short-term impact of their youth development programs.

Sabreah Abdul-Majied (2010) made a study on social competence and teacher roles in young children’s social development of three primary schools in Trinidad. This qualitative case study investigated how teachers at three primary schools, classified as high-, medium-, and low-performing, contributed to the social competence development in 5-7-year-old children. In this study, the results indicated that no significant difference was observed in children’s social
competency that was linked to the type of school they attended. Type refers to whether the school was perceived as good, and was highly demanded by parents.

**Anme T, et al., (2011)** conducted a study on a pilot study of social competence assessment using interaction rating scale advanced in Tsukuba. The participants in the our study were 17 high school students, 13 boys and 4 girls, 8 sixteen years’ old and 9 seventeen years old. The participants completed the five-minute interaction session and were observed using the IRSA. Their teacher evaluated their social competence based on regular observation in school. The results indicated the high correlation between IRSA scores and teacher's practical evaluation. IRSA can measure social competence with high validity.

**Glenn M. Calaguas, and Carmela, S. Dizon, (2011)** studied the development and initial validation of the social competency inventory for tertiary level faculty members. One hundred forty-one participants from five private higher education institutions (HEIs) in the national capital region (NCR) and five private HEIs in central Luzon in the Philippines participated in the final test administration. Factor analysis was used to evaluate the validity of the instrument, and six factors were identified. The development of the final instrument was based on the results of the evaluation of the instrument’s reliability and validity.

**Ivanka Boncheva and Stefanka Tomcheva, (2012)** made a study on social competence in 18-years-old students who had performed an aggressive act at school. This study sample consisted of 40 students of Hristo Botev high school for mechanical techniques, electronics, telecommunications and transport in Shumen. The students are of full age. The examined students are divided in two groups 20 students, which have performed aggressive acts during the period of IX – XII grade and 20 students in a reference group. The findings revealed that social competence high deviations from the norm are not observed. The emotional – volitional regulation of the behavior affects on the result of the used social abilities
in terms of the effective functioning in the problematic social situation, which is necessary to be solved from the students with aggressive behavior.

Igbo, N. Janet (2013) conducted a study on gender, popularity, social competence and academic achievement of in-school adolescents in Nigeria. A total sample of 400 (SS 11) students was selected from the Omaha education zone in Nigeria for the study. The results of the study showed that the relationship between senior secondary school students’ popularity, and academic achievement based on gender is low, and there is low relationship between, senior secondary school students’ social competence, and academic achievement based on gender. There is no significant relationship between senior secondary school students’ social competence and academic achievement based on gender.

Marius Diekmann and Sabine Gruehn (2013) conducted a study on fostering students' social competence and made a comparison of Montessori and traditional schools, impact at the end of secondary level 1 in Germany. The data were collected in an evaluation-study of Montessori schools. As part of the evaluation-study, students (N=150, secondary level 1) of six Montessori schools were asked to fill in a standardized questionnaire. This study shows that a significant difference exists not only between Montessori and traditional schools but also between individual Montessori schools.

Wendi Margaret Schirvar (2013) a conducts study on investigating social competence in students with high intelligence. Subjects included 79 students 30 females and 49 males, between the ages of 7 and 10 and Grades 1–5. The findings indicated that the correlation between the measure of pragmatic language and the measure of social competence was not significant, and thus the hypothesis is not supported. There is a positive relationship, although weak, and thus obtaining high scores on one measure does not mean one can expect high scores on the other measure.
ii) Social Competence Studies from India

Rajiv, D. (2008) has conducted a study on social competence as related to social adjustment. This study reveals that there is a significant correlation measure of social adjustment and social competence. Bryan Jeremy Cavins (2005) conducted a study on the relationship between social competence, and leadership practices among college student leaders at a Bharadhiyar University. Data was collected from each of the 83 students that were enrolled in the program at the point of data collection. The results indicated that the relationship between the total social competence scores and Student Leadership Practices Inventory scores produced moderate to strong positive correlations.

Sahaya Mary, R. (2009) in her work a study on influence of social competence on attitude towards teaching of student teacher in Salem district, revealed that there is a significant difference between qualifications. There is no significant difference between gender, subject, community, previous teaching experience and social competence of the student teacher. There is a significant relationship between social competence on attitude towards teaching profession of the student teacher.

Vasanth, R.P. (2011) has done a work on a study on demographic factors on social competence of pupils at secondary school level in Tamilnadu. This study reveals that impact of socio demographic factors such as sex, locality, family size and parental education on social competence of 125 students of two secondary schools. It was observed that there is no significant difference in social competence due to family size.

Radha Sharma, (2012) conducted a measuring social and emotional intelligence competencies in the Indian context. The findings mediated a to factor structure has emerged in the cross cultural contexts similar explored by the best development of the ECI - 2. However, six items did not have significant loading.
ECI -2 was been found coefficient to have statistically significant reliability coefficient and divergent validity with stress personality test on the India sample.

**Selvakumar. A., Muthumanikam. R (2013)** conducted “A study on relationship between social competence and academic achievement”. The sample was 300 college students were collected in Normative survey method in Tamil Nadu colleges result that conclude the social competence and academic achievement of students age average level for the total sample. Similarly the social competence and academic achievement of students age average for sub samples based on genders, type of management and type of family.

**2.3. STUDIES RELATED TO SOCIAL INTELLIGENCE**

**Hack Worth, Carla A. (2001)** conducted “Understanding and Managing others – the impact of social intelligence upon social influence” reveals the relevance of social intelligence to social influence consistent with but extending past was associated with effective social interactions. In particular, individuals high in discriminative facility demonstrated greater flexibility when considering influence tactics than individuals low in discriminative.

**Simon M. Reader and Kevin, N. Laland, (2001)** conducted a study on social intelligence, innovation, and enhanced brain size in primates at Stanford University. A comparative analysis of 533 instances of innovation, 445 observations of social learning, and 607 episodes of tool use established that, social learning, innovation, and tool use frequencies are positively correlated with species' relative, and absolute “executive” brain volumes, after controlling for phylogeny and research effort. The findings provide an empirical link between behavioral innovation, social learning capacities, and brain size in mammals.

**The study supports Marjut (2007), Mundia (2006) and Andreon (2006) at a great extent Kaikainen (2007)** revealed a significant correlation between social intelligence and victimization but the present study proves it of changing according to certain variables like gender.
Lalkumar A.C (2008) in his study “Social intelligence in relation to personality and creative thinking, of B.Ed., Teacher Trainee’s” found that the social intelligence of the B.Ed., teacher trainees is significantly related to invested, and extrovert, and the creative thinking, of the entire samples and its sub samples. The findings of the study reveals that the B.Ed., teacher trainees have high social intelligence and creative thinking as compared to different personalities having average of the entire and sub samples.

Qingwen Dong (2008) conducted a study on of social intelligence, self-esteem, and intercultural communication sensitivity. Participants were 419 undergraduate college students from two universities, located in the western United States. The sample for the study included 248 (59%) undergraduates from a small, private university, and 171 (41%) from a large, state university. The participants ranged in age, from 17 to 51, with an average of 20.6 years. The results support hypothesized relationships and indicate a statistically significant relationship between, social intelligence (SI), and intercultural communication sensitivity (ICS), with SI accounting for more than 10% of the variance in ICS. In addition, both dimensions of self-esteem, self worth and self efficacy were significantly related to ICS, accounting for an additional 4% of the variance in ICS.

Zur Erlangung des akademischen Grades and genehmigt durch die Fakultat, (2008) studied theory and measurement of social intelligence, as a cognitive performance construct. One hundred and twenty seven students of the Otto-von-Guericke-University Magdeburg in Germany, participated in the present study. The findings of their study showed a significant main effect of the targets’ gender, with a higher mean performance in scenarios related to female targets, and also a significant main effect of the subjects’ gender, occurred with slightly better performance from female subjects.

Jay A. Juchniewicz (2008) in their study of the influence of social intelligence on effective music teaching at Florida State University. A sample
consisted of 186 music teachers participated in the present investigation. The random sampling technique has been used in the present investigation. The findings indicated that undergraduate pre-service teacher effectiveness scores were related, though not significantly, to the ability to receive, and interpret, the nonverbal communication of others. Also, the study shows that there is no significant differences were found between the experienced music educators, and undergraduate pre-service music teachers, when evaluating the overall effectiveness of music teacher participants.

**Barjees Jeelani. J. Visvanathan. G (2011)** conducted “A study on college students attitude towards Indian culture in relation to social intelligence” the sample of a study 289 college students in normative survey method, social intelligence scale constructed by N.K. Chadha and of the Ganeson. The result the level of social intelligence of college students in relation to certain sub samples namely, type of management, gender, type of family, parental education, religion, community and state is high.

**Ahmad Abdulhameed Aufan Al-Makahleh and Ayed Hanna Ziadat, (2012)** conducted a study on social intelligence and personal characteristics of talented secondary school students in King Abdullah II schools for excellence in Jordan. The sample consisted of 200 male and female students. The results indicated that there were no statistically significant differences in the average degree of response of the study sample, due to the sex variable on both the social intelligence and behavioral characteristic scales, for each of the total score or on the sub-dimensions.

**Hari. V., Babu, R., (2012)** conducted “A study of social intelligence in relation to personality traits and creative Thinking of B.Ed., Teacher Trainees” in Cuddalore District of Tamil Nadu, India. The study reveals that Social intelligence of B.Ed., Teacher Trainees is high. There is no significant difference between sub samples

Sembiyan, R. (2012), studied the implications that there are 30 abilities involved in social intelligence, as specified by structure of intellect (social intelligence) theory, six ability for dealing with different products of information, within each of the five operation categories in “A study on social intelligence as related to mental health”. This study reveals that there is a significant correlation between measure of mental health and social intelligence.

Shazia Habib et al., (2013) studied the development and validation of social intelligence scale for university students. 35 university students (17 male and 18 female) with the age range of 18-25 years from two public sector universities were selected through purposive sampling method. After empirical validation, 431 university students were asked to rate themselves on the 98 items on a 4-point scale. The results show that no significant difference was found between male and female university students on social empathy, extroversion, and social adaptability factors of Social Intelligence Scale (SIS), between male and female participants.

Erwin P. Lacanlale (2013) conducted a study on the development and validation of a social intelligence inventory in Tarlac state university. The subjects were taken as a cross section sample from first year to fourth year level. The findings of this study, revealed that the items constructed in the developed social intelligence inventory, represented the different areas of social intelligence of college students. The experts rated the scale very satisfactory and it has a very high reliability index.
Sumanlata Saxena and Rajat Kumar Jain, (2013) studied social intelligence of undergraduate students in relation to their gender and subject stream of Bhilai City, Chhattisgarh. For this purpose descriptive survey method was used. 60 male and 60 female undergraduate students were selected, for the sample by adopting stratified disproportionate random sampling technique. The findings of gender analysis indicate that female student’s posses more social intelligence than male students and analysis of stream indicates that, arts students are having greater social intelligence, than students of other streams.

Paed Zuzana Birknerova (2013) conducted a study on social intelligence in the context of personality traits of teachers in Konstantinova. The sample consists of 552 elementary school teachers, 455 of which were women and 97 were men. The results show significant differences between the answers of men and women, in assessing the selected social intelligence factors. Also, significant difference between the female and male teachers was detected in assessing two social intelligence factors as a personality trait.

2.4. STUDIES RELATED TO SOCIAL ADJUSTMENT

Jukka M. Leppanen, and Jari K. Hietanen, (2001) studied emotion recognition and social adjustment in school-aged girls and boys. The present study investigated emotion recognition accuracy, and its relation to social adjustment in 7–10 year-old children. The results showed that the emotion recognition was related to these measures of social adjustment, but the gender of a child, and emotion category affected this relationship. Emotion recognition accuracy, was significantly related to social adjustment for the girls, but not for the boys.

Mitchell J. Prinstein (2001) conducted a study on overt and relational aggression in adolescents: social psychological adjustment of aggressors and victims. A sample consisted of 566 adolescents (55% girls) in Grades 9 to 12
participated. The findings also supported the hypothesis that victims of multiple forms of aggression are at greater risk for adjustment difficulties than victims of one or no form of aggression.

Rashmita S. Mistry et al., (2003) in their study on economic well-being and children's social adjustment: The role of family process in an ethnically diverse low-income sample. A sample consisted of 419 elementary school-age children were evaluated. The sample was 57% African American and 28% Hispanic, and most families were headed by single mothers. The results provided support for the position that family process is a critical mediator of the effects of economic hardship, on children's social adjustment. The study shows the less than optimal parenting predicted lower teacher ratings of children's positive social behaviour, and higher ratings of behavior problems. Multiple-group analyses revealed that the pathways by which economic hardship influences children's behaviour, appear to operate similarly for boys and girls, and for African American and Hispanic families.

Thomas W. Farmer et al., (2006) conducted a study on school adjustment and the academic success of rural African American early adolescents in the Deep South. The participants included 392 7th and 8th grade students from 2 rural middle schools in the south. Participants were African American and were from 2 communities that have child poverty rates exceeding 50% for public school students. Girls were more likely to have positive characteristics than boys. Academic, behavioural, and social difficulties were linked to low end-of-year grades, and positive characteristics were linked to high grades.

Scholte, et al., (2007) conducted study entitled stability in bullying and victimization and its association with social adjustment in childhood and adolescence. He examined the concurrent and longitudinal associations between stability in bullying and victimization, and social adjustment in childhood and
adolescence. Participants were 189 girls and 328 boys who were studying in primary school and in secondary school. The mean age of the participants was 11.1 years in primary school and 14.1 years in secondary school. The measures consisted of peer reported social and personal characteristics. Children who bullied in childhood and adolescence were less liked and more disliked in childhood, and, more aggressive and disruptive both in childhood and adolescence, than children, who bullied only in childhood or adolescence. Children who bullied or who were victimized only in childhood did not differ largely in adolescence from the children that were never bullies or victims. Children who were victimized in adolescence closely resembled those who were victimized in childhood, and adolescence, in terms of being liked or disliked, being nominated as a friend, and shyness. The study stresses the need to distinguish between stable and transient bullies and victims.

**Yi-Fang Chen and Horng-Jyh Chen, (2009)** studied the international student adjustment from academic, social and cultural viewpoints in Taiwan. The population used for the quantitative element of this project was twenty-two graduate students from one of domestic college in Taiwan. The findings indicated that the international students generally reached the normal range of social adjustment. This may represent that most international student at the college attain enough interpersonal relationships and thus are able to properly socially adjust.

**Goodfellow and Nowicki (2009)** in the study on social adjustment, academic adjustment, and the ability to identify emotion in facial expressions of 7-years old children, aimed to examine the possible association between (a) accurately reading emotion in facial expressions and (b) social and academic competence among elementary school aged children. The participants were 840, 7 year old children who Completed a test of the ability to read emotion in facial expressions. Teachers rated children’s social and academic behavior using
behavioral rating scales. The authors found that, children who had more difficulty identifying emotion in faces also were more likely to have more problems overall, and more specifically, with peer relationships among boys and with learning difficulties among girls. Findings suggest that nonverbal receptive skill, plays a significant role in children’s social and academic adjustment.

Jimenez et al. (2009) in their study entitled “community involvement and victimization at school: an analysis through family, personal and social adjustment” analyzes the impact of adolescent’s community involvement on victimization by peers at school through various indicators of family, personal and social adjustment, participating in the project were 565 adolescents aged 11 to 18 (51% male) drawn from secondary schools in Spain. Statistical analyses were conducted using bivariate correlations, the “t” test and structural equation modelling. Results indicated an indirect and protective influence of community involvement, openness of communication with parents and life satisfaction on victimization by peers. There was also a direct protective effect of social self-esteem and a direct risk effect of loneliness on victimization at school. The findings are discussed in light of the consideration that community involvement is a key factor in the promotion of other protective factors related to adolescent victimization at school.

Randall and Bohnert, (2009) conducted research on organized activity involvement, depressive symptoms, and social adjustment in adolescents: ethnicity and socioeconomic status as moderators. The current cross sectional study investigated the links between various dimensions of organized activity involvement, and depressive symptoms, loneliness, and peer victimization in an ethnically and economically diverse sample of adolescents (N = 152; 58% female). Results indicate that adolescents who were involved in organized activities for more years also reported lower levels of loneliness. There was evidence of
diminishing returns when adolescents were very highly involved in organized activities; those who were either under or over involved reported the highest levels of depressive symptoms. Conversely, the findings indicate that adolescents who participated in a narrow or wide range of activity contexts, reported the lowest levels of depressive symptoms. In addition, results suggested that the relation between organized activity involvement and adjustment, differs among adolescents from diverse ethnic, and socioeconomic backgrounds. Findings from the current study also underscore the importance of considering multiple indices of activity involvement when assessing its association with adjustment.

**Yusliza Mohd Yusoff and Shankar Chelliah, (2010)** studied the adjustment in international students in Malaysian Public University. This study proposes seven antecedent variables in predicting the psychological and socio cultural adjustment among international students. This study, the results indicated that the academic achievement is proposed as a result of successful adjustment to the psychological and socio cultural. Based on this relationship, several propositions are developed.

**Zhou et al., (2010)** studied the relations of temperamental effortful control and anger/ frustration to Chinese children’s academic achievement and social adjustment a longitudinal study. In the study prospective relations of temperamental effortful control and anger / frustration to Chinese children’s (N = 425, age range= 6.6-9.1 years) academic achievement, and social adjustment were examined in a 2 wave (3.8 years apart) longitudinal study. Parents and teachers rated children’s temperament, and parents, teachers, and or peers rated children’s externalizing problems and social competence. Effortful control positively predicted children’s GPS, controlling for prior level of GPA. Analyses examining the Potential mechanisms underlying the temperament achievement associations suggested that effortful control positively predicted social competence, and social
competence positively predicted GPA. Moreover, anger/frustration positively predicted externalizing problems, and externalizing problems negatively predicted GPA. Meditational analyses suggested that the relations between temperament and GPA were mediated by social competence and externalizing problems and GPA was also found. The study suggested that there are complex interplays among temperament, academic achievement, and social adjustment for school age children.

**Jaikumar, S and Muthumanickam, R, (2010)** conducted a study on the social adjustment of higher secondary school students. The random sampling technique was used in the selection of as many as 600 higher secondary school students in Salem District of Tamil Nadu, India. The findings of the present study revealed that the Social adjustment of higher secondary school students is average irrespective of their gender, family type and birth order. The male and female students on social adjustment differ significantly on their social adjustment and the students belonging to joint and nuclear family do not differ significantly in their social adjustment.

**Malek, T. Jdaitawi (2011)** studied emotional intelligence in modifying social and academic adjustment among first year university students in North Jordan. A total number of 289, first year university, students who were randomly selected from the two universities in North Jordan, comprised both the experimental and control group. The results indicate no significant differences between experimental, and control group of social, and academic adjustment variables, supported by no significant mean difference according to gender between participants but the results indicate significant mean differences according to age between them.

**Noor Azniza et al., (2011)** conducted a study on moderating effect of gender and age on the relationship between emotional intelligence, with, social,
and academic adjustment, among first year university students. The participants consist of 289 first year university students from two universities in North Jordan. 51.2% of the sample (n=148) are males and 48.8% of the sample (n=141) are females. Participants are divided into two age groups, younger students between the age of 18 –25 and older students between the range of 26 and above. The result shows no significant relationship between emotional intelligence and of both social adjustment and academic adjustment.

Osaa-Edoh G.I and Iyamu F.I, (2012) conducted a study on social life adjustment and academic achievement of adolescents in Edo state: implication for counselling. Two hundred and forty (240) samples were randomly drawn from three senior secondary schools in Edo state. The findings indicated that there is no significant difference in the relationship between social life adjustment and academics achievement for males and females.

Ferdows Falatooei et al., (2012) a study on the relationship between alexithymia and emotional intelligence with social adjustment in female secondary school students of Dezful city (Khuzestan Province, Iran). The sample of this study included 265 female secondary school students who were selected using a multi-stage random method. The results of the simple correlation showed that the alexithymia had a negative and significant relationship with social adjustment, while the emotional intelligence revealed a positive and significant relationship.

George, I. N. and Ukpung, D. E, (2012) conducted a study on adolescents’ sex differential, social adjustment problems, and academic performance of junior secondary school students in Uyo Metropolitan City of Akwa Ibom State of Nigeria. The population of JSS 2 students in Uyo metropolis as at 2009/2010 session was 1016. A total of 500 students constituted the sample size of the study. The simple random sampling technique was used in selecting the sample. The Findings revealed that a significant difference exists in the academic
performance of socially adjusted male students exposed to family counselling services, from that of their counterparts not exposed to family counselling.

Jeremy V. Ernst (2013) studied social adjustment of at-risk technology education students. Participants in this exploratory research project where students determined to be at-risk attending an urban high school, located in the southeast region of Virginia. In population of 120 students, the teachers identified 101 as at-risk. The findings indicated that there are no differences in means of the Walker-McConnell normative sample and the technology education student at risk sample regarding overall social competence and social adjustment.

Rebecca Gray et al., (2013) in their study on examining the social adjustment to college in the age of social media: Factors influencing successful transitions and persistence. In the study examined the role face book plays in students’ social adjustment during their first year of college using survey data (N = 338) collected from students at a private, liberal arts college in the Midwest. The results indicated the positive relationship between two face book variables, the number of face book friends students have at the college, and their engagement in collaborative behaviours with classmates through the site and measures of social support and social adjustment, as well as a positive relationship between social adjustment and persistence at the university.

2.5. STUDIES RELATED TO SOCIAL SKILLS

Howard Gardner (2000) conducted a study on social skills (SQ) vs social intelligence. Samples of 2400 high school students were chosen in northern California. The results indicated that the data shows only a minor relationship between these two social abilities. Employers and college admissions personnel show much more interest in an applicant's social skills (SQ) than in his social intelligence.
Jennifer Howard Adkins (2004) studied emotional intelligence and social skills in home schooled students in Kentucky. A sample of 100 (60 girls, 40 boys) home schooled students were selected. The results indicated that the Parent Form showed even higher social skill scores than did those of the Student Forms. Parent ratings of the child’s problem behaviours indicated that the home schooled children’s problem behaviours were lower than that of the standardization population.

Christine W. Clore (2006) studied social skills use of adolescents with learning disabilities: an application of bandura’s theory of reciprocal interaction. A sample of 26 students (13 were males and 13 were females) participants in the study. These students’ social skills use was perceived consistently by themselves and their parents, as indicated by a 0.95 correlation between their SSRS rankings. The students’ perceptions of their social skills use were highly correlated to the observation rankings with a score of 0.98.

Amy Lee Bell (2007) a study on evaluating social skills in long term cochlear implant recipients. 58 parents and 58 high school students (27 males and 31 females) now currently between the ages of 15 and 17 (mean age 16.7), have followed up for the current study. They came from 25 states in the USA. Ethnicity did not vary much with 51 participants being white, 4 Asian, 1 African American, and 2 placed themselves in the “Other” category. The correlation between students’ previous social ratings at age 8-9 to their ratings of themselves on the SSRS did not reach significance. The results of this study indicate good social development as perceived by both parents and students.

Katherine Quigley, M. (2007) studied the effects of life skills instruction on the personal-social skills scores of rural high school students with mental retardation. The 39 subjects participating resided in Augusta County, Virginia and a rural community. The participants fell between 14 and 22 years of age. The control group consisted of 20 students from two separate high schools and the
The experimental group was composed of 19 students from two separate high schools. The KB pre test data demonstrated that the mean of the experimental group, 51.58%, and that of the control group, 55.15%, were not significantly different, \( t(37) = 0.666, p = .510 \). On the KB post test, the mean score increased to 60.26% for the experimental group and to 57.55% for the control group. However, these mean scores were not significantly different, \( t(37) = -0.449, p = .656 \).

**Barbara Liberi (2012)** studied social skills and autism spectrum disorder. The participants in this intervention were six 8th grade students (5 males and one female) who were identified with Asperger Disorder, high functioning autism, or another disability. In this study, the results indicated that two of the four students perceived that they made significant improvement in social skills, reported as 38.37% and 22.47% percent of change respectively- S3, S5. Two students perceived minor significant improvement in social skills, reported as .84%, 1.03% of change respectively- S2, S4. These percentages suggest that no real change was perceived. One student perceived a significant decrease in socials skills, reported as 22.35% of change S1. One student did not complete any forms.

**Maria S. Poulou (2013)** studied Trait Emotional Intelligence and social skills related to emotional and behavioural difficulties in adolescents. A sample of 559 students aged 12–14 years were selected in this study. The Social and Emotional Learning (SEL) movement emphasised the cultivation of social skills for positive relationships. This study reveals that the Students with higher Trait Emotional Intelligence and stronger social skills were less likely to present emotional and behavioural difficulties.

**Kayoko Ichikawa et al., (2013)** conducted a study on teach-based group social skills training for children with high-functioning autism: a pilot randomized controlled trial. Eleven children with HFA, aged 5–6 years, and their mothers were randomly assigned to the TEACH program (n=5) or a waiting-list control group (n=6). The program involved comprehensive group intervention and featured
weekly 2-hour sessions, totalling 20 sessions over six months. In this study, the results indicated that there were no dropouts from the program and the mothers’ satisfaction was high. The outcome measurements improved more in the program group than in the control group, with moderate effect sizes.

2.6 DISCUSSION OF RELATED STUDIES

The investigator presented a review of related literature Indian & abroad, in order to know what has been already done, and what is needed to be explored, in the concept of social competence of Higher Secondary Schools students of Villupuram District in relation to social intelligence, social adjustment and social skills. The studies reviewed are summarized as follows. Sahaya marry, R.(2009) a study on influence of social competence on attitude towards teaching of student Teacher in selem district. Vasanth, R.P. (2011) a study on demographic factors on social competence of pupils at secondary school level in Tamilnadu. Radha Sarma, (2012) a measuring social and emotional intelligence competence in the Indian context.


Rajiv (2008) investigated students social competence as related to social adjustment, the results showed that students have significant measure of social adjustment and social competence.

Bryan Jeremy cavins (2005) investigated a study on the relationship between social competence, and leadership practices among college students
leader’s at a bharathiyar university the result show that relationship between the
total social competence scores and students leadership strong positive correlation.

Elizabeth nixon (2001) studied a social competence of children with
attention deficit hyperactivity disorder in Ireland. Amanda crick (2002) discussed
the emotional intelligence, social competence, and success in high school students.
Maria Victoria Trianes Torres et al., (2003) discussed social background, gender,
and self-reported social competence 11 and 19 year old Andalusia children in
spain. Allison Joan Nebbergall (2007) studied the assessment of social
competence and problems behavior. Barbara, D. Hillaker (2008) studied the
contributions of parenting to social competencies and positive values in middle
school youth. Anme, et al., (2011) studied on pilot study of social competence
assessment using interaction rating scale advanced in Tsukuba.Igbo, N. Janet
(2013) studied gender, popularity, social competence and academic achievement of
school adolescents in Nigeria. These studies gave guidelines for the proceedings of
present study and the results of those studies gave the status of the selected
concepts for a comparative analysis.

2.7. CONCLUSION

Thus the review of studies related to this area of investigation enabled the
present investigator to plan his course of research and in the formulation of suitable
hypotheses for his study. The description of the tools, the sample and the statistical
techniques used in this study are given in Chapter - III.